

# School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Andrew Jackson Elementary School José Montaña, Ed.D. jose.montano@desertsands.us	33-67058-6031934	5/15/2023	

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

## 2020-23 Plan Summary

### The Story

Describe the students and community and how the school serves them.

In order to ensure we are making decisions based on the best interest of students, it is important to understand our school's Mission and Core Beliefs. These will serve as the centerpiece of our decision-making process at Jackson.

Mission:

Our mission, at Jackson Elementary, is to ensure that all students,

- \* Strive for academic and personal excellence
- \* Embrace multiculturalism, multilingualism, and social responsibility

\* Become productive citizens in a global society

#### Core Beliefs:

We believe,

- \* ALL stakeholders make the critical difference in our student achievement
- \* The collective culture of our community enhances our school identity and enriches our student experience
- \* Maintaining a high-performing and collaborative school that encourages student creativity, fosters learning, and develops skills and values necessary for success

Andrew Jackson's Fall 2022-23 student enrollment was 748, of which 92.18% are of Hispanic descent, 3.05% are White, 0.66% are African American, 0.26% Asian, 0.79% Filipino, 0.13% are American Indian or Alaska Native, and 0.66% are Two or more races. Currently Jackson Elementary has 366 (48.54%) EO identified students, 340 (45.09%) EL identified students, 20 (2.65%) RFEP and 21 (2.78%) IFEP students. 48.4% of our student's native language is English, 49.7% of our student's native language is Spanish, and 0.7% of our student's native language is Arabic. The school's unduplicated pupil percentage is 94.2%; 67.24% are students identified as socioeconomically disadvantaged, 2 Foster Youth, 14 Homeless Students, 3 Migrant Students, and 10.21% are students with Individual Education Plans (IEPs).

Andrew Jackson Elementary School is a Title I Schoolwide (SWP) school located in Desert Sands Unified School District that benefits both students and families. Jackson Elementary School holds an annual Title I meeting to inform parents of the school's participation in Title I, and the school serves the socioeconomically and ethnically diverse populations from Indio, CA in grades TK-5. Jackson Elementary also has an SDC K-2 and SDC 3-5 classes to support our students with disabilities. In the Fall of 2019-2020 Jackson Elementary School successfully launched a new Dual Language Spanish Immersion Program (DLI) beginning with two Kindergarten classes, and in 2023-2024 will continue to grow to our 4th-grade DLI cohort. Jackson Elementary's new DLI program follows the 90/10 model and will continue to support its growth until it reaches 5th grade. Also, during the 2022-2023 school year, Jackson became an AVID elementary school and have adopted the AVID WICOR strategies beginning with organization.

Jackson Elementary School's programs focus on ELA and Mathematics, and are prioritized to meet the student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is a PTO and an SSC/ELAC from the community, dedicated to meeting the high expectations and performance goals set by our more than 65 certificated and classified staff. Professional development continues to focus on ELA by using GLAD strategies, and the majority of the 2022-2023 school year focussed its efforts on the AVID adoption and continuing to build capacity from within. By the end of the 2022-2023 school year the majority of the teaching staff was fully trained in GLAD strategies as well as in the AVID approach to teaching.

Jackson continued to make strides related to our work surrounding MTSS, and we have continued to focus our efforts on the improvement of our school's culture. The most productive groundwork related to MTSS was completed during the 2018-2019 school year, and during the 2022-2023 school year, Jackson continued to build on that great work by beginning to plan a Tier II rollout for the 2023-2024 school year. Jackson Elementary School received the Silver award from the PBIS Coalition in 2019-2020, 2021-2022, as well as in 2022-2023, and we are striving to reach the Gold award for the 2023-2024 school year with the full implementation of the Tier II system.

We will continue to positively impact the school's recess culture through the continued implementation of the Playworks initiative and provide staff development to the recess team and classroom staff in order to continue creating a positive impact on our school's referral data as well as our school's culture. The school also continued with the Playworks Junior Coach Program designed to integrate student leaders to support the new recess structure and provide conflict resolution on the playground. Jackson Elementary continued the implementation of the PBIS Rewards program, which was launched during the 2019-2020 school year, in order to provide student incentives for positive behavior centered around school-wide expectations. The system has also provided the school with a central referral system that would enable the school to gather real-time data focused on behavior.

The school has also continued to support the implementation of the Dragon's Lair STEM Lab on campus which provides students and teachers an opportunity to focus on STEM lessons and activities and was outfitted with robotics, coding devices, LEGO robotic and coding kits, and 3D printers. The Dragon's Lair STEM Lab has been incorporated as part of the prep schedule for teachers, which provides all students an opportunity to experience all of the amazing STEM experiences available through this lab during and after school.

Jackson distributes notices of important events through various information sources that include; the school website, social media platforms such as Facebook and Twitter, and School Messenger in both English and Spanish, and we conduct weekly morning assemblies through a Livestream channel on YouTube. This way the information is accessible to families live or at a later date and time. The school also provides translators as well as childcare for conferences, meetings, and parent workshops. Jackson promotes parent involvement by offering Back-to-School Night,

parent/teacher conferences, SST meetings, Dual Immersion Parent training, SSC/ELAC meetings, and PTO meetings. In order to meet the diverse needs of our students and community Jackson conducts an annual survey of parents to determine school/student needs. The data collected from this survey is shared with all stakeholders and informs our practices at Andrew Jackson.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

During the 2018-2019 school year Jackson's Students with Disabilities increased by 10.7 points on the California School Dashboard for ELA. In 2018-2019 Jackson's Office Referral data demonstrated that 53.8% of referrals were for "Fighting or Rough Play". During the 2019-2020 school year the data significantly changed demonstrating that 17.21% of office referrals were for "Fighting". Referral data also demonstrates that during the 2018-2019 school year 34% of referrals originated on the school's playground. During the 2019-2020 school year 19% of referrals originated on the school's playground. That is a reduction of 15% for office referrals originating on the playground and a 36% reduction in referrals for "Fighting and Rough Play". During the 2018-19 school year Jackson demonstrated a 2.1% school suspension rate. During the 2021-22 school year Jackson demonstrated a 0.4% suspension rate for the entire school year.

During the 2022-2023 school year Jackson engaged with the OCDE Project GLAD and Project GLAD en Español to provide continued training focused on providing and strengthening the best first instruction and best teaching practices to support all student learners. This training is aligned with and supported the implementation of our Spanish DLI program at Jackson Elementary School. At this time nearly 90% of the staff has successfully completed the GLAD 7-day training, and we are planning to participate in a GLAD summer institute where nearly 95% of our staff will receive a 4-day training. Continued training using appropriate instructional strategies for differentiating instruction for high-needs students including English Learners will be provided to/by teachers and implemented during designated and integrated ELD as well as LLI interventions.

During the Summer of 2022 the majority of the staff was able to receive training at the AVID Conference in San Diego, and it allowed Jackson to adopt the use AVID WICOR strategies beginning with organization. The entire school adopted the use of student agenda/planners and some grade levels began to adopt the use of student binders to add another layer of organization. By the end of the 2023-2024 the entire staff should be fully trained in using AVID strategies to further support all of our students.

During the current school year, we continued to focus and build on the work focused on MTSS, and continue to positively impact the school's culture through a number of initiatives focused on creating a positive school culture and developing school pride. We continued to support and deploy the Playworks initiative at Jackson and continue to support the Recess Team, which builds on the Playworks model introduced in the Spring of 2019. We continued to use incentives and data collection programs such as PBIS Rewards to track behavior data and provide student incentives to support the shift in school culture at Jackson. During the 2022-23 school year Jackson received the Silver Award from the California PBIS Coalition for the third time, and we are working to achieve the gold award next school year.

In this year's SPSA we will continue working under many of the previous initiatives and continue to build on what has been working at Jackson. We have implemented a School Improvement Coordinator to address the learning loss. We are also expanding our Playworks initiative to continue to support our school climate as well as address our social-emotional needs.

