Comprehensive School Safety Plan

2024-2025
School Year

School:	Leona Jackson School
CDS Code:	19-64873-0102681
District:	Paramount Unified
Address:	7220 Jackson St Paramount CA 90723-4378
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Approved by:

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

Safety Plan Vision

Leona Jackson Middle School uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Jackson's CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Jackson's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Leona Jackson School Safety Committee

Assessment of School Safety
A review of Jackson Middle School indicates that the students, parents, and staff of Jackson are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Jackson has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Jackson performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Jackson participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Jackson works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Jackson utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.
Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

Employees are required to complete mandated training annually. Training modules include:
California Mandated Reporter: Child Abuse and Neglect
Students experiencing Homelessness: Awareness and Understanding
Workplace Violence: Awareness and Prevention
Youth Suicide: Awareness, Prevention and Postvention
Bullying and CyberBullying: Recognition and Response
Diversity for Employees
Opioid Overdose Response Awareness
Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Student ID Cards: Every high school student's ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 so students can call or text in for confidential help

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

According to the California Dashboard, Attendance and Suspension Data for Leona Jackson Middle School:

Students in the SARB Process:

2023-2024 school year - 17
2022-2023 school year - 17

Percentage of Chronically Absent Students:
2023-2024 school year - 31%
2022-2023 school year - 49%

Suspension Percentage:
2023-2024 school year - 5%
2022-2023 school year - 3%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, "reasonable suspicion" does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9,11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288) Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166) Reporting Procedures 1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: https://mandreptla.org/cars.web/ (BCI 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter. b. The child's name and address, present location, and, where applicable, school, grade, and class c. The names, addresses, and telephone numbers of the child's parents/guardians d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child. e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167) 3. Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691) Victim Interviews by Social Services Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal

Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible. 2. The selected person shall not participate in the interview. 3. The selected person shall not discuss the facts or circumstances of the case with the child. 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3) Release of Child to Peace Officer When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures

All PUSD administors are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual’s breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD’s Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

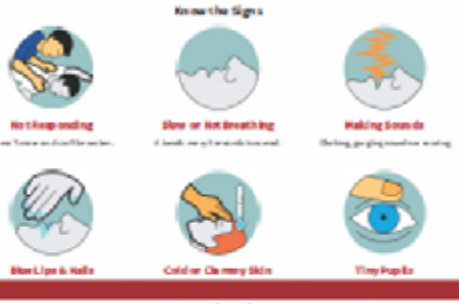
Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enfocement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoes in 2021, with 66% of those deaths related to syntetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)

Signs of an Opioid Overdose

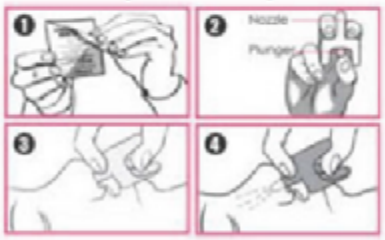


What Drugs Does Naloxone (NARCAN) Reverse?

Effective:
- Heroin
- Morphine
- Dilaudid
- Oxycodone
- Fentanyl
- Codeine
- Methadone

Ineffective:
- Alcohol
- Valium
- Ativan
- Xanax
- Ambien
- Antidepressants
- Marijuana
- Other medications

How to Administer Naloxone (NARCAN)



Each nasal spray device is SINGLE DOSE. A SECOND DOSE can be given in OPPOSITE nostril with A NEW DEVICE, if no improvement after 2-3 MINUTES. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:
1.Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2.Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3.Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4.Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:
1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

Boys
Girls
White shirt, long or short sleeves, with a collar
White blouse, long or short sleeves, with a collar

Navy blue pants or shorts
Navy blue jumper, skirt, skort, shorts, culottes, or pants
Appropriate shoes
Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath
Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

Leona Jackson School

Jackson Middle School is fully committed to maximizing school safety and creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others (BP 0450). Jackson incorporates a progressive discipline model that includes staff professional development and use of strategies from Safe and Civil Schools, Capturing Kids' Hearts, Multi-Tiered System of Supports (MTSS), cultural sensitivity, and restorative practices. This ensures a holistic and supportive approach to student behavior. The goal is for students to remain in class in order to receive high-quality first best instruction.

Clear expectations and positive reinforcement are established through Safe and Civil Schools' frameworks, creating a structured environment where students feel secure. When behavioral issues arise, the process begins with a thorough investigation, ensuring due process for all parties involved by gathering evidence, listening to student perspectives, and maintaining fairness. Interventions and/or consequences are issued depending on individual situations, student needs, previous incidents/interventions, and severity of the offense. Restorative practices are then used to address harm, focusing on accountability, repairing relationships, and fostering empathy. Capturing Kids' Hearts supports this by prioritizing strong relationships and emotional connections, encouraging students to take ownership of their actions.

Jackson's Behavior Policy and the MTSS framework ensure that students receive tiered interventions, providing tailored behavioral and emotional support based on individual needs, promoting long-term growth and positive outcomes. Teachers use this tiered system of support when developing their classroom management plans. Tier 1 infractions are managed and documented by the classroom teacher. When Tier 1 interventions are unsuccessful and/or the behavior escalates or causes a safety concern, a formal referral for Tier 2 or Tier 3 interventions may be made by teachers, administration, or staff to address more serious academic, behavior, and/or social-emotional concerns. When a student receives a Tier 2 or Tier 3 referral, an investigation is completed and means of correction are implemented, including, but not limited to, conflict resolution, restorative practices, academic/behavior contract, counseling, and parent conference. Students may be referred to administration for disciplinary action due to behavior infractions and/or violations of the California Education Code if the acts are committed on school grounds, while going to/from school, and/or while going to/from school-sponsored events/activities. Means of correction may include detention, suspension, and expulsion recommendation. (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2)

Students at Leona Jackson School have the responsibility to maintain regular attendance and adhere to all school rules/regulations, ensuring a safe learning environment for themselves and others. These expectations are addressed annually through the Student Code of Conduct, targeted assemblies, classroom presentations, and student/family workshops. In addition, information regarding expectations, as well as district and school policies/procedures, is communicated annually through the enrollment process, school website, letters, flyers, and the Learning Management System, Schoology, and ParentSquare.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

H. Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.

