



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leona Jackson School	19-64873-0102681	December 2, 2024	

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

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

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

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

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

## Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted academic, behavioral, and social-emotional needs of all students. This plan is aligned with the following strategic priorities for Paramount Unified School District:

**Goal 1: Elevate Deeper Learning and College, Career, and Life Readiness-** This goal aims to foster critical thinking, problem-solving, and skills necessary for success beyond school, ensuring that students are well-prepared for their future endeavors.

**Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change-** This goal emphasizes the importance of ongoing professional development for educators, equipping them with the tools and strategies needed to drive meaningful changes in their teaching practices.

**Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety-** This goal focuses on creating a supportive school culture where students feel valued, respected, and emotionally secure, which is essential for their overall well-being and academic success.

**Goal 4: Enhance Family and Community Engagement-** This goal seeks to build strong partnerships with families and community stakeholders through workshops, events, and consistent communication, creating a supportive network that enhances student learning.

**Goal 5: Build an Inclusive and Equitable School District-** This goal emphasizes the commitment to ensuring that all students, regardless of their background or abilities, have access to equitable resources, opportunities, and support within the school district. It aims to create an environment where diversity is celebrated, and every student can thrive.

# Educational Partner Involvement

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

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

On March 7, 2024, the English Learner Advisory Committee (ELAC) met to review parent responses from the 2024 Title I/LCAP parent survey. During this meeting, parents expressed their approval of the interventions that were in place to support students with ELPAC testing. They shared the need for additional parent workshops to deepen their understanding of the importance and rigor of the assessment, as well as strategies and supports they can use at home.

On May 6, 2024, our School Site Council reviewed and assessed the implementation and effectiveness of our 2023-2024 SPSA. The council also discussed input from ELAC and budget considerations for the upcoming school year. The SSC was informed that LCAP funds would no longer be allocated to the sites but rather centralized at the district level. The team reviewed current strategies that were funded in the plan. They prioritized the need for Math/ELA interventions, AVID, CKH, Restorative Practices, and ongoing professional development and planning time for all teachers in order to improve student learning. In addition, they agreed that funding for supplemental materials, supplies, resources, technology, student incentives for behavior, academics, and attendance, as well as additional enrichment opportunities, was important for the academic and social-emotional success of all students.

On May 14, 2024, the AVID Site Leadership Team, which includes administrators, instructional coaches, support staff, and teachers across all grade levels and content areas, analyzed various data sources and assessed the effectiveness of our 2023-2024 SPSA. The team identified the need to continue with our Multi-Tiered System of Supports (MTSS) to enhance student progress, behavior, and attendance. To promote equity for our diverse student body, the team emphasized the importance of continuing with block schedule in order to offer interventions during the school day. However, they were concerned that there may not be enough sections to include all students who were two or more

grade levels behind. Discussions also focused on the need for ongoing professional development, planning time, and resources to support core classes, as well as intervention and elective/enrichment opportunities for the 2024-2025 school year.

On July 30, 2024, the Administrative/Leadership team reviewed data and the SPSA goals for the 2024-2025 school year. The team identified trends, strengths, and areas for growth to prioritize moving forward. During this analysis, equity remained a central focus, with particular attention given to ensuring all students have equal access to targeted interventions. They made suggestions to enhance tiered interventions, provide alternative means of correction, and provide incentives to increase student motivation and promote a positive school culture on campus.

On August 29, 2024, Jackson Staff reviewed year-end iReady and CAASPP data. Staff shared their data observations, reviewed First Best Instruction, and began brainstorming next steps to increase rigor and student achievement.

On September 30, 2024, the SSC reviewed school performance data for academics, attendance, and behavior. The team discussed how this information would be used to develop our school plan and determine appropriate strategies and resources to increase student achievement.

On October 7, 2024, our Instructional Leadership Team (ILT) reviewed our SPSA goals and strategic priorities for 2024-2025. The team would like to see funds allocated for ongoing professional learning (i.e., Cultural Proficiency, Capturing Kids Hearts, Restorative Practices, AVID, etc.), as well as substitute coverage to engage in learning walk and lesson studies. They would also like to see more student activities and incentives to build culture on campus.

On October 10, 2024, our ILT reconvened to deepen their understanding of the SPSA goals and identify meaningful activities to gather input from teachers and staff to further analyze/develop the SPSA.

On October 17, 2024, Jackson Staff engaged in professional development regarding our goals and priorities within the SPSA. Teachers and staff identified supports and strategies that were currently in place, as well as areas of need for each goal within our SPSA. Some items discussed were the continuation of site initiatives, such as CKH and AVID schoolwide strategies, designated and integrated ELD, planning for First Best Instruction, Co-Teaching, etc. They also shared the need for additional resources and professional development to better support our students with disabilities, particularly in our intervention classes. In addition, elective teachers shared the need for curriculum, pacing guides, and additional resources.

On October 21, 2024, the School Site Council (SSC) met to review the suggestions and next steps identified by the ILT and Jackson Staff. They provided input for all five goals to develop a draft of the 2024-2025 SPSA. During this session, the SSC agreed with these strategies and proposed additional funding for parent engagement and activities to deepen their understanding of the courses, programs, and supports available at Jackson. After looking at data, they suggested ongoing high-quality professional development for all math teachers, as well as the need for additional supports/resources for our English Learners and students with IEPs.

On October 24, 2024, the proposed strategies for the draft SPSA were presented to the English Learner Advisory Committee (ELAC) for review and feedback. ELAC members were in agreement with the proposed activities to support our site goals. They highlighted the need for improved parent awareness regarding ELPAC testing and opportunities for additional student support.

On December 9, 2024, the School Site Council (SSC) reviewed and made final revisions to the 2024-2025 SPSA. They will call for a motion to approve the revised plan for presentation to the Board of Education.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

The 2024 state indicators from the California School Dashboard are not currently available, therefore, the indicators from 2023 were used to analyze school progress and make decisions to improve student learning.

For "Overall Performance" data, Mathematics (Academic Performance) and Suspension Rate (Condition and Climate) were both in the "Orange" performance category. These areas have been identified as needing improvement due to their lower performance levels.

To address academic concerns, Jackson will be implementing a variety of targeted interventions to support student growth in mathematics. These include the use of iReady's personalized learning pathways, which tailor instruction to each student's specific needs, math intervention classes within the school day to support foundational and prerequisite skills, and after-school tutoring sessions to provide additional academic support to meet grade level standards. We will also prioritize ongoing professional development focused on First Best Instruction, ensuring that all educators are equipped with effective teaching strategies and up-to-date practices. Data analysis will continue to play a key role in identifying student needs, allowing us to monitor progress and adjust interventions as necessary.

Beyond academics, we continue to place a strong emphasis on students' behavior and social-emotional well-being. We will continue to implement programs such as Safe & Civil Schools, Capturing Kids' Hearts, and Restorative Practices to help foster a positive school climate, promote emotional growth, and reduce suspensions by emphasizing alternative methods of correction and restorative approaches to discipline. The goal is to create a holistic support system that addresses both academic achievement and the overall well-being of our students.

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

The 2024 state indicators from the California School Dashboard are not currently available, therefore, the indicators from 2023 were used to analyze school progress and make decisions to improve student learning.

Several indicators show that performance for certain student groups was one performance level below the performance of "All Students" on the Smarter Balanced Summative Assessment. While this does not meet the criteria of "two or more performance levels below" the performance of "All Students", it still raises a significant concern. In English Language Arts (ELA), while the "All Students" group is rated Yellow, the English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups are rated Orange, which indicates a performance gap. To address these areas of concern, Jackson will be providing targeted literacy interventions during the school day, offering after school interventions, and providing ongoing professional development on First Best Instruction, as well as AVID and Integrated ELD strategies to support all students. Furthermore, there will be ELA co-teaching and self-contained classes offered to best meet the needs of our students with disabilities.

In Mathematics, the "All Students" group is also rated Orange, while English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and African American student groups are rated one level below at Red, demonstrating a significant concern and opportunity for growth. To address this need, Jackson will continue to provide math intervention classes during the school day, as well as co-teaching and self-contained classes to support the diverse needs of all students in mathematics. In addition, math teachers will continue to receive ongoing professional development around inquiry-based instruction, rigor, and collaboration academic conversations to increase student engagement and learning. Furthermore, teachers will be provided collaborative opportunities to analyze data, share best practices, develop common lessons/assessments, and calibrate student work samples.