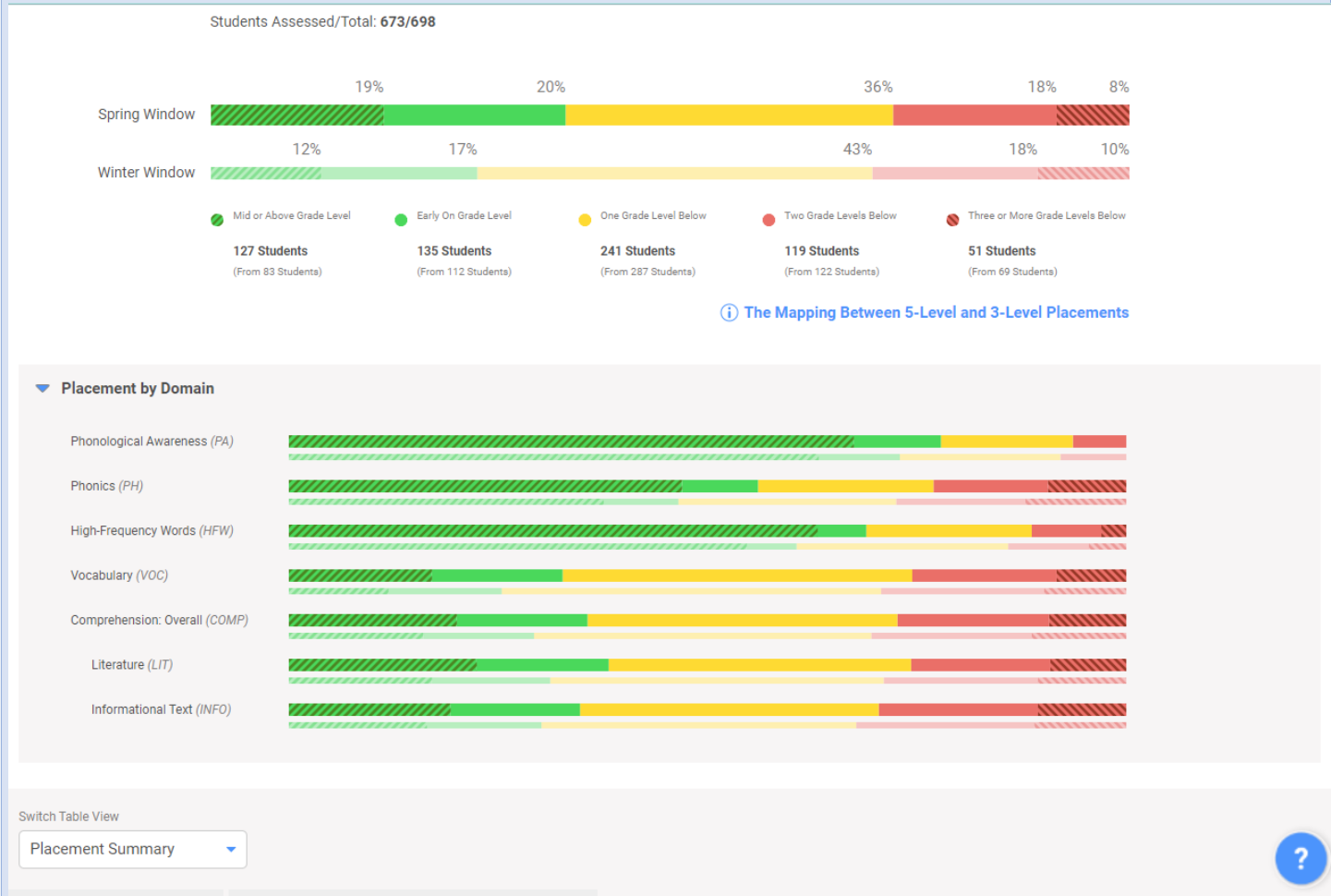
## Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

## Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Our greatest progress has been in developing our Spanish Dual-Immersion program, which was launched in 2019-20. We have also successfully implemented an effective recess program that is supported by the Playworks initiative, which began in the Spring of 2019, and has significantly changed the playground culture of our school and improved our office behavior referrals which has resulted in 0.4% of school suspensions. Lastly, during the 2022-2023 school year Jackson adopted AVID schoolwide and it has been a great success. We began by implementing organization from the WICOR strategy by using student planners in all grade levels. We are looking to add binders to grades 2-5 during the 2023-2024 school year. Our I Ready: Comparison of Winter vs. Spring (Reading) GREEN increased by 10% and Red dropped by 2%. Winter vs. Spring in Math: Green increased by 11% and Red dropped by 9%. Overall our DLI program data demonstrates that our students are on par with our non-DLI participants, and in third grade our DLI students outperformed our non-DLI students in ELA.



## Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Reviewing the Fall 2019 California School Dashboard, areas of high need include: English Learners (ELA: Status Orange 45.9 points below standard - Declined - 8.4 points for All students, Math: Status Orange 54.2 points below standard - Maintained -1.1 points for All students), Socioeconomically Disadvantaged (ELA: Orange 45.7 points below standard - Declined - 3.1 points, Math: Orange 54 points below standard - Maintained - 2 points), Students with Disabilities (ELA Orange 99.7 points below standard - Increased 10.7 points, Math: Red 120 points below standard - Declined 4.6 points), and Hispanic students (ELA: Orange 46 points below standard - Declined 7.7 points, Math: Orange 53.7 points below standard - Maintained -1.6 points) have a performance category in the Orange category. Actions and strategies state priority steps will be in the school planning to address areas in ELA and math through professional development, intervention, and the support of an Instructional Coach.

Chronic Absenteeism increased by 3.3% to 15.7% of students chronically absent, and our suspension data changed to Orange with 2.2% of students suspended at least once which was an increase of 1.6%. We will continue to support the school's efforts around MTSS by providing counseling services to students through individual and small group counseling and the implementation of the Second Step curriculum. The MTSS Committee will continue to work towards creating a school culture that is positive and proactive so that the school's culture continues to shift towards a school climate that is solutions-based instead of reactionary.

Fall 2021 iReady reading data indicates that 90% of our students are below grade level, and Winter 2022 iReady reading data indicates that 80% of our students are below grade level which makes this a very pressing need for our school. The Fall 2021 math iReady data shows that 97% of our students are 1 or more years below and our Winter 2022 iReady math data indicates that 89% our students continue to be 1 or more years below grade level.

## Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Andrew Jackson Elementary School strives to ensure equity for all students by closing achievement gaps between student groups and the All Students group. While Jackson does not have any students for which performance for any student group was two or more performance levels below the "all student" performance, the California School Dashboard indicates that "all student" performances in both ELA and Math is Orange on student performance, which is two performance levels below the Green, where students need to be or above (Blue) by 2023. The English Learners are 54.2% making progress towards English language proficiency placing the status at Medium. The Socioeconomically Disadvantaged students are at 46 points below standard on the California School Dashboard. To address the ELA performance gap, Jackson has LLI intervention (Leveled Literacy Intervention) where students who meet the criteria are pulled out of their classroom for reading, five days a week, 40 minutes each day, and are provided literacy intervention. Through the work of Jackson's Guiding Coalition the school will approach the 2022-2023 school year with a focus on student performance data and professional development to address the early literacy focus and performance gaps in ELA and Math. A concerted effort and focused approach on data analysis will be critical to addressing the need to shift our teaching practices. Jackson will also be implementing the AVID Elementary initiative to provide additional structures to support student achievement.

Winter 2022 iReady reading data indicates that 80% of our students are below grade level which makes this a very pressing need for our school. The Winter 2022 math iReady data shows that 89% our students are 1 or more years below. All student groups are doing poorly. However, students with disabilities are even further behind other student groups.