4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:
1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity
For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School SIte Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Incident Command Team Responsibilities

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Jackson Middle School's (Jackson) Emergency Plan provides faculty, staff, and students with specific instructions during an emergency, crisis, or disaster. The Plan is reviewed and updated annually by the principal, assistant principal, safety committee, staff, and district personnel. Trainings are conducted annually, and earthquake, fire, and lockdown drills take place throughout the school year. Copies of the Plan are distributed to Jackson employees, the district office, and other entities as appropriate.

Jackson has adopted the "I Love U Guys" Foundation's Standard Response Protocol (SRP). The SRP is based on an all-hazards approach, utilizes clear common language, and allows the management of an emergency to expand or contract depending on the situation and availability of personnel. The Plan addresses all five specific SRP actions that can be performed during an incident: Hold, Secure, Lockdown, Evacuate, and Shelter. Schoolwide signage incorporates the symbol and directive for each action.

Extensive planning and schoolwide training are conducted for the SRP's Lockdown and Evacuate directives. Classrooms are equipped with supplies to support student and staff needs for an extended period of time. A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the PUSD Safety and Security Department. Jackson employees understand that as public employees, they are required by law, under the directions of the administration, to stay at school until the disaster is over or until they are released because their services are no longer required. Staff understands that the school site may be without outside resources for up to 72 hours and that Jackson would shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card. Students will be kept in the safest location on campus until they can be safely reunited with their families. Administration will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

During an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community, the principal or designee will activate the Plan using SRP. Jackson will communicate with the district by short-wave radio, phone, or email. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Jackson may also contact the City of Paramount as needed. Jackson will communicate with staff through walkie-talkies, staff messengers, landlines, and cell phones. ParentSquare, a web-based communication system, will be used to communicate with parents and guardians.

Raptor Visitor Management school security system is used to increase safety and security measures on campus. Raptor screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

Adaptations for Students with Disabilities
Jackson's Disaster Plan addresses the needs of all students, staff, and visitors with disabilities during an evacuation. Classrooms, office spaces, library, wellness center, MPR, cafeteria, and locker rooms are wheelchair accessible, and a ramp is available to exit the upper quad, Room 34, and the MPR stage. Student IEPs are reviewed annually to identify the unique needs of students. Appropriate accommodations to support students during an emergency are determined and communicated to teachers and support staff.

Public Agency Use of School Buildings for Emergency Shelters
In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters

DURING INSTRUCTIONAL TIME

Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat…"

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck and cover and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck, cover, and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."
6. DO NOT OPEN YOUR DOOR FOR ANYONE.
7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT
8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safety routes (ingress and egress):

Jackson Middle School has multiple access points to the campus. Morning drop off is conducted in the school parking lot and afternoon pick up is conducted on Jackson Street.

School dismissal is conducted through the main gate.

PUSD Busses drop off and pick up students to and from Jackson Middle School. After busses enter the parking lot, students can easily and safely enter campus by disembarking the busses onto the sidewalk and walking to the main gate. At dismissal, bus riders use the sidewalk to walk to the bus loading zone in the school parking lot.

Procedure for Visitor Check In: There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and get a visitor's badge using the RAPTOR check-in system.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
LCAP Goal: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and Sense of Safety-Attendance

Element:
Attendance Data:
2023-2024: 31% Chronic Absenteeism
2022-2023: 49% Chronic Absenteeism

Opportunity for Improvement:
Increase attendance to 95%; Decrease Chronic Absenteeism under 27%

Objectives	Action Steps	Resources	Lead Person	Evaluation
		$		
Increase cumulative attendance from 92% to at least 95%	Promote a positive schoolwide culture by planning for and providing student incentives/rewards for positive attendance, academics, and behavior.	$5,000	Principal	Culture and Climate Committee Meeting Sign-ins, Agendas/Minutes Incentive Plan, Purchase Orders, Student Lists Attendance Data Grade Data Suspension/Referral/Time-Out Data
	Provide funding for supplies, materials, and resources to support the mental health and wellbeing of all students.	$1,000 $1,500	Social Worker Assistant Principal	Purchase Orders Counseling/Social Worker Data Mental Health Referral Data Observational Data Survey Data
	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.).			Activities Calendar Print Orders School-Family Communications

Decrease Chronic Absenteeism from 31% to under 27%	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.	$2,500 MTSS Grant	Assistant Principal Social Worker	Chronic Absenteeism Data Parent Communication Logs SART/SARB Contracts Monthly Attendance Data
	Students will be recognized and celebrated for positive attendance.			MTSS Schedule/Data Behavior Contracts Referral/Suspension Data
	Provide additional time and professional development to target/monitor/support the progress of our most at-risk students.	$5,000 N/A	Principal SHOT	Counseling/Social Worker Data Mental Health Referral Data Hazel Health Data Grade Data Intervention/Enrichment Calendars Targeted Student List Agendas/Sign-ins Behavior Data
	Staff will provide small group interventions in order to target behavioral, social-emotional, attendance, and/or academic needs (i.e., support groups, Hazel Health referrals, mentoring, virtual/in-person clubs, enrichment opportunities, before/after school targeted interventions, Saturday School, educational field trips, etc.).	N/A $2,000 District Funded	Social Worker Social Worker Principal	Grade Data Counseling Logs Saturday School Attendance Logs Copies of Letters and Emails Phone Call Notes Meeting Notices Sign-In Sheets Needs Assessment Data Synergy SEL and Student Information/Counseling Data
	Communicate on a regular basis via mail, email, and phone calls regarding student absenses and tardies.			
	Hold SART, ACT, and SARB intervention meetings.			
	Provide funding for supplies, materials, and resources to support our Homeless and Foster Youth students.			