As for the student performance data around chronic absenteeism, the "All Students" group is rated Yellow, while our Students with Disabilities and African American student groups scored one level below at Orange. While these groups are not "two or more performance levels below" the performance of "All Students", it has been identified as a discrepancy and an opportunity for growth. Jackson will continue to provide parent workshops and additional information around the

importance of daily attendance. In addition, targeted interventions and monthly/quarterly incentives will be in place to promote positive attendance.

## **Other Needs**

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	17.45%	18.56%	21.53%	112	129	132
Asian	1.87%	1.73%	1.31%	12	12	8
Filipino	0.31%	0.58%	0.65%	2	4	4
Hispanic/Latino	77.88%	75.97%	73.25%	500	528	449
Pacific Islander	0.16%	0.14%	%	1	1	
White	0.47%	0.58%	0.98%	3	4	6
Multiple	1.71%	2.16%	1.96%	11	15	12
Total Enrollment				642	695	613

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 4	90	84	
Grade 5	83	94	88
Grade 6	158	190	181
Grade 7	148	156	195
Grade 8	163	171	149
Total Enrollment	642	695	613

#### Conclusions based on this data:

- Although there are declining enrollment concerns within our district, our numbers in grades 6-8 have shown slight improvement over the last three years (21-22: 469 students; 22-23: 517 students; 23-24: 525 students).
- Jackson lost one grade level due to reconfiguration (from grades 4-8 in 22-23 to grades 5-8 in 23-24), which resulted in a decline in overall enrollment numbers. This year (24-25), Jackson again went through a reconfiguration, losing another grade level to become a true 6-8 middle school.
- Our African American subgroup, which is a targeted group for both math and attendance indicators, represents over 20% of our student body.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	146	181	115	23.6%	22.7%	18.8%
Fluent English Proficient (FEP)	205	186	184	29.9%	31.9%	30.0%
Reclassified Fluent English Proficient (RFEP)	196	171	170	9.6%	30.5%	27.7%

### Conclusions based on this data:

1. Our English Learner progress indicator was "Blue", which was at the highest level. Our ELs continue to make progress towards English language proficiency.
2. 102/157 (65%) of our English Learner students progressed at least one level on the ELPAC.
3. We currently have 42 students that scored Level 3 on the summative ELPAC. Strategies need to be in place to support these students with reclassification.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	92	83		91	83		91	83		98.9	100.0	
Grade 5	85	93	89	84	93	88	84	93	88	98.8	100.0	98.9
Grade 6	153	187	175	153	186	174	153	186	174	100.0	99.5	99.4
Grade 7	159	160	185	155	158	183	155	158	183	97.5	98.8	98.9
Grade 8	166	168	149	165	167	148	165	167	148	99.4	99.4	99.3
Grade 11												
All Grades	655	691	598	648	687	593	648	687	593	98.9	99.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2425.	2444.		9.89	15.66		19.78	19.28		29.67	30.12		40.66	34.94	
Grade 5	2491.	2489.	2477.	16.67	12.90	15.91	29.76	31.18	23.86	25.00	24.73	26.14	28.57	31.18	34.09
Grade 6	2468.	2485.	2490.	3.92	7.53	5.75	21.57	28.49	27.01	29.41	24.19	33.33	45.10	39.78	33.91
Grade 7	2528.	2510.	2520.	8.39	5.06	9.29	37.42	24.05	32.24	25.81	37.34	27.87	28.39	33.54	30.60
Grade 8	2534.	2549.	2537.	7.27	11.98	5.41	32.73	35.33	29.05	28.48	23.35	41.89	31.52	29.34	23.65
Grade 11															
All Grades	N/A	N/A	N/A	8.33	9.75	8.26	29.01	28.38	28.67	27.78	27.80	32.72	34.88	34.06	30.35

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	9.89	9.64		61.54	63.86		28.57	26.51	
Grade 5	19.05	12.90	7.95	64.29	66.67	69.32	16.67	20.43	22.73
Grade 6	5.23	6.45	8.05	54.25	55.38	58.05	40.52	38.17	33.91
Grade 7	12.26	4.43	7.65	65.16	65.19	68.31	22.58	30.38	24.04
Grade 8	13.33	17.96	8.11	50.91	53.89	60.14	35.76	28.14	31.76
Grade 11									
All Grades	11.42	10.04	7.93	58.33	59.83	63.41	30.25	30.13	28.67
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	7.69	9.64		59.34	63.86		32.97	26.51	
Grade 5	10.71	13.98	9.09	66.67	61.29	67.05	22.62	24.73	23.86
Grade 6	4.58	7.53	5.17	50.98	53.76	54.02	44.44	38.71	40.80
Grade 7	23.23	9.49	12.57	49.68	58.23	53.01	27.10	32.28	34.43
Grade 8	10.30	14.37	6.76	60.61	59.88	64.86	29.09	25.75	28.38
Grade 11									
All Grades	11.73	10.77	8.43	56.33	58.52	58.35	31.94	30.71	33.22
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	5.49	10.84		72.53	74.70		21.98	14.46	
Grade 5	9.52	9.68	12.50	75.00	73.12	78.41	15.48	17.20	9.09
Grade 6	9.15	7.53	8.62	64.71	75.81	75.29	26.14	16.67	16.09
Grade 7	6.45	7.59	9.29	76.77	76.58	77.05	16.77	15.82	13.66
Grade 8	10.30	9.58	10.81	73.33	73.05	73.65	16.36	17.37	15.54
Grade 11									
All Grades	8.33	8.73	9.95	72.22	74.82	75.89	19.44	16.45	14.17
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	6.59	4.82		73.63	83.13		19.78	12.05	
Grade 5	17.86	10.75	18.18	65.48	73.12	61.36	16.67	16.13	20.45
Grade 6	5.88	17.74	11.49	66.01	56.99	70.69	28.10	25.27	17.82
Grade 7	14.19	8.23	13.11	63.87	72.15	66.67	21.94	19.62	20.22
Grade 8	14.55	20.36	16.22	71.52	60.48	72.97	13.94	19.16	10.81
Grade 11									
All Grades	11.73	13.68	14.17	67.90	66.67	68.63	20.37	19.65	17.20
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

#### Conclusions based on this data:

1. Minimal growth is being made in ELA for all grade-levels. Nearly 60% of students scored "nearly met" or "not met" in ELA. This indicates an area of concern and highlights the need for targeted supports in literacy.
2. Interventions within the school day, as well as enrichment opportunities, need to continue to support the literacy needs of all students.
3. The overall Mean Scale Score in ELA has remained relatively consistent during the past three years for each grade level. Support for Tier 1 interventions and First Best Instruction needs to be a priority to close the gap and increase overall performance in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	92	83		92	83		92	83		100.0	100.0	
Grade 5	85	93	88	84	93	88	84	93	88	98.8	100.0	100
Grade 6	153	187	174	153	186	173	153	186	173	100.0	99.5	99.4
Grade 7	159	161	185	156	156	183	156	156	183	98.1	96.9	98.9
Grade 8	166	169	149	165	166	148	165	166	148	99.4	98.2	99.3
All Grades	655	693	596	650	684	592	650	684	592	99.2	98.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2421.	2448.		2.17	9.64		16.30	27.71		36.96	26.51		44.57	36.14	
Grade 5	2437.	2460.	2442.	5.95	3.23	4.55	8.33	18.28	11.36	32.14	29.03	28.41	53.57	49.46	55.68
Grade 6	2439.	2440.	2448.	3.27	6.45	3.47	9.15	6.99	9.25	30.07	23.66	31.21	57.52	62.90	56.07
Grade 7	2468.	2450.	2464.	4.49	2.56	5.46	9.62	8.97	11.48	29.49	23.08	25.14	56.41	65.38	57.92
Grade 8	2476.	2479.	2477.	2.42	5.42	7.43	7.27	14.46	8.11	28.48	16.87	21.62	61.82	63.25	62.84
All Grades	N/A	N/A	N/A	3.54	5.26	5.24	9.69	13.30	9.97	30.77	22.95	26.52	56.00	58.48	58.28