# Resource Inequities

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

In the past one of the identified resource inequities was focused on access to technology, and this was supported during the period in which the school was in distance learning. However, building capacity and providing professional development focused on the effective use and incorporation of technology in the classroom has become evident in evaluations of our school plan. We are still in need of creating a common understanding and language around early literacy, so providing professional development throughout the 2022-23 school year will be critical. Also as we begin the implementation of AVID Elementary during the 2022-23 school year we will focus our attention on creating this common language around literacy using the knowledgebase created by the professional development opportunities afforded to the staff. With the CSI funding the school has received since 2019-20 this resource inequity has the potential to be substantially addressed.

Winter 2022 iReady reading data indicates that 80% of our students are below grade level which makes this a very pressing need for our school. The Winter 2022 math iReady data shows that 89% our students are 1 or more years below. All student groups are doing poorly. However, students with disabilities are even further behind other student groups. Our current data shows that when comparing our SWD with all of our students, our students with disabilities demonstrate a 78.3 point gap in ELA and in Math it's 74.9 gap, and our SWD are -141.4 distance from standard in ELA and -159.1 in Math. This is an identified inequity for Jackson.



# Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

## Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

School Site Council Election date and results:

Staff elected: Cynthia Gutierrez, Gloria Hernandez, Lisa Abrille, Sheldon Hudson, and Robin Minix during the 2022-2023 school year and they continued to serve on SSC during the 2023-2024 school year. Five parents were elected on September 30 to a 2-year term; Melissa Guerrero, Otilia Corona, Josefina Guzman, Remedios Vargas

School Site Council Meeting dates and topics:

8/29/2022: Approved School Safety Plan.

9/13/2022: SPSA Review, Roles and Responsibilities, Discuss SSC Parent Elections, Reviewed SPSA and SSC Schedule.

11/14/2022: Recommendations and Assurances, Updated School Compact, Updated Family Engagement Policy, District Committee reports, Principal's report, reviewed the SSC Bylaws.

1/23/2023: District Committee reports, Principal's report, finalized the SSC Bylaws.

3/20/2023: District Committee Reports, Principal's Report, SPSA Evaluation, and review.

4/17/2023: District Committee Reports, Principal's Report, SPSA Evaluation, and review.

5/15/2023: District Committee Meetings, Principal's report, SPSA Review and Approval.

Parents, Students, and Staff were all engaged with Panorama Surveys in November 2022 and December 2022 to provide LCAP feedback, Social Emotional Learning Feedback, and School connectedness feedback.

Parent Advisory Meeting was held for Title 1 in August prior to back-to-school night.

## Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The SPSA was revised in August, September, April, and May by the Guiding Coalition comprised of grade-level lead members. The same group analyzed data from student, parent, and staff surveys as well as California Dashboard data and feedback from PLC meetings to provide feedback conducted at Guiding Coalition Leadership Days, and recommendations were formulated from this feedback.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$188,346
Total Centralized Services:	\$122, 788
Total Supplemental Concentration Funds	\$219, 878
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$408,224.00

## Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

- \* This school will use Title I funds to secure two Certificated Daily-at-Will Employees to address Math/ELA intervention and support, prep classes.
- \* This school will use Title I funds to secure one Para Educator Intervention/Enrichment staff member to support EL students in grades K-5.
- \* This school will use Title I funds to provide ongoing and meaningful professional development opportunities for the staff. These professional development opportunities will be directed at student needs and the improvement of instructional programs.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.15%	0.13%	2	1	1
African American	0.5%	0.89%	0.53%	3	6	4
Asian	0.5%	0.30%	0.27%	3	2	2
Filipino	0.3%	0.44%	0.8%	2	3	6
Hispanic/Latino	92.2%	92.44%	92.38%	616	624	691
Pacific Islander	%	%	0%			0
White	3.1%	2.96%	2.81%	21	20	21
Multiple/No Response	0.2%	0.44%	0.4%	1	3	3
Total Enrollment				668	675	748

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	128	131	176
Grade 1	122	123	117
Grade 2	113	117	124
Grade3	111	109	116
Grade 4	97	100	110
Grade 5	97	95	105
Total Enrollment	668	675	748

### Conclusions based on this data:

1. The majority of our student population is Hispanic/Latino (92.38%).
2. The greatest number of students are concentrated in the early grades.
3. Over the last four years our enrollment continues to increase. We currently have 748 students enrolled.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	285	325	356	42.70%	48.1%	47.6%
Fluent English Proficient (FEP)	10	16	28	1.50%	2.4%	3.7%
Reclassified Fluent English Proficient (RFEP)	6	7	13	2.1%	2.15%	3.65%

### Conclusions based on this data:

1. We have decreased the number of reclassifications over the last three years reported above; however, this year reclassifications increased due to new district criteria that allowed reclassification at all grade levels using i-Ready Reading data.
2. As of 2022-23 we have 356 ELL students and 13 RFEP students.
3. This past 22-23 school year we increased our reclassified Fluent English Proficient percentage to 3.65%

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	107		0	107		0	107		0.0	100.0	
Grade 4	91	101		0	101		0	101		0.0	100.0	
Grade 5	98	94		0	94		0	94		0.0	100.0	
All Grades	297	302		0	302		0	302		0.0	100.0	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.			11.21			14.95			28.04			45.79	
Grade 4		2412.			14.85			10.89			21.78			52.48	
Grade 5		2424.			6.38			17.02			13.83			62.77	
All Grades	N/A	N/A	N/A		10.93			14.24			21.52			53.31	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.28			59.81			29.91	
Grade 4		8.91			55.45			35.64	
Grade 5		5.32			60.64			34.04	
All Grades		8.28			58.61			33.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55			46.23			46.23	
Grade 4		6.93			42.57			50.50	
Grade 5		8.51			39.36			52.13	
All Grades		7.64			42.86			49.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.80			75.70			21.50	
Grade 4		8.91			71.29			19.80	
Grade 5		3.19			68.09			28.72	
All Grades		4.97			71.85			23.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.48			61.68			30.84	
Grade 4		6.93			66.34			26.73	
Grade 5		7.45			48.94			43.62	
All Grades		7.28			59.27			33.44	

**Conclusions based on this data:**

1. Our upper grades (4th & 5th) grades seem to be struggling with improving reading and demonstrating understanding of literary and non-fictional texts, while 3rd grade is making positive gains. Our upper grades (4th & 5th) grades seem to be struggling with improving the overall achievement for all students, while 3rd grade is making positive gains.
2. Our 21-22 Overall Achievement CAASPP ELA data shows that nearly 75% our students are not meeting standard.
3. Our 21-22 CAASPP ELA data shows that nearly 72% of our students are at or near standard in demonstrating effective communication skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	107		0	106		0	106		0.0	99.1	
Grade 4	91	101		0	101		0	101		0.0	100.0	
Grade 5	98	94		0	93		0	93		0.0	98.9	
All Grades	297	302		0	300		0	300		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.			7.55			25.47			16.98			50.00	
Grade 4		2391.			6.93			12.87			14.85			65.35	
Grade 5		2411.			2.15			6.45			25.81			65.59	
All Grades	N/A	N/A	N/A		5.67			15.33			19.00			60.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.32			38.68			50.00	
Grade 4		11.88			22.77			65.35	
Grade 5		1.08			35.48			63.44	
All Grades		8.33			32.33			59.33	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.15			43.40			42.45	
Grade 4		4.95			33.66			61.39	
Grade 5		3.23			43.01			53.76	
All Grades		7.67			40.00			52.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.15			57.55			28.30	
Grade 4		7.92			38.61			53.47	
Grade 5		4.30			44.09			51.61	
All Grades		9.00			47.00			44.00	