Increase percentage of 7th grade students who feel they have a caring adult at school from 54% (CHKS) to 60% or better	Further enhance our work with Capturing Kids Hearts to create a positive culture on campus and build positive relationships with students. All staff trained and implementing Safe & Civil/CKH strategies and Restorative Practices to promote positive interactions, consistent procedures and processes, and clear communication with a positive tone.	$10,000 N/A	Principal Principal	California Healthy Kid Survey Data Capturing Kids Hearts Survey Data Observational Data Student Survey Data

Increase percentage of 7th grade students who feel safe at school from 48% (CHKS) to 55% or better	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. 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. 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. Wellness Center open to all students daily Provide materials to support student safety on campus.	District Funded District Funded $2,000 N/A $2,000	Assistant Principal Assistant Principal Assistant Principal Counselor/Social Worker Assistant Principal	Synergy Student Behavior and Suspension Data Observations of CSAs; Administrative feedback to improve or reinforce best practices. 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. 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. California Healthy Kid Survey Data Capturing Kids Hearts Survey Data Discipline Data Crime Report Wellness Center Data Counseling Referral Data Safety Committee Agendas/Minutes w/Requests Campus Walkthrough Notes Purchase Orders Inventory Monitoring

Increase percentage of 7th grade students who feel connected to school from 45% (CHKS) to 50% or better	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). 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.	$10,000 N/A	Principal Counselor	California Healthy Kid Survey Data Capturing Kids Hearts Survey Data Professional Development Calendar PD Attendance Logs PD Materials/Presentations PD Follow-Up Plan for Implementation Classroom Presentations Guidance Calendar Conferencing Data in Synergy

Component:
LCAP Goal: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and Sense of Safety-Suspension

Element:
Suspension Data:
2023-2024: 5% Unduplicated Suspension Rate
2022-2023: 3% Unduplicated Suspension Rate

Opportunity for Improvement:
Decrease unduplicated suspensions from 5% to under 3%.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease the percent of Unduplicated Suspensions from 5% to under 3%	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).	5,000 N/A 5,000 N/A N/A District Funded	Principal Counselor/Social Worker Assistant Principal Counselors/Social Worker Counselors/Social Worker	Suspension Data Professional Development Calendar PD Attendance Logs PD Materials/Presentations PD Follow-Up Plan for Implementation Wellness Center Data Counseling Referral Data Smart Pass Data Office Referral Data Counseling Referral Data
	Wellness Center open to all students daily	N/A	Assistant Principal	Counseling Referral Data Ripple Effects Usage Data
	Use Smart Pass to improve the monitoring of students outside of classrooms, thereby increasing student accountability and time in the classrooms learning	N/A	Principal Counselors/Social Worker	Counseling Referral Data Office Referral Data Counseling Referral Data Time-Out Data Counseling Logs
	Refer students to Hazel Health	N/A	Principal	Materials/Presentations
	Assign YVape/TUPE Referrals in lieu of Suspension	N/A	Counselor/Social Worker	Materials/Presentations Sign-Ins
	Assign Ripple Effects Lessons in lieu of Suspension	N/A	Principal	Office Referral Data Counseling Referral Data California Healthy Kid Survey Data
	Provide site-specific Professional Development on Tier I Interventions to address maladaptive behaviors in the classroom and deescalate conflicts.		Principal	Capturing Kids Hearts Survey Data Observation Office Referral Data Counseling Referral Data
	Reduce conflict through			

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease time out of class for all students	Implementation of SmartPass to monitor time outside of class for student accountability and safety	5,000	Assistant Principal	SmartPass Data Attendance Data Time-Out Data Rapid Exit Data Suspension Data
	Provide Professional Development regarding alternative means of correction for time-outs and suspensions	N/A	Assistant Principal	Materials/Presentations

Leona Jackson School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Leona Jackson School
Street	7220 Jackson St
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8020
Principal	Kelly Anderson
Email Address	kanderson@paramount.k12.ca.us
School Website	https://jackson.pusdschools.net/
Grade Span	6-8
County-District-School (CDS) Code	19-64873-0102681

2024-25 District Contact Information

District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement

Leona Jackson School is located at 7220 East Jackson Street in Paramount in the southwest area of Paramount. Major streets that border the school are Garfield Avenue and Jackson Street. The parking lot is located on the west end of the campus. The school consists of an administration building with a library, four wings of classrooms, and a multi-purpose room. With an enrollment of approximately 520 students, our school serves a diverse population (70% Hispanic, 25% African American, and 5% Other Ethnicities). In addition, approximately 15% of our students are English Learners, with Spanish as their predominate language.

2024-25 School Description and Mission Statement

In alignment with PUSD's mission, the staff at Leona Jackson School strives to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to meet their individual needs and goals. We aim to provide a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Furthermore, our work at Leona Jackson School aligns with the following strategic priorities for PUSD:

- Elevating deeper learning and college, career, and life readiness.
- Implementing comprehensive professional learning, leading to effective change.
- Cultivating a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.
- Enhancing family and community engagement.
- Building an inclusive and equitable school.

We believe that all students have the capacity to learn; therefore, we maintain high expectations for all students while acknowledging their individual differences. We are committed to helping our students develop intellectually, emotionally, socially, and physically while recognizing that learning is a lifelong process. Our ultimate goal is to prepare our students to become responsible citizens and productive, contributing members of our global society. We believe that all stakeholders, including teachers, parents, administrators and most importantly, students, play an important role in supporting the diverse needs of our students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	88
Grade 6	181
Grade 7	195
Grade 8	149
Total Enrollment	613

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
Asian	1.3
Black or African American	21.5
Filipino	0.7
Hispanic or Latino	73.2
Two or More Races	2
White	1
English Learners	18.8
Foster Youth	0.7
Homeless	1.5
Socioeconomically Disadvantaged	96.9
Students with Disabilities	13.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.50	85.18	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	7.78	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	2.40	6.95	55.50	8.69	18854.30	6.86
Total Teaching Positions	35.80	100.00	639.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	85.96	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.91	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	8.26	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	1.70	4.84	47.20	7.20	15831.90	5.67
Total Teaching Positions	36.30	100.00	656.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	87.09	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.60	1.97	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.34	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	7.14	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	0.80	2.39	37.50	6.10	14303.80	5.15
Total Teaching Positions	33.40	100.00	616.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.70	3.00	0.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.70	3.00	0.4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	2.3
Total Out-of-Field Teachers	0.00	0.00	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.50	9.5	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Amplify) Grade 6 Grade 6 Anthology / 2017 (Amplify) Grade 7 Grade 7 Anthology / 2017 (Amplify) Grade 8 Grade 8 Anthology / 2017	Yes	0%
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Pearson) Grade 8 Algebra 1 / 2014 (Open Up Resources) Grade 6 Our Math Grade 6 Student Set / 2021 (Open Up Resources) Grade 7 Our Math Grade 7 Student Set / 2021 (Open Up Resources) Grade 8 Our Math Grade 8 Student Set / 2021 (Open Up Resources) Grade 8 Our Math Algebra 1 Student Set / 2021	Yes	0%
Science	(McGraw Hill) Grade 6 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw Hill) Grade 7 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw Hill) Grade 8 CA Inspire Science 6th Gr Unit 1-4 / 2019	Yes	0%