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	1.09	16.87		46.74	42.17		52.17	40.96	
Grade 5	3.57	3.23	5.68	35.71	45.16	35.23	60.71	51.61	59.09
Grade 6	4.58	4.84	1.73	31.37	30.65	40.46	64.05	64.52	57.80
Grade 7	5.13	2.56	6.01	39.10	33.97	36.07	55.77	63.46	57.92
Grade 8	4.85	5.42	7.43	42.42	37.95	35.81	52.73	56.63	56.76
All Grades	4.15	5.70	5.07	38.77	36.55	37.16	57.08	57.75	57.77
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	8.70	12.05		42.39	51.81		48.91	36.14	
Grade 5	8.33	2.15	3.41	47.62	56.99	55.68	44.05	40.86	40.91
Grade 6	3.92	5.91	3.47	47.06	38.71	44.51	49.02	55.38	52.02
Grade 7	3.21	1.92	5.46	48.08	48.72	43.72	48.72	49.36	50.82
Grade 8	4.24	6.02	3.38	50.30	48.19	52.70	45.45	45.78	43.92
All Grades	5.08	5.26	4.05	47.54	47.37	47.97	47.38	47.37	47.97
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	3.26	10.84		63.04	54.22		33.70	34.94	
Grade 5	4.76	7.53	4.55	47.62	67.74	60.23	47.62	24.73	35.23
Grade 6	5.88	5.38	5.20	55.56	57.53	56.07	38.56	37.10	38.73
Grade 7	4.49	5.77	7.10	64.74	56.41	57.38	30.77	37.82	35.52
Grade 8	1.82	3.61	4.05	60.61	57.83	64.86	37.58	38.55	31.08
All Grades	4.00	5.99	5.41	59.08	58.33	59.29	36.92	35.67	35.30
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

#### Conclusions based on this data:

1. Minimal growth is being made in Math for all grade-levels. Nearly 60% of students scored "not met" in Math. This indicates an area of concern and highlights the need for targeted supports in math.

2. Under 20% of our students are reaching grade-level expectations in mathematics. Interventions within the school day are needed to address foundational skills.
3. Over half of our students are scoring below standard in Concepts & Procedures and Problem Solving & Modeling.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	1507.2	1522.4		1500.7	1521.0		1513.3	1523.2		24	31	
5	1520.8	1526.6	1515.4	1510.5	1519.4	1510.2	1530.8	1533.3	1520.1	24	22	25
6	1521.0	1532.2	1544.2	1519.3	1529.6	1541.3	1522.1	1534.3	1546.4	37	47	25
7	1545.0	1550.1	1526.8	1547.4	1555.8	1530.8	1542.2	1544.0	1522.2	30	38	36
8	1547.4	1569.0	1568.3	1553.1	1584.2	1562.7	1541.4	1553.4	1573.3	18	21	26
All Grades										133	159	112

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	16.67	38.71		37.50	29.03		37.50	25.81		8.33	6.45		24	31	
5	12.50	9.09	12.00	50.00	50.00	52.00	29.17	36.36	20.00	8.33	4.55	16.00	24	22	25
6	5.41	25.53	28.00	45.95	38.30	56.00	43.24	25.53	16.00	5.41	10.64	0.00	37	47	25
7	23.33	24.32	16.67	40.00	56.76	41.67	26.67	18.92	30.56	10.00	0.00	11.11	30	37	36
8	22.22	28.57	19.23	27.78	47.62	73.08	44.44	19.05	3.85	5.56	4.76	3.85	18	21	26
All Grades	15.04	25.95	18.75	41.35	43.67	54.46	36.09	24.68	18.75	7.52	5.70	8.04	133	158	112

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	37.50	58.06		41.67	32.26		12.50	6.45		8.33	3.23		24	31	
5	25.00	31.82	36.00	58.33	59.09	44.00	8.33	4.55	8.00	8.33	4.55	12.00	24	22	25
6	24.32	42.55	56.00	56.76	42.55	32.00	16.22	8.51	12.00	2.70	6.38	0.00	37	47	25
7	33.33	51.35	25.00	40.00	48.65	52.78	26.67	0.00	13.89	0.00	0.00	8.33	30	37	36
8	33.33	57.14	34.62	50.00	38.10	61.54	16.67	4.76	3.85	0.00	0.00	0.00	18	21	26
All Grades	30.08	48.10	36.61	49.62	43.67	48.21	16.54	5.06	9.82	3.76	3.16	5.36	133	158	112

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	12.50	12.90		25.00	38.71		45.83	22.58		16.67	25.81		24	31	
5	0.00	4.55	12.00	41.67	27.27	8.00	41.67	59.09	52.00	16.67	9.09	28.00	24	22	25
6	0.00	10.64	4.00	16.22	23.40	48.00	64.86	44.68	36.00	18.92	21.28	12.00	37	47	25
7	13.33	5.41	0.00	33.33	29.73	22.22	23.33	54.05	52.78	30.00	10.81	25.00	30	37	36
8	11.11	9.52	7.69	16.67	38.10	61.54	55.56	38.10	23.08	16.67	14.29	7.69	18	21	26
All Grades	6.77	8.86	5.36	26.32	30.38	33.93	46.62	43.67	41.96	20.30	17.09	18.75	133	158	112

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	54.17	41.94		25.00	48.39		20.83	9.68		24	31	
5	20.83	36.36	29.17	70.83	59.09	62.50	8.33	4.55	8.33	24	22	24
6	16.22	21.28	32.00	75.68	61.70	60.00	8.11	17.02	8.00	37	47	25
7	16.67	13.51	20.69	63.33	78.38	62.07	20.00	8.11	17.24	30	37	29
8	16.67	19.05	39.13	66.67	71.43	56.52	16.67	9.52	4.35	18	21	23
All Grades	24.06	25.32	29.70	61.65	63.92	60.40	14.29	10.76	9.90	133	158	101

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	33.33	64.52		58.33	29.03		8.33	6.45		24	31	
5	62.50	68.18	60.00	33.33	27.27	28.00	4.17	4.55	12.00	24	22	25
6	64.86	59.57	72.00	35.14	36.17	28.00	0.00	4.26	0.00	37	47	25
7	60.00	91.89	62.86	40.00	8.11	34.29	0.00	0.00	2.86	30	37	35
8	61.11	90.48	76.92	38.89	9.52	23.08	0.00	0.00	0.00	18	21	26
All Grades	57.14	73.42	67.57	40.60	23.42	28.83	2.26	3.16	3.60	133	158	111

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	4.17	9.68		66.67	58.06		29.17	32.26		24	31	
5	16.67	4.55	8.33	70.83	81.82	58.33	12.50	13.64	33.33	24	22	24
6	0.00	12.77	12.00	43.24	38.30	56.00	56.76	48.94	32.00	37	47	25
7	20.00	8.11	0.00	40.00	48.65	55.17	40.00	43.24	44.83	30	37	29
8	16.67	19.05	18.18	27.78	52.38	63.64	55.56	28.57	18.18	18	21	22
All Grades	10.53	10.76	9.00	49.62	52.53	58.00	39.85	36.71	33.00	133	158	100

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	25.00	41.94		62.50	38.71		12.50	19.35		24	31	
5	12.50	22.73	25.00	79.17	72.73	58.33	8.33	4.55	16.67	24	22	24
6	16.22	27.66	33.33	75.68	63.83	66.67	8.11	8.51	0.00	37	47	24
7	13.33	13.51	8.57	80.00	86.49	85.71	6.67	0.00	5.71	30	37	35
8	0.00	14.29	23.08	88.89	76.19	76.92	11.11	9.52	0.00	18	21	26
All Grades	14.29	24.68	21.10	76.69	67.09	73.39	9.02	8.23	5.50	133	158	109

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Mean Scale Scores are pretty consistent from one year to the next in all grade levels. There is an increase in scale scores from 7th grade to 8th grade each year. Integrated ELD and AVID strategies support our continuous student progress on the ELPAC.
2. For "Overall Language", 73% of students scored a level 3 or 4 in 23-24. Only 38% of students tested scored a 3 or 4 in "Written Language" for all grade levels. In addition, only 9% (Reading Domain), 30% (Listening Domain) and 21% (Writing Domain) scored "Well Developed" in 23-24 for all grades.
3. There is a slight decrease in the number of students tested from one grade level to the next the following year, indicating students are reclassifying each year.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
695	95.3	26	0.6
Total Number of Students enrolled in Leona Jackson School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	26
Foster Youth	4	0.6
Homeless	12	1.7
Socioeconomically Disadvantaged	662	95.3
Students with Disabilities	95	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	129	18.6
Asian	12	1.7
Filipino	4	0.6
Hispanic	528	76
Two or More Races	15	2.2
Pacific Islander	1	0.1
White	4	0.6

### Conclusions based on this data:

- 95% of our student population is classified as Socioeconomically Disadvantaged.