**Conclusions based on this data:**

1. Our upper grades (4th & 5th) grades seem to be struggling with improving the overall achievement for all students, while 3rd grade is making positive gains.
2. Our 21-22 Overall Achievement CAASPP Math data shows that nearly 80% our students are not meeting standard.
3. Our 21-22 Overall Achievement CAASPP Math data show that 33% of our third grade students are meeting or exceeding standards.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1400.8	1400.8		1415.9	1415.8		1365.5	1365.5		64	59	
1	1411.5	1425.9		1445.2	1448.9		1377.2	1402.4		58	60	
2	1465.6	1465.1		1478.1	1480.2		1452.6	1449.5		50	59	
3	1495.9	1488.9		1494.4	1488.1		1496.9	1489.1		49	50	
4	1513.8	1515.2		1514.4	1511.7		1512.8	1518.1		39	50	
5	1556.7	1518.6		1552.8	1524.2		1560.2	1512.5		67	37	
All Grades										327	315	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.56	1.69		29.69	33.90		42.19	40.68		26.56	23.73		64	59	
1	1.72	0.00		22.41	35.00		27.59	43.33		48.28	21.67		58	60	
2	10.00	13.56		38.00	35.59		40.00	32.20		12.00	18.64		50	59	
3	22.22	18.00		26.67	32.00		40.00	38.00		11.11	12.00		45	50	
4	21.62	26.00		45.95	42.00		21.62	22.00		10.81	10.00		37	50	
5	45.45	18.92		34.85	40.54		13.64	27.03		6.06	13.51		66	37	
All Grades	17.19	12.06		32.19	36.19		30.63	34.60		20.00	17.14		320	315	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.69	8.47		37.50	33.90		34.38	32.20		23.44	25.42		64	59	
1	20.69	23.33		20.69	40.00		32.76	26.67		25.86	10.00		58	60	
2	24.00	33.90		38.00	30.51		28.00	27.12		10.00	8.47		50	59	
3	28.89	28.00		51.11	40.00		13.33	18.00		6.67	14.00		45	50	
4	40.54	34.00		43.24	46.00		8.11	14.00		8.11	6.00		37	50	
5	62.12	45.95		30.30	40.54		3.03	8.11		4.55	5.41		66	37	
All Grades	30.00	27.62		35.63	38.10		20.63	22.22		13.75	12.06		320	315	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.13	0.00		15.63	15.25		43.75	59.32		37.50	25.42		64	59	
1	1.72	0.00		10.34	13.33		17.24	26.67		70.69	60.00		58	60	
2	4.00	3.39		34.00	28.81		34.00	28.81		28.00	38.98		50	59	
3	13.33	8.00		24.44	24.00		42.22	40.00		20.00	28.00		45	50	
4	13.51	10.00		29.73	32.00		29.73	40.00		27.03	18.00		37	50	
5	37.88	2.70		18.18	29.73		31.82	35.14		12.12	32.43		66	37	
All Grades	12.81	3.81		20.94	23.17		33.13	38.41		33.13	34.60		320	315	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	13.56		67.19	61.02		17.19	25.42		64	59	
1	17.24	26.67		65.52	61.67		17.24	11.67		58	60	
2	28.00	28.81		60.00	61.02		12.00	10.17		50	59	
3	28.89	30.00		62.22	56.00		8.89	14.00		45	50	
4	43.24	50.00		48.65	40.00		8.11	10.00		37	50	
5	46.97	21.62		50.00	70.27		3.03	8.11		66	37	
All Grades	29.38	28.25		59.38	58.10		11.25	13.65		320	315	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	8.47		57.81	67.80		35.94	23.73		64	59	
1	20.69	18.33		51.72	66.67		27.59	15.00		58	60	
2	28.00	44.07		60.00	45.76		12.00	10.17		50	59	
3	33.33	44.00		55.56	38.00		11.11	18.00		45	50	
4	56.76	38.00		32.43	56.00		10.81	6.00		37	50	
5	80.30	62.16		15.15	29.73		4.55	8.11		66	37	
All Grades	37.19	33.65		45.00	52.38		17.81	13.97		320	315	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.13	3.39		67.19	77.97		29.69	18.64		64	59	
<b>1</b>	6.90	6.67		25.86	35.00		67.24	58.33		58	60	
<b>2</b>	12.00	6.78		58.00	62.71		30.00	30.51		50	59	
<b>3</b>	8.89	6.00		44.44	50.00		46.67	44.00		45	50	
<b>4</b>	18.92	12.00		51.35	60.00		29.73	28.00		37	50	
<b>5</b>	37.88	5.41		42.42	51.35		19.70	43.24		66	37	
<b>All Grades</b>	15.00	6.67		48.13	56.51		36.88	36.83		320	315	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	9.38	6.78		42.19	52.54		48.44	40.68		64	59	
<b>1</b>	0.00	0.00		31.03	48.33		68.97	51.67		58	60	
<b>2</b>	4.00	8.47		64.00	49.15		32.00	42.37		50	59	
<b>3</b>	22.22	12.00		62.22	68.00		15.56	20.00		45	50	
<b>4</b>	13.89	30.00		63.89	54.00		22.22	16.00		36	50	
<b>5</b>	25.76	10.81		66.67	67.57		7.58	21.62		66	37	
<b>All Grades</b>	12.54	10.79		53.92	55.56		33.54	33.65		319	315	

#### Conclusions based on this data:

1. Overall it seems that the majority of our students fall within the Somewhat/Moderately area within the Speaking/Listening domains.
2. Our upper grades (4th & 5th) grades seem to be struggling with improving the writing domain where the majority of our students are falling within the Somewhat/Moderately category, and again our 3rd grade students are making positive gains.
3. With data from 20-21 and 21-22, the percentage of students performing at levels 2 and 3 has increased while the percentage of students performing at level 1 has also slightly decreased.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
675	95.0	48.1	0.6
Total Number of Students enrolled in Andrew Jackson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	325	48.1
Foster Youth	4	0.6
Homeless	4	0.6
Socioeconomically Disadvantaged	641	95.0
Students with Disabilities	72	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.9
American Indian	1	0.1
Asian	2	0.3
Filipino	3	0.4
Hispanic	624	92.4
Two or More Races	3	0.4
Pacific Islander		
White	20	3.0

**Conclusions based on this data:**

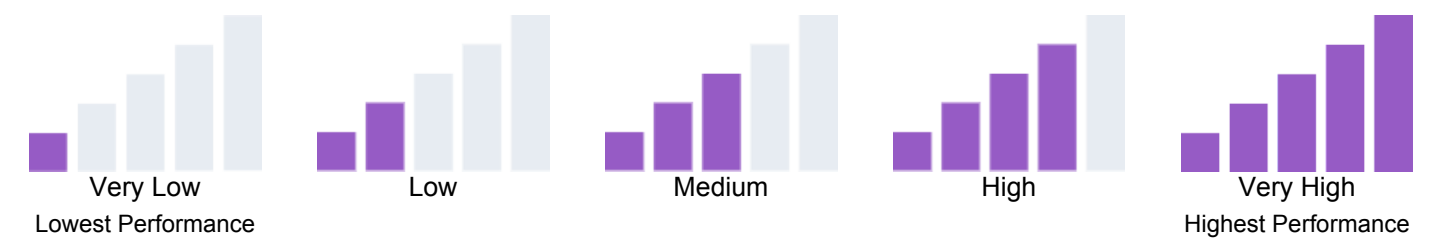
- 1. Nearly half of our student population is designated as English Learners.
- 2. 95% of our students are Socioeconomically Disadvantaged students.
- 3. The foregoing conclusions remain true for 2022-23.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Chronic Absenteeism</b>  Very High	<b>Suspension Rate</b>  Medium
<b>Mathematics</b>  Low		
<b>English Learner Progress</b>  Medium		

#### Conclusions based on this data:

- Both our ELA and Math performance data continues to fall within the Low category.
- Our school has a lot of work to do to improve our Very High designation for Chronic Absenteeism. Chronic Absenteeism continues to be a challenge for our school community.