History-Social Science	(Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0%
Visual and Performing Arts	(Pearson Scott-Foresman) Grade 6 Art / 2009 (Pearson Scott-Foresman) Grade 7-8 Art / 2009 (Hal Leonard Corporation) Grade 6-8 Essential Elements 2000 / 2009	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility is in very good condition

Year and month of the most recent FIT report	October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			updated sports areas

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	37	39	40	46	47
Mathematics (grades 3-8 and 11)	19	15	21	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	598	593	99.16	0.84	36.93
Female	275	272	98.91	1.09	41.54
Male	323	321	99.38	0.62	33.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	129	128	99.22	0.78	22.66
Filipino	--	--	--	--	--
Hispanic or Latino	438	435	99.32	0.68	40.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	42.86
White	--	--	--	--	--
English Learners	113	111	98.23	1.77	10.81
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	580	575	99.14	0.86	36.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	75	96.15	3.85	6.67

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	596	592	99.33	0.67	15.20
Female	274	272	99.27	0.73	14.34
Male	322	320	99.38	0.62	15.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	129	128	99.22	0.78	7.81
Filipino	--	--	--	--	--
Hispanic or Latino	436	434	99.54	0.46	16.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	14.29
White	--	--	--	--	--
English Learners	112	111	99.11	0.89	0.90
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	578	574	99.31	0.69	14.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	76	97.44	2.56	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.62	22.03	17.61	17.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	238	236	99.16	0.84	22.03
Female	103	103	100.00	0.00	20.39
Male	135	133	98.52	1.48	23.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	45	44	97.78	2.22	13.64
Filipino	0	0	0	0	0
Hispanic or Latino	179	178	99.44	0.56	23.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	52	100.00	0.00	1.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	233	99.15	0.85	21.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	4.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	99.47%	99.47%	99.47%	99.47%	99.47%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Leona Jackson School, we maintain a collaborative partnership with our parents to further the education of our students. We provide multiple opportunities for parental input and involvement in our instructional program, as well as various school-wide activities.

Parent committees include:

- School Site Council (SSC) and the English Learner Advisory Committee (ELAC), which meet on a monthly basis
- Parent Teacher Association (PTA), which invites all parents to become actively involved in providing and volunteering in student activities

Parents are also invited to participate in Back-to-School night, Open House, parent-student-teacher conferences, and various parent education events. In addition, we have bi-monthly parent workshops that focus on supporting students' academic, behavioral, and social-emotional needs.

We are committed to continuing our partnership with all stakeholders in an effort to maintain and promote an exemplary educational program. We utilize ParentSquare messages, Schoology, emails, and the site/district websites to support school-home communication.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	657	633	159	25.1
Female	305	294	73	24.8
Male	352	339	86	25.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	151	140	51	36.4
Filipino	--	--	--	--
Hispanic or Latino	473	460	100	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	4	30.8
White	--	--	--	--
English Learners	126	120	29	24.2
Foster Youth	--	--	--	--
Homeless	24	21	11	52.4
Socioeconomically Disadvantaged	640	616	157	25.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	87	25	28.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.02	6.02	2.28	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.14	0	0	0.04	0.04	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.28	0.00
Female	1.64	0.00
Male	2.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.59	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	2.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.68	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

In order to provide a safe, civil and productive school environment, Leona Jackson School is a closed campus. For the safety of our students and staff, all visitors are required to enter through the main administration building, which is located on the southwest corner of the school. All visitors, contractors, and volunteers are required to check in through our Visitor

2024-25 School Safety Plan

Management System, Raptor.

Leona Jackson School provides a safe, clean and well-maintained physical environment for students. Our facilities include a turf field, clean black tops, and well-maintained grass areas. We have a full-time custodian and an evening custodial cleaning crew that ensure the cleanliness of our school. School policies are communicated through orientation assemblies, ParentVue, school newsletters, and our learning management system, Schoology. We recognize that to be successful, a school must provide a safe environment that promotes respect and cooperation with others. We focus on building relationships, while encouraging self-reflection and the acceptance of responsibility in order to shape student behaviors. Appropriate behaviors are encouraged and taught using the Safe and Civil Schools program. Through this program, students and staff are held accountable for displaying behaviors that promote the safety, civility, and productivity of Jackson School.

The school safety plan has been updated and approved by the Safety Committee on December 11, 2023 and School Site Council on January 29, 2024.

The plan includes:

- Safety Plan Overview
- Mandated Reporting
- Safe & Orderly School Environment
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access (Ingress/Egress)
- Disaster Plan (Lock Down, Bomb Threat, Active Shooter, Earthquake Drills, etc.)
- Evacuation Procedures
- Mental Health Emergencies
- Scheduled Monthly Fire Drills

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	7	2
Mathematics	25	7	5	2
Science	19	16		
Social Science	22	7	7	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	6	10	
Mathematics	27	6	6	2
Science	25	2	11	
Social Science	20	9	7	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	11	
Mathematics	31	2	9	2
Science	23	5	10	
Social Science	23	4	11	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	185.76

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,590.52	912.05	9,678.47	96,367.03
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-39.2	-27.3
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-10.7	-1.4

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Title II - A federal program designed to ensure teacher and principal quality.
Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.
Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra

Fiscal Year 2023-24 Types of Services Funded

funding for students with greater challenges.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$67,485	$59,551
Mid-Range Teacher Salary	$97,077	$93,855
Highest Teacher Salary	$127,968	$120,219
Average Principal Salary (Elementary)	$168,593	$151,525
Average Principal Salary (Middle)	$172,610	$158,215
Average Principal Salary (High)	$187,581	$171,087
Superintendent Salary	$334,586	$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

Escuela Leona Jackson

Informe de Responsabilidad Escolar para 2023-2024
(Publicado Durante el Ciclo Escolar 2024-2025)

Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en https://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz (*Dashboard*) Escolar de California https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/.
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/.