2. Hispanic (76%) and African American (19%) students represent the two largest ethnic groups at Jackson.
3. Of our student population, 26% are classified as English Learners and 14% are classified as Students with Disabilities.

# School and Student Performance Data






## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Blue</div>		

### Conclusions based on this data:

- There is a need for improvement in both ELA (Yellow) and Mathematics (Orange).
- In addition to academics, there is an increasing need to address and support students' behavioral and social-emotional needs. Interventions need to be in place to address chronic absenteeism and suspension concerns.
- Or English Learner performance was at the highest level (Blue), indicating consistent progress in this area.



# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 30.4 points below standard Increased +3.4 points 652 Students	<b>English Learners</b>  Orange 61.3 points below standard Decreased Significantly -17.8 points 225 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 64.8 points below standard 16 Students	<b>Socioeconomically Disadvantaged</b>  Orange 32 points below standard Maintained +2.3 points 622 Students	<b>Students with Disabilities</b>  Orange 112.9 points below standard Increased +9.9 points 88 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 60.3 points below standard Increased +8.2 points 115 Students	 No Performance Color 0 Students	10.8 points above standard Decreased -7.8 points 12 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.3 points below standard Increased +3.2 points 502 Students	25.4 points below standard 13 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.6 points below standard Decreased Significantly -15.1 points 114 Students	9.7 points below standard Decreased Significantly -17.9 points 111 Students	32.8 points below standard Increased Significantly +17 points 292 Students

#### Conclusions based on this data:

1. Students in all subgroups are performing below the standard in ELA. Our ELs were the only subgroup to show a decrease in progress towards proficiency.
2. Although showing an increase of nearly 10 points, our Students with Disabilities show the greatest need for support in ELA, scoring 113 points below the standard.
3. All students are scoring 30+ points below the standard in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

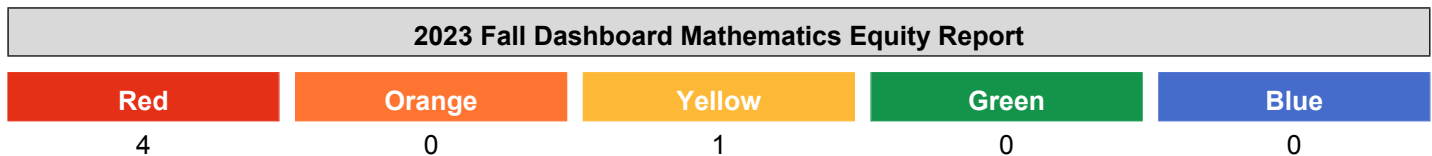
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 94.4 points below standard Maintained +1.9 points 648 Students	<b>English Learners</b>  Red 122.1 points below standard Decreased -14 points 225 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 149.3 points below standard 16 Students	<b>Socioeconomically Disadvantaged</b>  Red 96.8 points below standard Maintained +0.8 points 618 Students	<b>Students with Disabilities</b>  Red 179.3 points below standard Maintained -2.2 points 88 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 131.3 points below standard Decreased -7.1 points 112 Students	 No Performance Color 0 Students	56.1 points below standard Decreased Significantly -48 points 12 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.9 points below standard Increased +3.9 points 501 Students	68.8 points below standard 13 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
170.3 points below standard Decreased Significantly -18.6 points 114 Students	72.5 points below standard Decreased -7.3 points 111 Students	95 points below standard Increased +9.1 points 289 Students

#### Conclusions based on this data:

1. Students in all subgroups are performing below the standard in Math.
2. Although "All Students" was categorized as Orange, all subgroups were in the Red.
3. African American students are scoring 131 points below the standard in mathematics.

# School and Student Performance Data

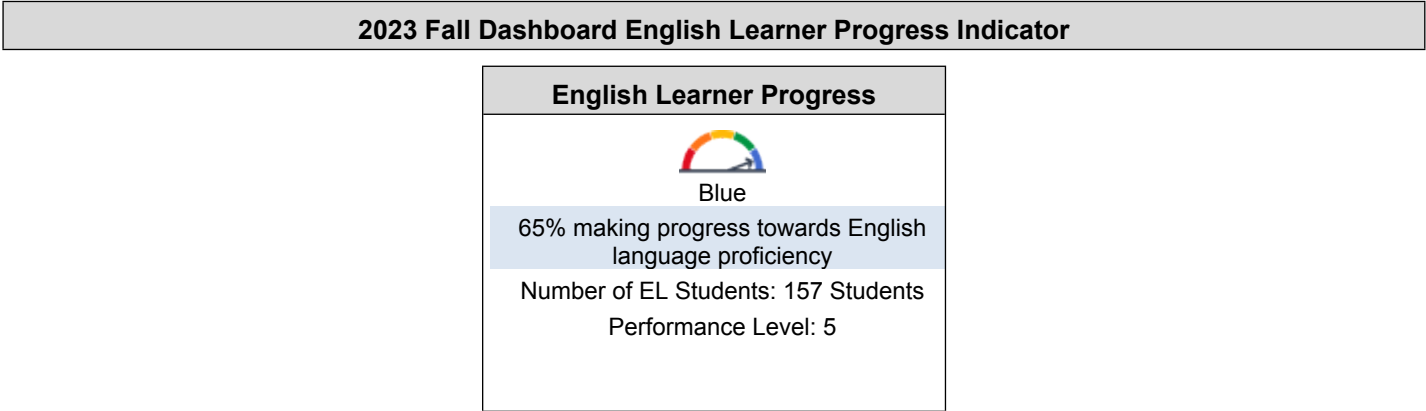
## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	41	0	102

Conclusions based on this data:

1.

Progress for our 157 English Learners rated at the highest level (Blue).
2.

65% of our EL students progressed at least one level and continue making progress towards English language proficiency.
3.

Out of 157 students, 102 progressed at least one level and 41 maintained their EL level. However, 14 students decreased one level as well.

# School and Student Performance Data

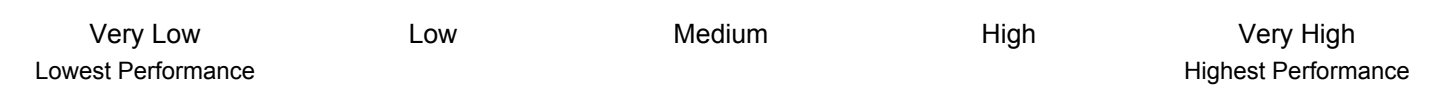
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

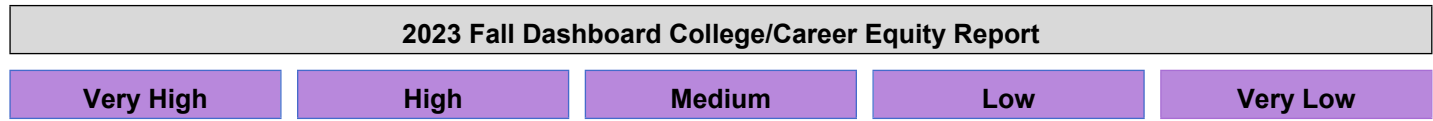
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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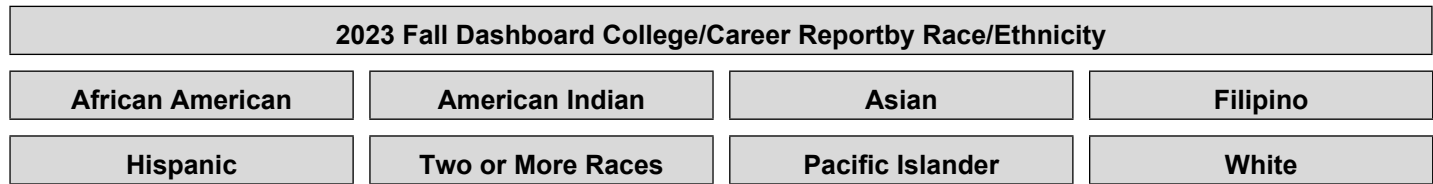
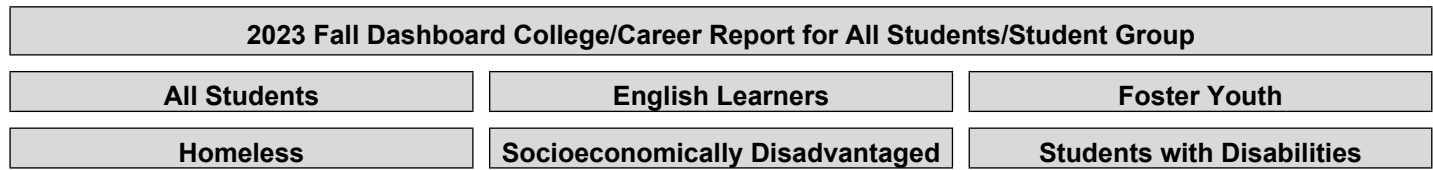
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.