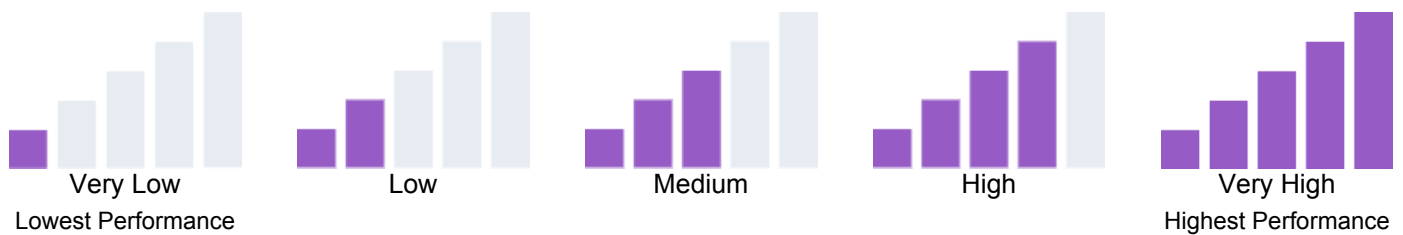
3. Our English Learner Progress is in the Medium category, which is encouraging for our school community.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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



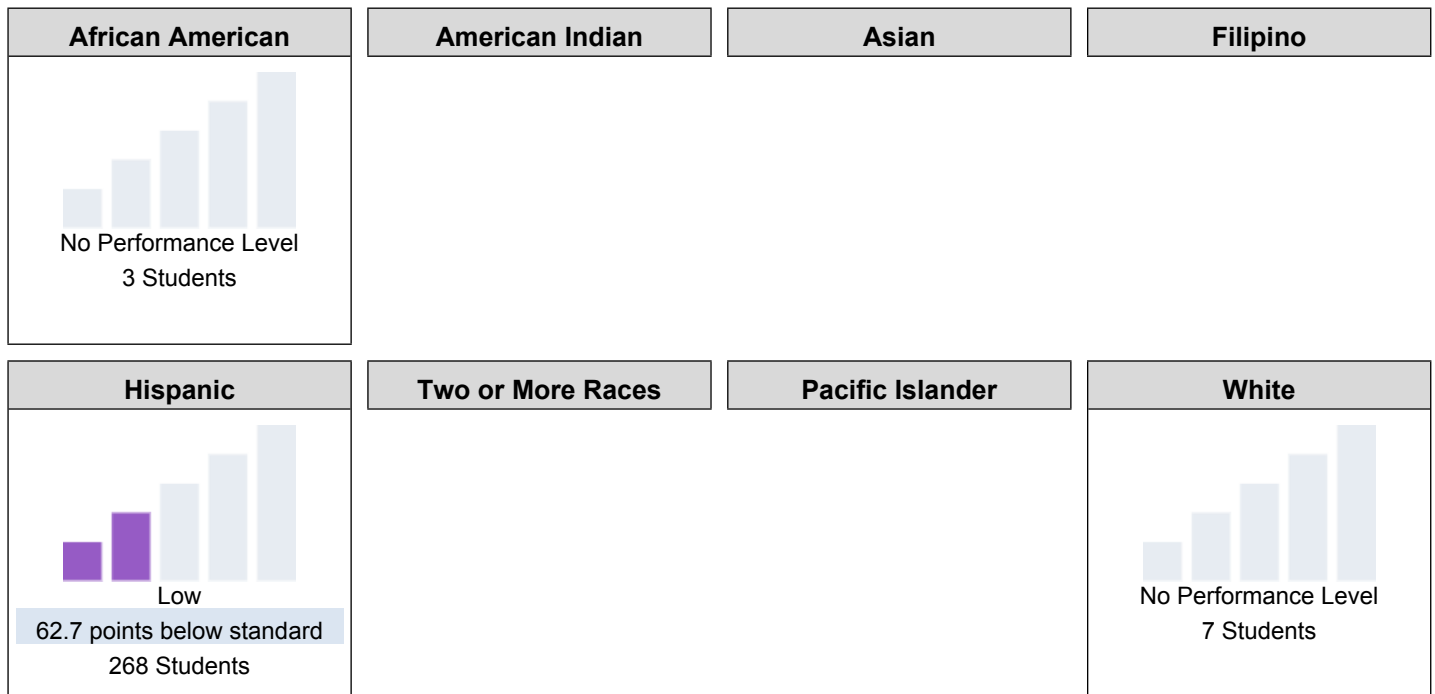
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>63.1 points below standard</p> <p>283 Students</p>	<p>Very Low</p> <p>72.4 points below standard</p> <p>146 Students</p>	<p>No Performance Level</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>2 Students</p>	<p>Low</p> <p>65.2 points below standard</p> <p>273 Students</p>	<p>Very Low</p> <p>141.4 points below standard</p> <p>42 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.5 points below standard 132 Students	22.9 points above standard 14 Students	58.4 points below standard 131 Students

#### Conclusions based on this data:

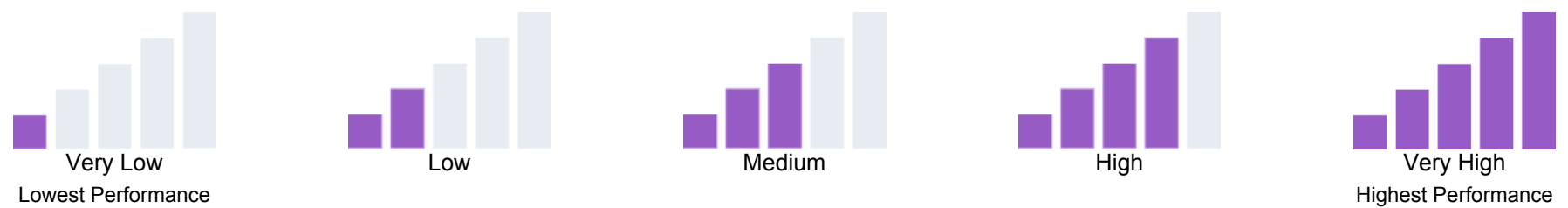
1. The most notable data point in this category is that our school declined to 63.1 points below standard in ELA performance data for all students. Our students with disabilities decreased to 141.4 points below standard in ELA performance data.
2. Winter 2023 iReady reading data indicates that 36% all of our students are below grade level, which makes this area a pressing need to address.
3. Winter 2023 i-Ready Reading data indicate our Hispanic students are meeting mid-year typical growth targets; however, our EL and SWD populations are at 60% and 54% respectively, which is an improvement from last school year.

# School and Student Performance Data

## Academic Performance Mathematics

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	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.