Información de Contacto Escolar para 2024-25

Nombre de la Escuela	Escuela Leona Jackson
Dirección	7220 Jackson St
Ciudad, Estado, Código Postal	Paramount CA 90723-4378
Número Telefónico	(562) 602-8020
Director/a	Kelly Anderson
Dirección de Correo Electrónico	kanderson@paramount.k12.ca.us
Sitio Web Escolar	https://jackson.pusdschools.net/
Niveles de Grado	6-8
Código del Condado-Distrito-Escuela (CDS)	19-64873-0102681

Información de Contacto Distrital para 2024-25

Nombre del Distrito	Distrito Escolar Unificado de Paramount
Número Telefónico	(562) 602-6000
Superintendente	Dr. Joshua Lightle

Dirección de Correo Electrónico	JLightle@paramount.k12.ca.us
Dirección del Sitio Web Distrital	www.paramount.k12.ca.us

Descripción Escolar y Declaración de la Misión para 2024-25

La Escuela Leona Jackson está ubicada en el número 7220 de East Jackson Street en el área suroeste de Paramount. Las principales calles que rodean la escuela son Garfield Avenue y Jackson Street. La zona de parqueo está ubicada en el extremo oeste del plantel escolar. La escuela consta de un edificio administrativo con una biblioteca, cuatro alas de salones de clase y un salón de usos múltiples. Con una inscripción de aproximadamente 520 alumnos, nuestra escuela sirve a una población diversa (70% hispanos, 25% afroamericanos y 5% de otras etnias). Además, aproximadamente el 15% de nuestros alumnos son estudiantes del inglés, con el español como su primer idioma.

En alineación con la misión del Distrito Escolar Unificado de Paramount (PUSD, por sus siglas en inglés), el personal de la Escuela Leona Jackson se esfuerza por potenciar a cada alumno para que alcance su máximo potencial, proporcionando programas educativos innovadores y de alta calidad adaptados para satisfacer sus necesidades y metas individuales. Apuntamos a proporcionar un entorno seguro y comprensivo, donde los alumnos de diversos orígenes se sientan valorados e inspirados.

Además, nuestro trabajo en la Escuela Leona Jackson se alinea con las siguientes prioridades estratégicas para el PUSD:

- Mejorar el aprendizaje más profundo y la preparación universitaria, vocacional y para la vida.
- Implementar un aprendizaje profesional integral, que conduzca a un cambio efectivo.
- Cultivar un ambiente enriquecedor y emocionalmente seguro para fortalecer el bienestar, la pertenencia y un sentido de seguridad.
- Fomentar la participación familiar y comunitaria.
- Construir una escuela inclusiva y equitativa.

En la Escuela Leona Jackson, nuestra misión es proporcionar un ambiente de aprendizaje ejemplar y de alta calidad para todos los alumnos. Creemos que todos los alumnos tienen la capacidad de aprender; y por este motivo, mantenemos unas altas expectativas para todos los alumnos al mismo tiempo que reconocemos sus diferencias individuales. Estamos comprometidos a ayudar a nuestros alumnos a desarrollarse a nivel intelectual, emocional, social y físico, al mismo tiempo que reconocemos que el aprendizaje es un proceso de por vida. Nuestra meta final es preparar a nuestros alumnos para que se conviertan en ciudadanos responsables y miembros productivos y contribuyentes de nuestra sociedad global. Nuestra visión incluye la colaboración de maestros, padres, administradores y, lo más importante, alumnos. Creemos que todos involucrados, incluidos maestros, padres, administradores y, más importantemente, alumnos, juegan un papel central en el apoyo a las diversas necesidades de nuestros alumnos.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
5° Grado	88
6° Grado	181
7° Grado	195
8° Grado	149
Inscripción Total	613

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	46.7
Masculino	53.3
Asiático	1.3
Afroamericano	21.5
Filipino	0.7
Hispano o Latino	73.2
Dos o Más Orígenes Étnicos	2
Blanco	1
Estudiantes del Inglés	18.8
Jóvenes de Crianza Temporal	0.7
Indigentes	1.5
De Escasos Recursos Económicos	96.9
Alumnos con Discapacidades	13.2

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	30.50	85.18	548.70	85.85	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.30	0.37	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	2.70	7.78	18.00	2.83	11216.70	4.08
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Desconocido/Incompleto/NA	2.40	6.95	55.50	8.69	18854.30	6.86
Cantidad Total de Cargos Docentes	35.80	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	31.20	85.96	571.00	87.04	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.30	0.91	2.00	0.31	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	3.00	8.26	19.90	3.04	12001.50	4.30
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.00	15.80	2.41	11953.10	4.28
Desconocido/Incompleto/NA	1.70	4.84	47.20	7.20	15831.90	5.67
Cantidad Total de Cargos Docentes	36.30	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	29.10	87.09	542.80	88.08	231142.40	100.00
Practicantes Contando con Acreditación Correctamente Asignados	0.60	1.97	2.90	0.48	5566.40	2.00
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.40	1.34	15.30	2.50	14938.30	5.38
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	2.30	7.14	17.50	2.84	11746.90	4.23
Desconocido/Incompleto/NA	0.80	2.39	37.50	6.10	14303.80	5.15
Cantidad Total de Cargos Docentes	33.40	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos "*ineffective*" bajo ESSA)

Autorización/Asignació	2020-21	2021-22	2022-23
Permisos y Exenciones	0.00	0.00	0
Asignaciones	2.70	3.00	0.4
Puestos con Vacante	0.00	0.00	0
Cantidad Total de	2.70	3.00	0.4

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama "*out-of-field*" bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0
Opciones de Asignación Local	0.00	0.00	2.3
Cantidad Total de Maestros No En Su Rama	0.00	0.00	2.3

Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	9.50	9.5	0.8
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions)* en https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del "Local Control and Accountability Plan" (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los 4 informes trimestrales de quejas uniformes para 2023-2024 desde el siguiente enlace al sitio web:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Año y mes en los cuales se recopilaron los datos	Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción más reciente?	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto

Lectura/Artes Lingüísticas	(Amplificar) 6.° grado: antología de 6.° grado / 2017 (Amplificar) 7.° grado: antología de 7.° grado / 2017 (Amplificar) 8.° grado: antología de 8.° grado / 2017	Sí	0%
Matemáticas	(Glencoe/McGraw-Hill) Curso de matemáticas de 6.° grado 1 / 2014 (Glencoe/McGraw-Hill) Curso de matemáticas de 7.° grado 2 / 2014 (Glencoe/McGraw-Hill) Curso de matemáticas de 8.° grado 3 / 2014 (Pearson) álgebra 8.° grado 1 / 2014 (Abrir recursos) 6.° grado Nuestro grupo de alumnos de matemáticas de 6.° grado / 2021 (Abrir recursos) 7.° grado Nuestro grupo de alumnos de matemáticas de 7.° grado / 2021 (Abrir recursos) 8.° grado Nuestro grupo de alumnos de matemáticas de 8.° grado / 2021 (Abrir recursos) 8.° grado Nuestro grupo de alumnos de álgebra de matemáticas 1 / 2021	Sí	0%
Ciencias	(McGraw Hill) 6° año CA Inspire Science 6th Gr Unidad 1-4 / 2019 (McGraw Hill) 7° año CA Inspire Science 6th Gr Unidad 1-4 / 2019 (McGraw Hill) 8° año CA Inspire Science 6th Gr Unidad 1-4 / 2019	Sí	0%
Historia-Ciencias Sociales	(Cengage) 6° año Ancient Civilizations / 2018 (Cengage) 7° año Medieval and Early Modern Times / 2018 (Cengage) 8° año American Stories, Beginning to WWI / 2018	Sí	0%
Artes Visuales y Escénicas	(Pearson Scott-Foresman) arte de 6.° grado / 2009 (Pearson Scott-Foresman) arte de 7.° y 8.° grado / 2009 (Corporación Hal Leonard) Elementos Esenciales de 6.° a 8.° grado 2000 / 2009	Sí	0%

Condiciones de Instalación Escolar y Mejoradas Planeadas

La instalación escolar está en buen estado.

Año y mes del más reciente informe FIT	Octubre de 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)- REALIZADO
Interior: Superficies Interiores	X			

Condiciones de Instalación Escolar y Mejoradas Planeadas

Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			Áreas deportivas actualizadas

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal
(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional
El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado)	38	37	39	40	46	47
Matemáticas (3º-8º y 11º grado)	19	15	21	22	34	35

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	598	593	99.16	0.84	36.93
Femeninas	275	272	98.91	1.09	41.54
Masculinos	323	321	99.38	0.62	33.02
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--

Afroamericano	129	128	99.22	0.78	22.66
Filipinos	--	--	--	--	--
Hispanos o Latinos	438	435	99.32	0.68	40.23
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	15	14	93.33	6.67	42.86
Blancos	--	--	--	--	--
Estudiantes del Inglés	113	111	98.23	1.77	10.81
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	18	18	100.00	0.00	11.11
Militares	0	0	0	0	0
De Escasos Recursos Económicos	580	575	99.14	0.86	36.70
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	78	75	96.15	3.85	6.67

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	596	592	99.33	0.67	15.20

Femeninas	274	272	99.27	0.73	14.34
Masculinos	322	320	99.38	0.62	15.94
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	129	128	99.22	0.78	7.81
Filipinos	--	--	--	--	--
Hispanos o Latinos	436	434	99.54	0.46	16.59
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	15	14	93.33	6.67	14.29
Blancos	--	--	--	--	--
Estudiantes del Inglés	112	111	99.11	0.89	0.90
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	18	18	100.00	0.00	0.00
Militares	0	0	0	0	0
De Escasos Recursos Económicos	578	574	99.31	0.69	14.81
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	78	76	97.44	2.56	0.00

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5º y 8º grado y escuela preparatoria)	24.62	22.03	17.61	17.78	30.29	30.73

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	238	236	99.16	0.84	22.03
Femeninas	103	103	100.00	0.00	20.39
Masculinos	135	133	98.52	1.48	23.31
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericano	45	44	97.78	2.22	13.64
Filipinos	0	0	0	0	0
Hispanos o Latinos	179	178	99.44	0.56	23.60
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	52	52	100.00	0.00	1.92
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	235	233	99.15	0.85	21.89
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	25	25	100.00	0.00	4.00

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5º Grado	100%	100%	100%	100%	100%
7º Grado	99.47%	99.47%	99.47%	99.47%	99.47%

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2024-25

En la Escuela Leona Jackson mantenemos una asociación colaborativa con nuestros padres para promover la educación de nuestros alumnos. Les ofrecemos múltiples oportunidades para recibir sus aportes y para que se involucren en nuestro programa de instrucción, así como en las diferentes actividades escolares que organizamos.

Los comités de padres incluyen:

- El Consejo Escolar (SSC, por sus siglas en inglés) y el Comité Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés), que se reúnen mensualmente.
- La Asociación de Padres y Maestros (PTA, por sus siglas en inglés), que invita a todos los padres a participar activamente en las actividades que se organizan para los alumnos y dar de su tiempo en la escuela.

También se invita a los padres a participar en la Noche de Regreso a la Escuela, la Visita Escolar, las conferencias entre padres-alumnos-maestros y en diferentes eventos educativos para padres. Además, tenemos los talleres para padres que hacemos cada dos meses para apoyar las necesidades académicas, conductuales y socioemocionales de los alumnos.

Estamos comprometidos en dar continuidad a nuestra asociación con todas los grupos de involucrados en un esfuerzo por mantener y promover un programa educativo ejemplar. Utilizamos mensajes de ParentSquare, Schoology, correos electrónicos y los sitios web del sitio/distrito para apoyar la comunicación entre la escuela y el hogar.

Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	657	633	159	25.1
Femeninas	305	294	73	24.8
Masculinos	352	339	86	25.4
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	151	140	51	36.4
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	473	460	100	21.7
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	13	13	4	30.8
Estudiantes del Inglés	--	--	--	--
Jóvenes de Crianza Temporal	126	120	29	24.2
Indigentes	--	--	--	--
De Escasos Recursos Económicos	24	21	11	52.4
Alumnos Recibiendo Servicios de Educación Migrante	640	616	157	25.5
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Suspensiones	3.02	6.02	2.28	1.86	3.39	2.92	3.17	3.6	3.28
Expulsiones	0.14	0	0	0.04	0.04	0	0.07	0.08	0.07

Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	2.28	0.00
Femeninas	1.64	0.00
Masculinos	2.84	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	4.64	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	1.48	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	1.59	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	4.17	0.00
De Escasos Recursos Económicos	2.19	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	5.68	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2024-25

A fin de proporcionar un entorno escolar seguro, cívico y productivo, la Escuela Leona Jackson tiene una política de plantel cerrado. Para garantizar la seguridad de nuestros alumnos y miembros del personal, todos los visitantes deben acceder por el edificio principal de administración escolar, que se encuentra en la esquina suroeste de la escuela. Todos los visitantes, contratistas y voluntarios deben registrarse a través de nuestro Sistema de Gestión de Visitantes, Raptor.