### 2023 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.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



30.8% Chronically Absent

Declined Significantly -18.2

730 Students

#### English Learners



34.1% Chronically Absent

Declined Significantly -18.8

185 Students

#### Foster Youth

Less than 11 Students

9 Students

#### Homeless

61.9% Chronically Absent

Declined -38.1

21 Students

#### Socioeconomically Disadvantaged



31.7% Chronically Absent

Declined Significantly -17.5

697 Students

#### Students with Disabilities






40.2% Chronically Absent

Declined -23.7

102 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 41.6% Chronically Absent Declined -16.6 149 Students	 No Performance Color 0 Students	0% Chronically Absent Declined -25 12 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.7% Chronically Absent Declined Significantly -18.2 541 Students	23.5% Chronically Absent Declined -29.8 17 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students

#### Conclusions based on this data:

1. There was a significant decline for Chronic Absenteeism, which will be an ongoing focus for the 24-25 school year.
2. One third of our student population is considered to be chronically absent.
3. Students with disabilities and African American students showed 40% of the students are chronically absent. This resulted in an indicator of Orange, which is lower than the indicator for "All Students" in Yellow.

## School and Student Performance Data

## Academic Engagement

### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red                      Orange                      Yellow                      Green                      Blue

Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard 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.

## 2023 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

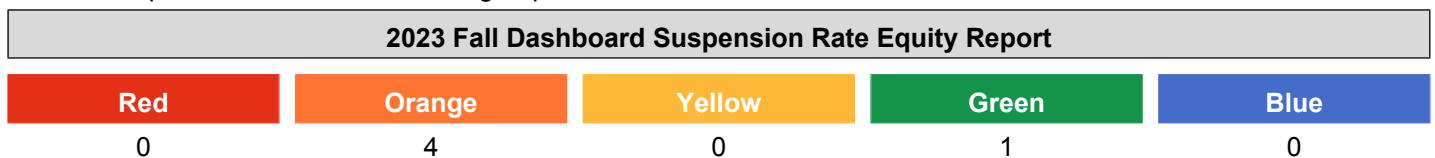
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 5.1% suspended at least one day Increased 2.1 748 Students	<b>English Learners</b>  Green 3.7% suspended at least one day Declined -1.8 187 Students	<b>Foster Youth</b> Less than 11 Students 10 Students
<b>Homeless</b> 0% suspended at least one day Declined -9.1 22 Students	<b>Socioeconomically Disadvantaged</b>  Orange 5% suspended at least one day Increased 1.9 713 Students	<b>Students with Disabilities</b>  Orange 8.7% suspended at least one day Increased 1.9 103 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 8.9% suspended at least one day Increased 3.8 158 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 0% suspended at least one day Maintained 0 12 Students	<b>Filipino</b> Less than 11 Students 4 Students
<b>Hispanic</b>  Orange 4.2% suspended at least one day Increased 1.5 550 Students	<b>Two or More Races</b> 5.9% suspended at least one day Increased 5.9 17 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b> Less than 11 Students 6 Students

#### Conclusions based on this data:

1. The suspension rate for all students is 5%, which rated in the Orange category. There is an ongoing need to find alternative means of correction for student behaviors.
2. All subgroups, other than English Learners (Green), are also rated in the Orange category. Ongoing PD, including de-escalation strategies, for staff will be provided.
3. African Americans and Students with Disabilities have a suspension rate of roughly 9%, which is higher than other subgroups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness
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### Identified Need

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

Based on our local data, as well as data from the Ca Dashboard, Jackson identified several areas in need of improvement for 2024-2025.

CAASPP scores for English Language Arts (ELA) remained around 37%, while math scores decreased 5% to only 15% of students in grades 6-8 meeting the achievement level standard. Furthermore, only 22% of our students met or exceeded the standards on the California Science Test (CAST). This highlights a discrepancy between our CAASPP/CAST data and 2nd semester grade data, which showed 84.7% (ELA), 85.1% (Math), 87.5% (Science), and 81.2% (Social Studies) of our 6th-8th grade students receiving grades of A-C (meeting the standard) in each content area.

Although there was growth in iReady progress from Fall to Spring, data shows that 48% of students are still scoring two or more years below grade level in ELA and 53% in mathematics. Additional time needs to be allocated for iReady in ELA and Math to not only ensure students are meeting the ideal number of minutes and lessons passed but also making progress toward their annual stretch goals. Teachers need time to analyze diagnostic and other assessment data within our iReady program to develop and deliver meaningful lessons that target individual student needs. In addition, ongoing PD needs to be provided to support this program and maximize the effectiveness of My Path: Personalized Instruction and other components of this resource.

In terms of language proficiency, the English Language Proficiency Indicator (ELPI) showed that 65% of our students progressed at least one level, with 19% receiving a Level 4 score and eligible for Reclassification. English Learners continue to benefit from Designated/Integrated ELD strategies, ELPAC awareness, and the instructional supports teachers embed into lessons through purposeful planning of First Best Instruction. Students require increased opportunities for academic discourse, critical reading strategies, and writing across the curriculum.

The above-mentioned data, along with observational data, shows that there is a continued need for targeted interventions within the school day. Students also need to engage regularly in rigorous instructional activities that focus on higher-level questioning, critical thinking, productive struggle, and increased student collaboration/dialogue in all content areas. Furthermore, teachers need ongoing support and professional development in Tier 1 interventions and First Best Instruction, as well as collaboration time to develop meaningful lessons and common formative assessments that better aligned to the rigor of year-end assessments.

All math classes continue to implement the Thinking Math Classroom in order to maximize student engagement, increase student willingness to explore, collaborate, take risks, and persevere while problem solving, as well as communicate their reasoning. Teachers need ongoing training and support with the planning and implementation of this program. In addition, Science teachers need ongoing support and training to enhance instructional routines and develop curriculum, materials, and rigorous assessments.

Lastly, Jackson teachers need additional time and training to enhance AVID practices, which promote deeper learning by encouraging students to engage in critical thinking, inquiry, and collaboration, which fosters a deeper understanding in all content areas. Through strategies such as Focused Note-taking, Socratic Seminars, and goal setting, AVID equips students with the skills to not only excel academically but also to apply knowledge in real-world situations. Jackson will continue to emphasize organizational skills, self-advocacy, and college readiness to ensure that students are prepared for success in both higher education and future careers, while also developing the resilience and adaptability needed for life beyond school.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 37% School Year 2023-2024	Increase to 45%
CAASPP Math Percent Met or Exceeded (All grades all students)	Math at 15% School Year 2023-2024	Increase to 20%

(Test Results for California's Assessments website)		
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 22% School Year 2023-2024	Increase to 25%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	65% making progress Blue Status CA School Dashboard Fall 2023	Increase to 70%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024	Increase to 55%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 39% Diagnostic 3 School Year 2023-2024	Increase to 45%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collaboration teams.	District Funded  District Funded  District Funded
1.2	9 AVID Sections. AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, note-taking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas.	AVID Elective Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	Math Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded

<b>1.4</b>	ELA Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
<b>1.6</b>	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
<b>1.8</b>	Provide release time and/or extra hours for teachers to collaborate, analyze data, develop goals, calibrate student work samples, backwards map, co-plan in-depth rigorous lessons/assessments, incorporate tiered interventions, and engage in learning walks/lesson studies in all content areas to support First Best Instruction, AVID Schoolwide, etc., and improve student outcomes for all subgroups.	All Students	Agendas Minutes Lesson Plans Student Work Samples Observational Data/Notes Data Analysis Protocol iReady/Grade Data	10,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Also: MTSS Grant Funds
<b>1.9</b>	Provide release time and/or extra hours for our Instructional Leadership Team (ILT) to plan, organize, and implement ongoing professional development, conduct observations, analyze data, identify trends, engage in professional learning cycles, etc. to move the site forward with site/district initiatives and improve student outcomes.	All Students	Agendas Minutes PD Presentations Evidence of Implementation (i.e., Lesson Plans, Observational Notes, Reflections, Student Work Samples, etc.)	25,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Also: MTSS Grant Funds
<b>1.10</b>	Provide opportunities and funding for teachers and support staff to receive professional development/attend conferences related to academics and research-based best practices in order to improve teaching skills and student outcomes.	All Students	Attendance at Conferences Notes; Reflections w/Next Steps; Implementation Plan Presentations to Staff or other Educational Partners	3,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Also: MTSS Grant Funds
<b>1.11</b>	All content areas will be provided access to appropriate supplemental instructional materials and supplies, technology, AVID materials, and other resources to support the diverse needs of all students.	All Students	Purchase Orders with Rationale Monitoring of Inventory	10,341 Title I Part A: Allocation 4000-4999: Books And Supplies Also: District Funding for AVID
<b>1.12</b>	Provide funding for printing supplemental materials, such as schoolwide planners, focused note-taking workbooks, etc., to support organizational and study skills in all content areas.	All Students	Printing Request Log Materials Printed	4,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
<b>1.13</b>	Use data to identify and fund targeted student supports, including before/after school interventions and	All Students	Intervention/Enrichment Plan SSC Minutes Sign-in Sheets	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	enrichment opportunities for all students in all content areas.		Pre-/Post-Assessment Data iReady/Grade Data	Also: ELOP Funding 3000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures
<b>1.14</b>	Provide opportunities for educational field trips to reinforce and enhance content through real-life experiences that support student academic performance.	All Students	Field Trip Request Forms Alignment to Content Standards Student Permission Slips Student/Staff Surveys, Feedback and Reflections	Site LCFF (Per Pupil) Funding
<b>1.15</b>	Provide teachers/support staff release time and/or extra hours for professional development, goal setting, collaboration, and planning for integrated/designated ELD, AVID strategies, and other research-based best practices to support our English Learners.	English Learners	Attendance at Conferences D-Day Meeting Agendas/Minutes PD Presentations Evidence of Implementation (i.e., Lesson Plans, Observational Notes, Reflections, Student Work Samples, etc.) EL Individual Student Conference Schedules ELPAC Data	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
<b>1.22</b>	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
<b>1.23</b>	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated)  Use of technology by students during classroom lessons  Annual data reports used by school administration and teachers	District Funded

1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits	District Funded
			Teacher and student use of technology during daily instruction	District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students	District Funded
			Classroom use	
			Tracking of student replacement	District Funded

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

### Identified Need

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

After reviewing the Ca Dashboard and local data regarding academics, behavior, and attendance, there are key areas of low performance and significant performance gaps among student groups that require attention and interventions. Notably, the CAASPP scores in English Language Arts (37% met) and Mathematics (15% met), as well as the CAST scores in Science (22%), show a majority of our students are not meeting the standard in these content areas. In addition to academics, behavioral (5% suspension rate) and chronic absenteeism (31%) data also highlight areas for growth and demonstrate the need for ongoing professional learning at Jackson.

Jackson plans to take a holistic approach to ensure all students are academically successful, engaged, and emotionally supported. To achieve this, professional development for staff must focus on enhancing key areas of instructional practice, student engagement, behavior management and de-escalation strategies, social-emotional learning (SEL), and cultural responsiveness. By integrating proven frameworks and strategies, such as AVID, Capturing Kids' Hearts, Restorative Practices, Cultural Proficiency, Safe & Civil Schools, iReady, First Best Instruction, Multi-tiered System of Supports (MTSS), SEL practices, etc., we can create an environment that fosters student growth. Our goal in integrating these frameworks is to create a unified approach to addressing students' academic, behavioral, social-emotional, and attendance needs. When combined, these strategies:

- Enhance instructional practices and academic rigor (i.e., AVID, First Best Instruction, Tiered Interventions, iReady)
- Foster positive school climates and reduce behavioral disruptions (i.e., Safe & Civil Schools, Restorative Practices)
- Promote emotional well-being and interpersonal skills (i.e., SEL, Trauma-Informed Practices, Capturing Kids' Hearts)
- Increase cultural awareness and inclusivity (i.e., Cultural Proficiency)

We want to provide staff with the tools and strategies they need to effectively meet the diverse needs of all students, while also ensuring that all students are set up for success in school and beyond.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
<b>2.1</b>	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025  Current School Site AVID Plans  Pre-Conference meeting by the end of May 2025  AVID 2025-2026 Site Plan development at the conference	District Funded
<b>2.2</b>	Provide release time and/or extra hours for our Instructional Leadership Team (ILT) to plan, organize, and implement ongoing professional development, conduct observations, analyze data, identify trends, engage in professional learning cycles, etc. to support effective instructional practices and improve student outcomes.	All Students	Agendas Minutes PD Presentations Evidence of Implementation (i.e., Lesson Plans, Observational Notes, Reflections, Student Work Samples, etc.)	10,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Also: MTSS Grant Funds
<b>2.3</b>	Provide opportunities and funding for certificated and classified staff to receive professional development and attend conferences (i.e., AVID, iReady, Capturing Kids' Hearts, Restorative Practices, Cultural Proficiency, Safe & Civil Schools, iReady, First Best Instruction, tiered interventions, Social-Emotional Learning, and other research-based best practices, etc.) in order to improve school climate/culture and support the academic, behavior, and social-emotional needs of all students.	All Students	PD/Conference Registration and Attendance Meeting Agendas Sign-in Sheets PD Presentations Staff Reflections Observational Notes	10,606 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Also: MTSS Grant Funds; District Funding for CKH
<b>2.5</b>	After professional development, provide release time and/or extra hours for teachers in all content areas to analyze data, collaborate, and develop a plan for implementation.	All Students	ILT PD Plan, Presentations, & Next Steps PLC Meeting Agendas/Minutes Lesson Plans Observational Notes Teacher Reflection	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Also: MTSS Grant Funds
<b>2.6</b>	Provide funding for professional learning and release time to support incorporate a Multi-tiered System of Supports (MTSS) to support students'	All Students	PD/Conference Registration and Attendance	MTSS Grant Funds

	academic, behavior, and social-emotional needs.		MTSS Schedules/Agendas/Si gn-ins/Notes Staff Presentations	
<b>2.7</b>	Provide teachers/support staff release time and/or extra hours for professional development, collaboration, and planning around integrated/designated ELD and AVID strategies to support our English Learners.	English Learners	Attendance at Conferences D-Day Meeting Agendas/Minutes PD Presentations Evidence of Implementation (i.e., Lesson Plans, Observational Notes, Reflections, Student Work Samples, etc.) ELPAC Data	3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

### Identified Need

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

Based on a review of Ca Dashboard and local data, Jackson has identified the following areas for improvement:

The percent of Unduplicated Suspensions in 2023 was at 5.1% for all students. While this is a decrease from the previous year, this continues to be an area for growth. In addition to suspension data, there has been a significant increase in Time-Outs, Office Referrals, Wellness Breaks, Counseling Services, etc.

Our end-of-year cumulative attendance for 23-24 was 92%; however 31% of our students continue to be identified as chronically absent (missing 10% or more days of school within the year) based on ACT guidelines. Over the course of the year, 179 SART meetings were held as a Tier 2 intervention for students at-risk of reaching chronic absenteeism. In addition, 13 SARB (Tier 3) meetings were held as well. Although chronic absenteeism has been trending downward over the last couple of years, proactive measures, interventions, and incentives need to continue to increase student attendance and reach our LCAP goal of 96%.