## 2022 Fall Dashboard Mathematics Performance for All Students/Student Group

### All Students



84.2 points below standard  
283 Students

### English Learners



91.6 points below standard  
146 Students

### Foster Youth



3 Students

### Homeless



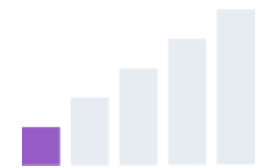
2 Students

### Socioeconomically Disadvantaged



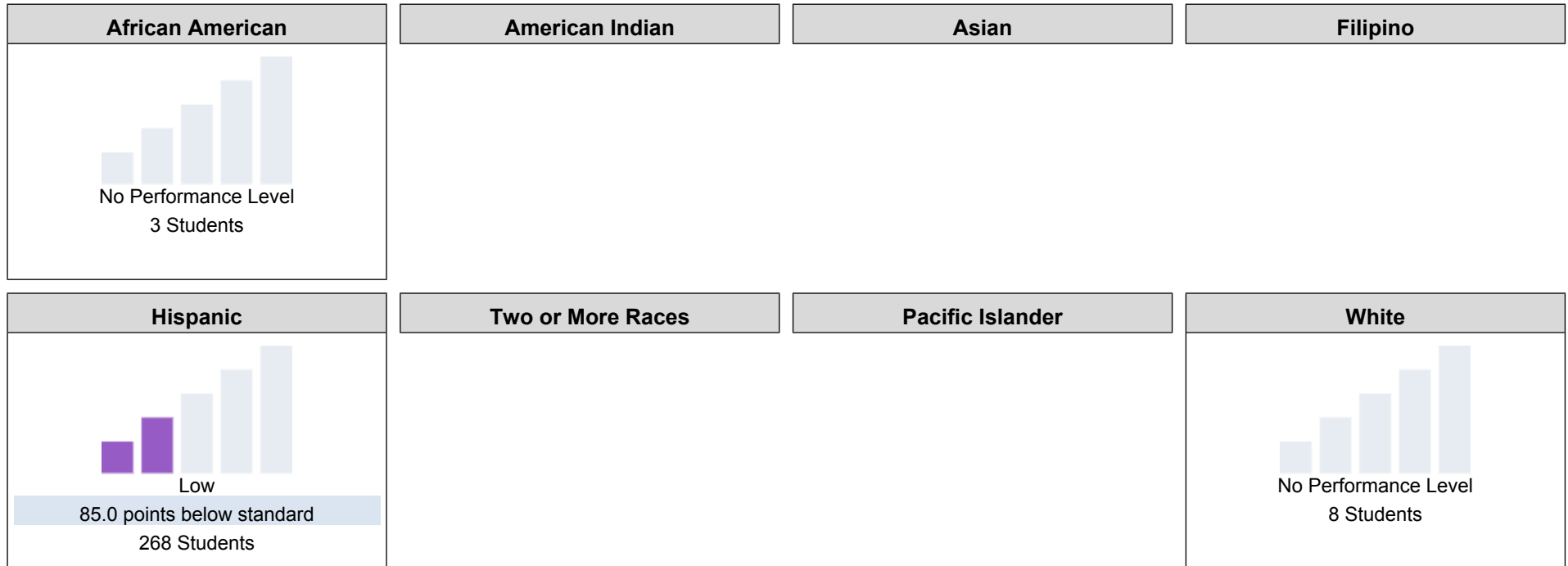
85.8 points below standard  
273 Students

### Students with Disabilities



159.1 points below standard  
42 Students

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.9 points below standard 132 Students	23.1 points below standard 14 Students	81.9 points below standard 131 Students

#### Conclusions based on this data:

- Our math data demonstrates that our students are significantly below standard in their academic performance. Our students are still significantly below the standard (-84.2 points). Also our students with disabilities declined to 159.1 points and placed the designation at Very Low.
- Winter 2023 iReady math data indicates that 53% all of our students are below grade level, which also makes this area a pressing need to address.



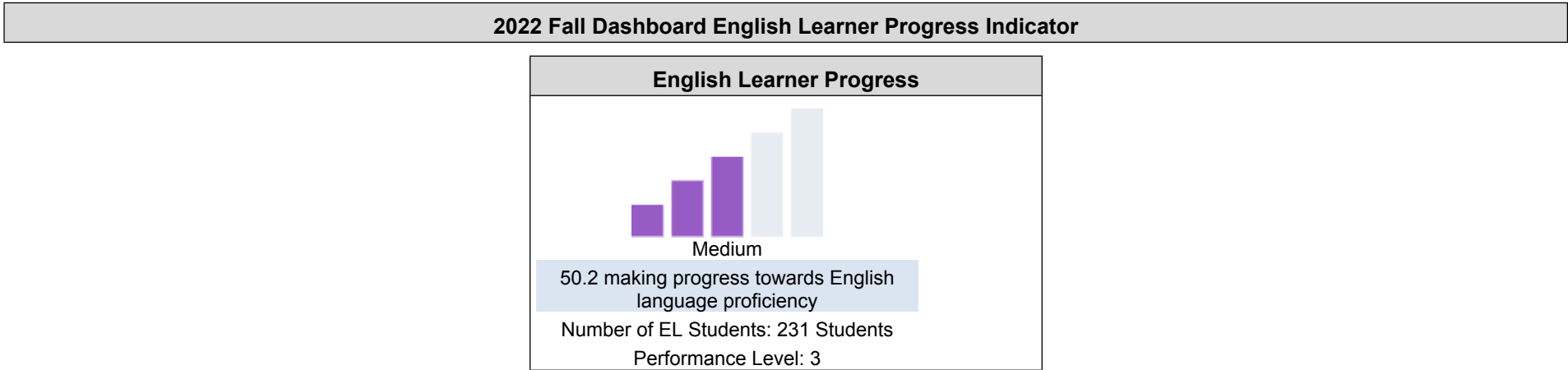
3. Winter 2023 i-Ready Math data shows that 47% of our Hispanic and EL students are meeting mid-year typical growth targets and 49% of our SWD met the target. We need to continue best first instruction and interventions so students meet their stretch growth targets.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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



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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.0%	36.8%	2.6%	47.6%

Conclusions based on this data:

1. Our current English Learner Progress is categorized at the Medium level with 50.2 making progress towards English language proficiency.
2. The 2022 Fall Dashboard data for student English language acquisition demonstrates that 13% of students decreased one ELPI level while 36.8% of students maintained their ELPI level 1, 2L, 2H, 3L or 3H.

3. The 2022 Fall Dashboard data for student English language acquisition demonstrates that 47.6% of students progressed at least one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

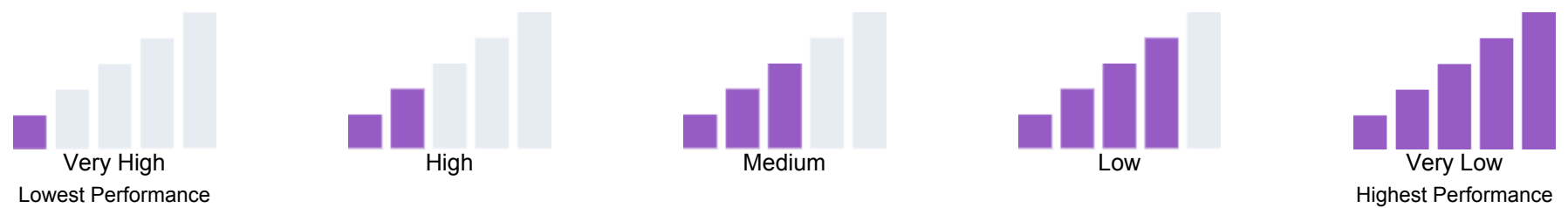
1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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