Plan de Seguridad Escolar para 2024-25

La Escuela Leona Jackson ofrece un ambiente físico seguro, limpio y bien mantenido para los alumnos. Nuestras instalaciones incluyen un campo de césped, superficies asfaltadas limpias y unas áreas de césped bien mantenidas. Tenemos un conserje de tiempo completo y un equipo que hace la limpieza de nuestra escuela por las tardes. Las políticas escolares se comunican en las asambleas de orientación, ParentVue, boletines escolares y de nuestro sistema de manejo del aprendizaje, Schoology. Somos conscientes que para tener éxito, una escuela debe ofrecer un entorno seguro que promueva el respeto y la cooperación con los demás. Nos centramos en construir relaciones, al mismo tiempo que fomentamos la autorreflexión y la aceptación de la responsabilidad para moldear la conducta de los alumnos. Se fomentan y enseñan conductas apropiadas con el programa Escuelas Seguras y Civiles. Con este programa, los alumnos y el personal son responsables de mostrar unas conductas que promuevan la seguridad, el civismo y la productividad de la Escuela Jackson.

El plan de seguridad escolar fue actualizado y aprobado por el Comité de Seguridad, el 11 de diciembre de 2023, y el Consejo de Sitio Escolar, el 29 de enero de 2024.

El plan incluye:

- Repaso del Plan de Seguridad.
- Reporte obligatorio.
- Ambiente escolar seguro y ordenado.
- Código de vestimenta.
- Acoso sexual.
- Disciplina de alumnos.
- Acceso al plantel (ingreso/egreso).
- Plan de actuación ante desastres (simulacros de encierro, amenaza de bomba, persona armada activa, terremoto, etc.).
- Procedimientos para la evacuación de la escuela.
- Emergencias de salud mental.
- Simulacros de encierro mensuales.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2021-22. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	24	6	7	2
Matemáticas	25	7	5	2
Ciencia	19	16		
Ciencia Social	22	7	7	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	21	6	10	
Matemáticas	27	6	6	2
Ciencia	25	2	11	
Ciencia Social	20	9	7	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	23	7	11	
Matemáticas	31	2	9	2
Ciencia	23	5	10	
Ciencia Social	23	4	11	

Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	185.76

Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	3.3
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	0.5
Especialista de Recursos (no docente)	
Otro	

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	10,590.52	912.05	9,678.47	96,367.03
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-39.2	-27.3
Estado	N/A	N/A	$10,771	$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-10.7	-1.4

Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.
Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.
Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.
Título IV - se trata de un programa federal diseñado para garantizar a alumnos con acceso a una educación completa; mejorar las condiciones escolares para el aprendizaje de los alumnos; y mejorar el uso de la tecnología para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos.
Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en http://www.cde.ca.gov/ds/fd/cs/.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$67,485	$59,551
Sueldo de Maestro en el Nivel Intermedio	$97,077	$93,855
Sueldo de Maestro en el Nivel Superior	$127,968	$120,219
Sueldo Promedio de Director (Primaria)	$168,593	$151,525
Sueldo Promedio de Director (Secundaria)	$172,610	$158,215
Sueldo Promedio de Director (Preparatoria)	$187,581	$171,087
Sueldo del Superintendente	$334,586	$300,043
Porcentaje del Presupuesto para Sueldo de Maestros	30.21	31
Porcentaje del Presupuesto para Sueldos Administrativos	4.22	4.91

Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal a asistir a estas sesiones, ya que se relacionan con el deber profesional y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional en todo el distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	0	0	2

Input Section 2: 2024-25 School Contact Information

School Name	Leona Jackson School
Street	7220 Jackson St
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8020
Principal	Kelly Anderson
Email Address	kanderson@paramount.k12.ca.us
School Website	https://jackson.pusdschools.net/
County-District-School (CDS) Code	19-64873-0102681

Input Section 4: 2024-25 School Overview

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Leona Jackson School is located at 7220 East Jackson Street in Paramount in the southwest area of Paramount. Major streets that border the school are Garfield Avenue and Jackson Street. The parking lot is located on the west end of the campus. The school consists of an administration building with a library, four wings of classrooms, and a multi-purpose room. With an enrollment of approximately 520 students, our school serves a diverse population (70% Hispanic, 25% African American, and 5% Other Ethnicities). In addition, approximately 15% of our students are English Learners, with Spanish as their predominate language.

In alignment with PUSD's mission, the staff at Leona Jackson School strives to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to meet their individual needs and goals. We aim to provide a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Furthermore, our work at Leona Jackson School aligns with the following strategic priorities for PUSD:

- Elevating deeper learning and college, career, and life readiness.
- Implementing comprehensive professional learning, leading to effective change.
- Cultivating a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.
- Enhancing family and community engagement.
- Building an inclusive and equitable school.

We believe that all students have the capacity to learn; therefore, we maintain high expectations for all students while acknowledging their individual differences. We are committed to helping our students develop intellectually, emotionally, socially, and physically while recognizing that learning is a lifelong process. Our ultimate goal is to prepare our students to become responsible citizens and productive, contributing members of our global society. We believe that all stakeholders, including teachers, parents, administrators and most importantly, students, play an important role in supporting the diverse needs of our students.

Input Section 5: 2024-25 Opportunities for Parental Involvement

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

At Leona Jackson School, we maintain a collaborative partnership with our parents to further the education of our students. We provide multiple opportunities for parental input and involvement in our instructional program, as well as various school-wide activities.

Parent committees include:

- School Site Council (SSC) and the English Learner Advisory Committee (ELAC), which meet on a monthly basis
- Parent Teacher Association (PTA), which invites all parents to become actively involved in providing and volunteering in student activities

Input Section 5: 2024-25 Opportunities for Parental Involvement

Parents are also invited to participate in Back-to-School night, Open House, parent-student-teacher conferences, and various parent education events. In addition, we have bi-monthly parent workshops that focus on supporting students' academic, behavioral, and social-emotional needs.

We are committed to continuing our partnership with all stakeholders in an effort to maintain and promote an exemplary educational program. We utilize ParentSquare messages, Schoology, emails, and the site/district websites to support school-home communication.

Input Section 6: 2024-25 School Safety Plan

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Note:
This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).

In order to provide a safe, civil and productive school environment, Leona Jackson School is a closed campus. For the safety of our students and staff, all visitors are required to enter through the main administration building, which is located on the southwest corner of the school. All visitors, contractors, and volunteers are required to check in through our Visitor Management System, Raptor.