The California Healthy Kids Survey (CHKS) shows that only 54% of our 7th grade students feel they have a caring adult at school, and about half of them say they feel safe and connected to school.

In order to continue to increase our attendance rates, decrease our suspension data, and create a safe learning environment, the implementation of our Capturing Kids Hearts strategies and our Safe & Civil Program needs to be consistent school-wide. In addition, we need to continue to address our students who are at-risk of becoming chronically absent by meeting with individuals/families to promote awareness and develop a plan of action. We need to continue to address social emotional issues and expand enrichment opportunities to further connect and engage our students. Staff needs additional professional development/resources to provide alternative means of correction that target and improve negative student behaviors. Lastly, we need to continue to provide professional development related to trauma-informed practices, cultural proficiency, restorative practices, etc. for all stakeholders.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	5.1% Orange status CA School Dashboard Fall 2023	Decrease Suspension Rates to Under 3%
Cumulative attendance (PUSD Dashboard)	92.3% EOY 2023-2024	Increase to 95% or better
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	30.8% Yellow status CA School Dashboard Fall 2023	Decrease to Under 27%
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	7th: 54%	Increase to 60% or better

CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	7th: 48%	Increase to 55% or better
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	7th: 45%	Increase to 50% or better

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
<b>3.1</b>	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
<b>3.2</b>	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the	All Students	SEL Data (monthly/weekly attendance,	District Funded

	science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.		suspension, counseling, etc.)	District Funded
<b>3.3</b>	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
<b>3.4</b>	Further enhance our work with Capturing Kids Hearts, Breaking Down the Walls, Safe & Civil Schools, Cultural Proficiency, Trauma Informed Practices, Restorative Justice, etc. by hiring consultants to provide professional development, workshops, and assemblies to promote a positive culture where all students/staff/families feel safe and connected to the campus.	All Students	Survey Data-Students, Staff, Families Consultant Contracts Behavior/Attendance Data	6309 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Also: District funding for CKH
<b>3.5</b>	The Attendance Task Force will analyze data and develop, monitor, and assess our plan to increase daily attendance rates and decrease both the number of suspensions and students reaching chronic absenteeism. Students will be recognized and celebrated for positive attendance.	All Students	Chronic Absenteeism Data Parent Communication Logs SART/SARB Contracts Monthly Attendance Data	2,650 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
<b>3.6</b>	Provide additional time and professional development to target/monitor/support the progress of our most at-risk students.	All Students	MTSS Schedule/Data Behavior Contracts Referral/Suspension Data Counseling/Social Worker Data	0  MTSS Grant

			Mental Health Referral Data Hazel Health Grade Data	
<b>3.7</b>	Staff will provide small group interventions in order to target behavioral, social-emotional, attendance, and/or academic needs (i.e., support groups, mentoring, virtual/in-person clubs, enrichment opportunities, before/after school targeted interventions, Saturday School, educational field trips, etc.).	All Students	Intervention/Enrichment Calendars Targeted Student List Agendas/Sign-ins Behavior Data Grade Data Counseling Logs Saturday School Attendance Logs	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Budgeted (Goal 1, Activity 3) Also: MTSS Grant Funds
<b>3.8</b>	Provide staff opportunities to attend in-person/virtual conferences, and professional development training to support students' academic, behavioral, and social-emotional growth (i.e., Safe & Civil Schools, Capturing Kids Hearts (CKH), Trauma-Informed Practices, Restorative Justice, WEB, Cultural Proficiency, MTSS, ways to support our LGBTQ Students, classroom management, student engagement, alternative means of correction, and other research-based best practices).	All Students	Professional Development Calendar PD Attendance Logs PD Materials/Presentations PD Follow-Up Plan for Implementation	0 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Previously Budgeted (Goal 2, Activity 3) Also: MTSS Grant Funds
<b>3.10</b>	Our Safe & Civil/Safety Team, Culture & Climate Committee, etc., will collaborate and support schoolwide procedures and processes to ensure students feel safe, connected, and ready to learn.	All Students	Safe & Civil Agendas/Minutes CCC Agendas/Minutes Safety Committee Agendas/ Minutes Observational Data Ca Healthy Kids Survey Data CKH Survey Data	2,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
<b>3.11</b>	Provide materials to support student safety on campus.	All Students	Safety Committee Agendas/Minutes w/Requests Purchase Orders Inventory Monitoring	0 Title I Part A: Allocation 4000-4999: Books And Supplies Previously Budgeted (Goal 1, Activity 1.11)
<b>3.12</b>	Promote a positive schoolwide culture by planning for and providing student incentives/rewards for positive attendance, academics, and behavior.	All Students	Culture and Climate Committee Meeting Sign-ins, Agendas/Minutes Incentive Plan, Purchase Orders, Student Lists Attendance Data Grade Data Suspension/Referral/TIME-Out Data	Site LCFF (Per Pupil) Funds
<b>3.13</b>	Provide funding for supplies, materials, and resources to support	All Students	Purchase Orders	0 Title I Part A: Allocation

	our Homeless and Foster Youth students.		Needs Assessment Data	4000-4999: Books And Supplies Previously Budgeted (Goal 1, Activity 1.12)
<b>3.14</b>	Provide funding for supplies, materials, and resources to support the mental health and wellbeing of all students.	All Students	Purchase Orders Counseling/Social Worker Data Mental Health Referral Data Observational Data Survey Data	Site LCFF (Per Pupil) Funds
<b>3.15</b>	Promote school events/activities and celebrate student and schoolwide progress/success through communication in English/Spanish through variety of outlets (i.e., ParentSquare, Schoology, Website, Social Media, Flyers, Newsletters, Mailers, etc.).	All Students	Activities Calendar Print Orders School-Family Communications	1,500 Title I Part A: Allocation 5900: Communications
<b>3.22</b>	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
<b>3.23</b>	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
<b>3.24</b>	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
<b>3.25</b>	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

### Identified Need

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

Based on the local data and the Title I/LCAP Parent Survey, Jackson identified family and community engagement as an area of focus for 2024-2025.

Jackson hosts bi-monthly parent educational workshops around topics pertaining to our students' academic, behavior, and social-emotional needs. However, attendance remains low and we tend to have the same group of parents involved. To increase attendance, Jackson plans to host these workshops in-person and virtually, while also providing options for the time of day they are being offered. In addition, being that only 64% of parents who responded to the Title I/LCAP Survey report using the Parent Portal, Parent Square, at least once a week, there is a need to ensure other means of communication are used to promote events/workshops, as well as a need for professional development/training to send/receive information through Parent Square.

Furthermore, with only 87% of these parents feeling that we actively seek input from parents, it is a priority to get more families involved in the decision-making process. Incentives (i.e., childcare, food, transportation, etc.) have been highlighted as an option to increase parent involvement and connectedness. Jackson is also planning to host a student-led AVID Family Showcase, which will be open to all parents/guardians and include a variety of classroom visits, a student/staff panel for Q & A, etc., to connect with families and highlight the great things happening at school. Our goal is to provide a variety of events (i.e., workshops, college fieldtrips, curriculum events, learning walks, etc.), in addition to our regularly scheduled meetings, throughout the year to better engage our families.

Through parent outreach and better communication, as well as flexible engagement opportunities and incentives, our goal is to have all parents/families feel welcome and involved at Jackson.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	93% School Year 2023-2024	Increase to at least 95%
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	64% School Year 2023-2024	Increase to at least 70%
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	99% average (4 or 5) as of June 12, 2024	Maintain 99%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	87% School Year 2023-2024	Increase to at least 90%

Families report attending events (Title I/LCAP Parent Survey)	75 parents - Open House 73 parents - Back to School Night 12 parents -Parent Education Classes	Increase the number of attendees by at least 10%
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans  Fall and Spring Site visit with site coordinator and administrator  AVID Site Coordinator Meetings	District Funded
4.2	Plan, prepare, and implement parent workshops, professional development, family nights, learning walks, school events, and other engagement opportunities to enhance communication, decision making, and school/home connectedness.	All Students	Schedule of Family Events/Workshops Sign-ins Event Surveys	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Budgeted (Goal 1, Activity 1.8)
4.3	Provide funding for childcare, translation services, and transportation to increase parent engagement during school/community events.	All Students	Parent Event Schedule Sign-ins Translation Schedule Event Surveys	2006 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries  1,000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies  1,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures (Printing Charges)
4.4	Provide funding for materials/supplies, printing charges, incentives, etc. to increase parent engagement during school/community events.	All Students	Parent Event Schedule Sign-ins Purchase Orders Event Surveys	2500 Title I Part A: Allocation 4000-4999: Books And Supplies
4.5	Increase parent/family accessibility by providing communication in English/Spanish through variety of outlets (i.e., ParentSquare, Schoology, Website, Flyers, Newsletters, Mailers, etc.),	All Students	ParentSquare Data Schoology Posts Event Schedules Parent Sign-ins	500 Title I Part A: Allocation 5900: Communications

	transportation, and flexible schedules (i.e., morning/evening, multiple offerings, in-person/virtual, recordings of events, etc.) for all engagement opportunities.			
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

### Identified Need

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

Based on the review of the Ca Dashboard and local data, several key areas require significant improvement due to low overall performance and achievement gaps among specific student groups.