## 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

### All Students

Very High  
50.3% Chronically Absent  
712 Students

### English Learners

Very High  
44.6% Chronically Absent  
341 Students

### Foster Youth

No Performance Level  
58.3% Chronically Absent  
12 Students

### Homeless

No Performance Level  
Less than 11 Students  
8 Students

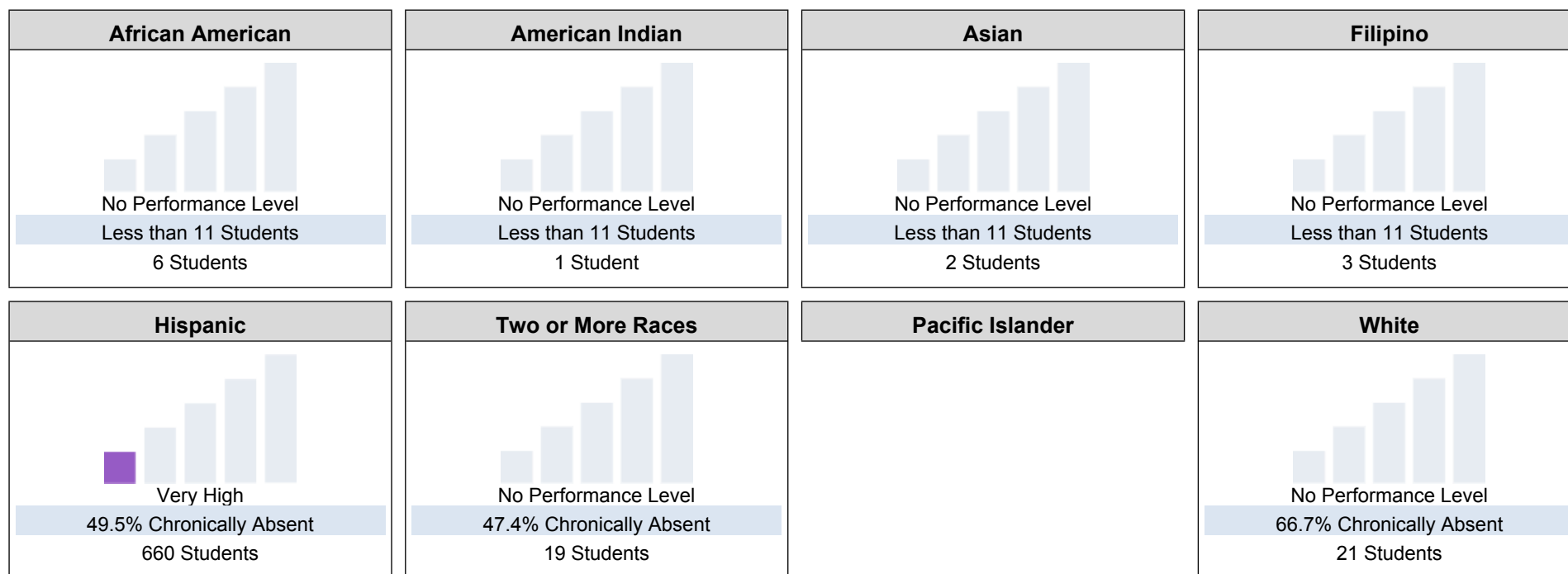
### Socioeconomically Disadvantaged

Very High  
51% Chronically Absent  
675 Students

### Students with Disabilities

Very High  
67.8% Chronically Absent  
90 Students

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Our 2022 Fall Dashboard data for all students reflected that 50.3% of our students are chronically absent, and 67.8% of our students with disabilities had the highest percentage of chronic absenteeism.
2. English learners show a 44.6% chronic absenteeism rate and socioeconomically disadvantaged students demonstrate 51% chronic absenteeism rate as well. Both groups fall within the "Very High" category.
3. Our school community continues to struggle to recover from the effects of the pandemic, and chronic absenteeism continues to impact Jackson in many ways. Addressing learning loss with best first instruction and strategic interventions remains of utmost importance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

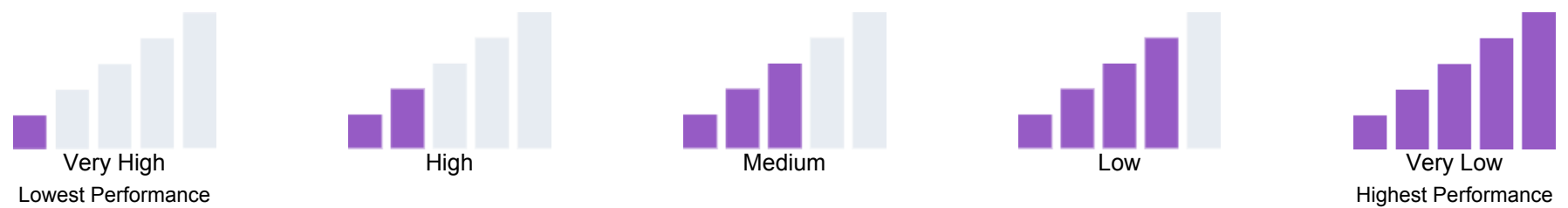


# School and Student Performance Data

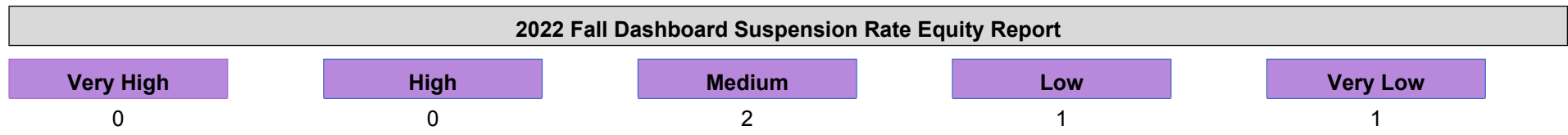
## Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each level.



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

## 2022 Fall Dashboard Suspension Rate for All Students/Student Group

### All Students



Medium

1.2% suspended at least one day

736 Students

### English Learners



Medium

1.2% suspended at least one day

346 Students

### Foster Youth



No Performance Level

7.1% suspended at least one day

14 Students

### Homeless



No Performance Level

Less than 11 Students

8 Students

### Socioeconomically Disadvantaged



Medium

1.2% suspended at least one day

694 Students

### Students with Disabilities

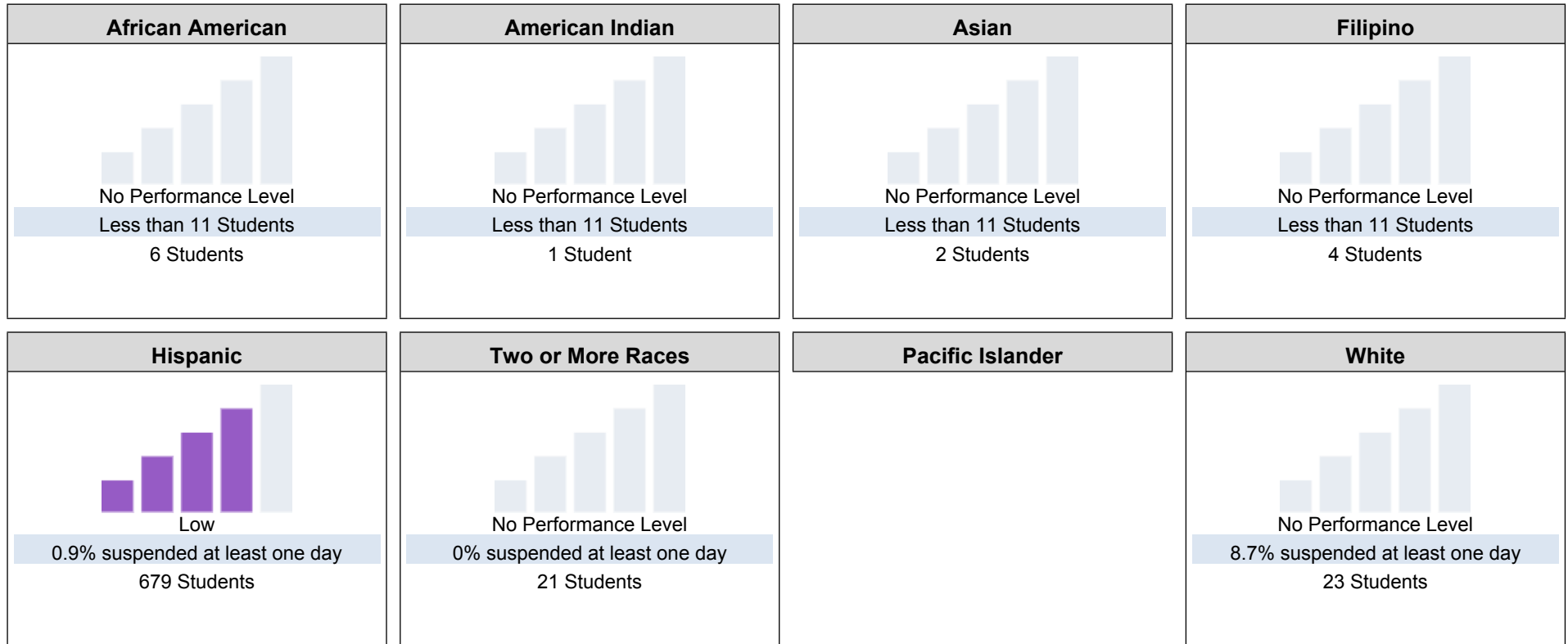


Very Low

0% suspended at least one day

95 Students

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our student suspension data demonstrates that 1.2% of all students have been suspended at least one time. This places our 2022 Fall Dashboard data in the Medium category.
2. Our SWD demonstrate that 0% have been suspended at least one time, which places our 2022 Fall Dashboard data in the Very Low category.
3. We will continue to address behavioral issues through MTSS so students can partake fully in their classroom education.