Leona Jackson School provides a safe, clean and well-maintained physical environment for students. Our facilities include a turf field, clean black tops, and well-maintained grass areas. We have a full-time custodian and an evening custodial cleaning crew that ensure the cleanliness of our school. School policies are communicated through orientation assemblies, ParentVue, school newsletters, and our learning management system, Schoology. We recognize that to be successful, a school must provide a safe environment that promotes respect and cooperation with others. We focus on building relationships, while encouraging self-reflection and the acceptance of responsibility in order to shape student behaviors. Appropriate behaviors are encouraged and taught using the Safe and Civil Schools program. Through this program, students and staff are held accountable for displaying behaviors that promote the safety, civility, and productivity of Jackson School.

The school safety plan has been updated and approved by the Safety Committee on December 11, 2023 and School Site Council on January 29, 2024.

The plan includes:

- Safety Plan Overview
- Mandated Reporting
- Safe & Orderly School Environment
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access (Ingress/Egress)
- Disaster Plan (Lock Down, Bomb Threat, Active Shooter, Earthquake Drills, etc.)
- Evacuation Procedures
- Mental Health Emergencies
- Scheduled Monthly Fire Drills

School Year: **2025-26**

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:

1. 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).
2. 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.
3. 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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 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.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 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

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 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

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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

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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

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Concepts & Procedures Applying mathematical concepts and procedures									
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

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	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

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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

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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) web page or the 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

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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

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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

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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

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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

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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

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
613	**96.9%**	**18.8%**	**0.7%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	18.8%
Foster Youth	4	0.7%
Homeless	9	1.5%
Socioeconomically Disadvantaged	594	96.9%
Students with Disabilities	81	13.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	132	21.5%
American Indian	0	0.0%
Asian	8	1.3%
Filipino	4	0.7%
Hispanic	449	73.2%
Two or More Races	12	2%
Pacific Islander	0	0.0%
White	6	1%

Conclusions based on this data:

1. 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. There is a need for improvement in both ELA (Yellow) and Mathematics (Orange).
2. 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.
3. 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	Red
30.8 points below standard	57.2 points below standard	99.4 points below standard
Maintained -0.4 points	Increased 4.1 points	Declined 12.4 points
570 Students	189 Students	65 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	108.7 points below standard	31.4 points below standard
5 Students	Declined 44 points	Maintained 0.5 points
	11 Students	554 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
120.7 points below standard	60.4 points below standard	0 Students
Declined 7.9 points	Maintained -0.1 points	
74 Students	118 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	24.4 points below standard
8 Students	4 Students	Maintained 0.9 points
		423 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
17.5 points below standard	0 Students	Fewer than 11 students - data not displayed for privacy
Increased 7.9 points		4 Students
11 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	Red
99.3 points below standard	128.2 points below standard	177.9 points below standard
Declined 4.9 points	Declined 6.1 points	Declined 10.1 points
569 Students	188 Students	65 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	168.4 points below standard	101.1 points below standard
5 Students	Declined 19.1 points	Declined 4.4 points
	11 Students	553 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
200.2 points below standard	127.5 points below standard	0 Students
Declined 20.9 points	Increased 3.9 points	
74 Students	118 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	93.3 points below standard
8 Students	4 Students	Declined 4.4 points
		422 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
94.1 points below standard	0 Students	Fewer than 11 students - data not displayed for privacy
Declined 25.2 points		4 Students
11 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	Orange
51.4% making progress.	45.3% making progress.
Number Students: 109 Students	Number Students: 64 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.8%	35.8%	0%	51.4%

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
25.1% Chronically Absent	24.2% Chronically Absent	30% Chronically Absent
Declined 5.7	Declined 9.9	Declined 7.2
633 Students	120 Students	70 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	52.4% Chronically Absent	25.5% Chronically Absent
7 Students	Declined 9.5	Declined 6.2
	21 Students	616 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
28.7% Chronically Absent	36.4% Chronically Absent	0 Students
Declined 11.5	Declined 5.2	
87 Students	140 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	21.7% Chronically Absent
8 Students	4 Students	Declined 6.9
		460 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
26.7% Chronically Absent	0 Students	Fewer than 11 students - data not displayed for privacy
Increased 3.1		6 Students
15 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	5	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Green	Green
2% suspended at least one day	0.8% suspended at least one day	1.4% suspended at least one day
Declined 3.1%	Declined 2.9%	Declined 7.6%
657 Students	126 Students	72 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	4.2% suspended at least one day	2% suspended at least one day
8 Students	Increased 4.2%	Declined 3%
	24 Students	640 Students

Students with Disabilities	African American	American Indian
Green	Green	No Performance Color
5.7% suspended at least one day	4% suspended at least one day	0 Students
Declined 3.1%	Declined 4.9%	
88 Students	151 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.3% suspended at least one day
8 Students	4 Students	Declined 2.9%
		473 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0 Students	Fewer than 11 students - data not displayed for privacy
Declined 5.9%		6 Students
15 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

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 speical 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 collab 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

1.4	ELA Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.8	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
1.9	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
1.10	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
1.11	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
1.12	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
1.13	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
1.14	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
1.15	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
1.22	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
1.23	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 Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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
2.1	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
2.2	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
2.3	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
2.5	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
2.6	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/Sign-ins/Notes Staff Presentations	
2.7	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: 2024-25

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

Analysis

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

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
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilizie 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	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. 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. 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.	District Funded
3.2	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 Bahavior 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 ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns 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
3.3	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
3.4	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
3.5	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
3.6	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	
3.7	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 13) Also: MTSS Grant Funds
3.8	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
3.10	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
3.11	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)
3.12	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
3.13	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)
3.14	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
3.15	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
3.22	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
3.23	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
3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	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: 2024-25

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

Analysis

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

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%

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.			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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
5.1	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
5.2	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
5.3	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
5.4	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded

	opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 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. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 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.		Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	
5.5	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	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	District Funded
5.6	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	Intervention Plan/Schedule Pre-/Post-Data for Intervention Student Work Samples iReady Data CAASPP Data (by subgroup)	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Budgeted (Goal 1, Activity 1.8)
5.7	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	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)

	perspectives of all students in all content areas.			
5.8	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)
5.9	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)
5.25	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: 2024-25

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

Analysis

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

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.
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.

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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/

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