In English Language Arts (ELA) only 37% of students met or exceeded the standards. There was particularly low performance among English Learners (11%), long-term English Learners (4%), African American students (23%), and students with disabilities (7%).

Similarly, Math performance is also a concern, with only 15% of students meeting or exceeding the standards. Our English Learners (1%) and students with disabilities (0%) show a significant gap and alarming results for mathematics.

As for the California Science Test (CAST) results, only 22% of students met or exceeded the standards, with our English Learner, African American, Foster Youth, and SPED subgroups scoring significantly below "all students". Furthermore, the English Learner Proficiency Indicator (ELPI) also reveals the need for more targeted supports, mainly for the 26.1% that maintained and the 8.9 % of ELs that decreased their ELPI levels.

Building an inclusive and equitable school requires a commitment to creating a learning environment where all students feel valued, respected, and supported. One key area of focus for Jackson is to incorporate culturally responsive teaching practices, which involve recognizing and affirming the diverse backgrounds, experiences, and perspectives of students in the curriculum and classroom interactions. Teachers need additional professional development around differentiating instruction to meet the varied needs of students, ensuring that every learner, regardless of ability or background, has access to meaningful and challenging content. Additionally, our goal is to foster a school climate of belonging through restorative practices and social-emotional learning to help build positive relationships and address conflict in ways that promote fairness and understanding. Providing ongoing professional development on issues of equity, bias, and inclusive practices is essential for empowering staff to support our diverse learners effectively. Finally, ensuring that school policies and practices are transparent, accessible, and responsive to the needs of historically marginalized groups will promote a culture of equity that extends beyond the classroom to the broader school community.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 37% School Year 2023-2024 English Learners: 11% African American: 23% Hispanic: 40% SPED: 7% Foster Youth: 40% SED: 37% LTEL: 4%	Increase Overall and Each Subgroup by at least 3%
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 15% School Year 2023-2024 English Learners: 1% African American: 8% Hispanic: 17% SPED: 0% Foster Youth: 40% SED: 15% LTEL: 0%	Increase Overall and Each Subgroup by at least 3%
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 22% School Year 2023-2024 English Learners: 2% African American: 14% Hispanic: 24% SPED: 4% Foster Youth: 0% SED: 22% LTEL:	Increase Overall and Each Subgroup by at least 3%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	65% making progress Blue Status Decreased at least 1 ELPI Level: 8.9% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 26.1% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 65% CA School Dashboard Fall 2023	Maintain Blue Status Increase to at least 70% progressing at least 1 ELPI level Decrease the percentage of students who dropped 1 ELPI level to 5%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 51% Diagnostic 3 School Year 2023-2024 English Learners: 49% African American: 52% Hispanic: 51% SPED: 54%	Diagnostic 3/School Year 2024-2025  Increase: Overall Percentage of Students Meeting Typical Growth: 55% English Learners: 49% African American: 52% Hispanic: 51% SPED: 54%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 39% Diagnostic 3 School Year 2023-2024 English Learners: 38% African American: 43% Hispanic: 38% SPED: 43%	Diagnostic 3/School Year 2024-2025  Increase: Overall Percentage of Students Meeting Typical Growth: 44% English Learners: 43% African American: 48% Hispanic: 43% SPED: 48%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
<b>5.1</b>	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students		District Funded
<b>5.2</b>	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.	AVID Elective Students  AVID Excel	AVID Tutor Evaluation  Grade Data	District Funded
<b>5.3</b>	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars (\$2) for every one dollar (\$1).	All Students	Quarterly Budget Revisions  Allowable and Non-Allowable Expenditures  Yearly Budget reporting	District Funded
<b>5.4</b>	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded

	<p>opportunities tailored to the needs of diverse learners, including:</p> <p>1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.</p> <p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>		<p>Quarter, Elementary by Trimester)</p> <p>K-8 i-Ready assessment data</p> <p>ELPAC</p>	
<b>5.5</b>	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	<p>Student achievement data (such as the California Dashboard and i-Ready)</p> <p>Student SEL data (such as attendance, behavior, and counseling supports)</p> <p>Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)</p>	District Funded
<b>5.6</b>	Use data to identify areas of growth and develop, plan, and implement targeted interventions (before/during/after school) to support the diverse needs of all students in all subgroups.	All Students	<p>Intervention Plan/Schedule</p> <p>Pre-/Post-Data for Intervention</p> <p>Student Work Samples</p> <p>iReady Data</p> <p>CAASPP Data (by subgroup)</p>	<p>0</p> <p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Budgeted (Goal 1, Activity 1.8)</p>
<b>5.7</b>	Provide time for collaboration and professional learning opportunities to incorporate culturally responsive teaching practices in which staff recognize and affirm the diverse backgrounds, experiences, and	All Students	<p>PD Calendars</p> <p>Staff PD</p> <p>Attendance/Sign-ins</p> <p>PD Presentations</p> <p>Lesson Plans</p> <p>Observational Data</p> <p>Survey Data</p>	<p>0</p> <p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Budgeted (Goal 1, Activity 1.8)</p>

	perspectives of all students in all content areas.			
<b>5.8</b>	Provide release time and ongoing professional development on issues of equity, bias, and inclusive practices, as well as differentiating instruction to meet the varied needs of students, regardless of ability or background, to ensure all students can access a meaningful and challenging curriculum.	All Students	PD Calendars Staff PD Attendance/Sign-ins PD Presentations Lesson Plans Observational Data Survey Data	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Budgeted (Goal 1, Activity 1.8)
<b>5.9</b>	Purchase supplemental materials/resources/technology to support all students, particularly our targeted subgroups, in all content areas.	All Students	Purchase Orders w/Rationale Monitoring of Inventory	0 Title I Part A: Allocation 4000-4999: Books And Supplies Previously Budgeted (Goal 1, Activity 1.11)
<b>5.25</b>	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,912.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$110,906.00
Title I Part A: Parent Involvement	\$3,006.00

Subtotal of additional federal funds included for this school: \$113,912.00

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$113,912.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	3,006	0.00
Title I Part A: Allocation	110,906	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I Part A: Allocation	110,906.00
Title I Part A: Parent Involvement	3,006.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	67,650.00
2000-2999: Classified Personnel Salaries	2,006.00
4000-4999: Books And Supplies	13,841.00
5000-5999: Services And Other Operating Expenditures	19,106.00
5800: Professional/Consulting Services And Operating Expenditures	9,309.00
5900: Communications	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	67,650.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,841.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	19,106.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	9,309.00

5900: Communications	Title I Part A: Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,006.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,841.00
Goal 2	28,606.00
Goal 3	12,459.00
Goal 4	7,006.00
Goal 5	0.00

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kelly Anderson	Principal
Brenda Edelen	Classroom Teacher
Binal Patel	Classroom Teacher
Aimee Rosa	Classroom Teacher
Angelica Lopez	Other School Staff
Gerald Burton	Parent or Community Member
Karla Garcia	Parent or Community Member
Cynthia Hernandez	Parent or Community Member
Andrea Mejia	Parent or Community Member
Guadalupe Vela Morales	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**

Other: SSC Members

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 December 9, 2024.

Attested:



Principal, Kelly Anderson on 12-9-24



SSC Chairperson, Andrea Mejia on 12-9-24

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023