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

State Priorities: ☒ Priority 1: Basic (Conditions of Learning)  
☒ Priority 3: Parental Involvement (Engagement)  
☒ Priority 5: Pupil Engagement (Engagement)  
☒ Priority 6: School Climate (Engagement)  
☒ Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

Mean Distance from Standard in ELA:

1. All: -5.2
2. EL: -3.8
3. SED: -5.1
4. SWD: -18.6
5. Hispanic: -5.3

Expected Outcome: Typical growth medians for Winter i-Ready 2023

1. All: 50%
2. EL: 50%
3. SED: 50%
4. SWD: 50%
5. Hispanic: 50%

Mean Distance from Standard in Math:

1. All: -22.3
2. EL: -20.9

### Actual Outcomes

2021/2022 CAASPP ELA BASELINE

Mean Distance from Standard in ELA:

1. All: -63.1
2. EL: -72.4
3. SED: -85.8
4. SWD: -141.4
5. Hispanic: -85

Expected Outcome: Typical growth medians for Winter i-Ready 2023

1. All: 64% reach growth target
2. EL: 27% reach growth target
3. SED: 31% reach growth target
4. SWD: 27% reach growth target
5. Hispanic: 30% reach growth target

2021/2022 CAASPP MATH BASELINE

Mean Distance from Standard in Math:

### Expected Outcomes

3. SED: -22.3
4. SWD: -38
5. Hispanic: -22.1

Expected Outcome: Typical growth medians for Winter i-Ready 2023

1. All: 50%
2. EL: 50%
3. SED: 50%
4. SWD: 50%
5. Hispanic: 50%

### Actual Outcomes

1. All: -84.2
2. EL: -98.9
3. SED: -85.8
4. SWD: -159.1
5. Hispanic: -85

Expected Outcome: Typical growth medians for Winter i-Ready 2023

1. All: 47% reach growth target
2. EL: 18% reach growth target
3. SED: 19% reach growth target
4. SWD: 20% reach growth target
5. Hispanic: 20% reach growth target

## Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs.	Students will receive instruction using standards-based State/District adopted core programs.	District	
2. All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District	
3. All English learners receive daily integrated ELD provided across all content areas.	All English learners receive daily integrated ELD provided across all content areas.	District	
4. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Centralized Services Title I	
6. Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	District	
7. Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Centralized Services Title I	
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	
9. Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	
10. Provide support for early literacy and foundational skills to support students below grade level.	Provide support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	
11. Provide 0.5 FTE School Improvement Coordinator to support the implementation of various school programs including DLI.	Effective use of 0.5 FTE School Improvement Coordinator yielded positive results in the various school programs including DLI. However, some of the responsibilities of this position will	Title I 93,315	Title I 93,315

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	shift to the new full-time assistant principal position at Jackson. These fund sources may be allocated elsewhere.		
12. Provide extra duty opportunities for Guiding Coalition and other teacher groups to collaborate on creating an effective PLC to support student achievement.	Effective use of supplemental concentration funds to ensure the Guiding Coalition and other teacher groups to support an effective PLC structure was critical to the success of the 2022-2023 school year. The funding source for this action will change in 2022-2023 since CSI funding will no longer be available for next year.	Supplemental/Concentration 9,500	Supplemental/Concentration 9,500
		CSI 25,000	CSI 25,000
13. Provide guest teachers in order to support the school's direction on improving first best practices. This would enable teachers to attend conferences, participate in classroom observations and coaching sessions.	This strategy was a challenge during the 2022-2023 school year due to the lack of guest teachers in the school district. We would like to continue to provide this action for the 2023-2024 school year in order to allow for continued professional development and collaboration for teachers.	Supplemental/Concentration 5,000	Supplemental/Concentration 5,000
14. Fund supplemental materials to support ELA, DLI, and Math materials and print services.	We will continue with this action as specified in this document.	Supplemental/Concentration 5,000	Supplemental/Concentration 5,000
15. Provide funding for supplemental software licenses to support ELA, Math, DLI, and DHH materials. These licenses include but are not limited to the following; Scholastic News, SumDog, Discovery Education Plus, Heineman, F&P, and PBIS Rewards.	We will continue with this action, but will need to reflect the changes in resources as the DHH program no longer resides at Jackson. Licenses for software programs like SumDog and F&P will no longer be funded from this action. Also the Discovery Education Plus and PBIS Rewards programs have been funded through multiyear contracts that expire in 2024-2025.	Title I 8,000	Title I 8,000

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
16. Provide funding for supplemental instructional materials to support DLI implementation.	We will continue with this action as specified in this document.	Title I 2,500	Title I 2,500
17. Provide funding for supplies and instructional materials.	We will continue with this action as specified in this document.	Title I 7,668	Title I 7,668
18. Provide extra duty for certificated and classified staff to support parent community involvement and parent education.	We will continue with this action as specified in this document.	Supplemental/Concentration 1,366 Title I 3,416	Supplemental/Concentration 1,366 Title I 3,416
19. Provide intervention support for students not proficient in core content areas such as ELA and Math.	We will continue with this action as specified in this document.	Title I 38,058 Supplemental/Concentration 63,430	Title I 38,058 Supplemental/Concentration 63,430
20. Provide professional development opportunities through the attendance of in and outside the district conferences/workshops in order to improve academic achievement focused on early literacy (ELA, Math and DLI). Consultants and coaching structures will be implemented and accessed to provide additional guidance and support. Creating a common language and understanding focused on literacy to support the need for academic improvement will be the main focus of this action.	We will continue with this action as specified in this document. The CSI funding source will no longer be available for this action.	Supplemental/Concentration 9,832 CSI 66,438	Supplemental/Concentration 9,832 CSI 50,000
21. Provide funding for technology related materials to support students in early grades to close the current digital access gap at Jackson.	We will continue with this action as specified in this document. The CSI funding source will no longer be available for this action.	CSI 10,932	CSI 10,932



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
22. Provide academic support for students not proficient in core content areas such as ELA and Math through the offering of Saturday School during the 2022-2023 school year.	This action will be funded from the ELOP budget and will no longer be funded from CSI.	CSI 20,000	CSI 0
23. Provide academic support for students not proficient in core content areas such as ELA and Math through the offering of Summer School during June 2023.	This action will be funded from the ELOP budget and will no longer be funded from CSI.	CSI 70,000	CSI 0
24. Provide academic support for students not proficient in core content areas such as ELA and Math through the offering of intervention and tutoring after school during the 2022-2023 school year.	We will continue with this action as specified in this document.	Supplemental/Concentration 31,033	Supplemental/Concentration 0

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

This year we were able to achieve many of the actions we set for in this document. We were able to hold a Guiding Coalition retreat before the school year and some of the ELOP funding allowed us to reallocate funds to other areas of needs. We do anticipate that with the loss of CSI funding we will need to be very strategic about our resource allocation for the 2023-2024 school year.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Considering the continued challenges we faced from the lingering effects of the pandemic we feel that the actions/services described in this document were effective and supported our effort to close the academic gap that is present. This year we were able to have a deeper impact with our use of our intervention program and the resident guest teacher on campus made a tremendous positive impact on our intervention program.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Some of our actions/services described in this document were funded by new funding sources such as ELOP funds and we were able to redirect those expenditures to other areas. A great deal of the after school tutoring and summer school programming that we had planned to support the early grades were covered by these funds.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the evaluation and analysis of this past year's accomplishments we will be making adjustments to include additional academic support and structures to close the academic gap. In response to the use of our interventionist in covering classrooms without teachers we will be adding a third interventionist and refocusing our coverage practices so that we minimally use them to cover classes.

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- ☒ Priority 4: Pupil Achievement (Pupil Outcomes)
  - ☒ Priority 5: Pupil Engagement (Engagement)
  - ☒ Priority 7: Course Access (Conditions of Learning)
  - ☒ Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

RAPTOR Check-in/Sign-in to increase school volunteers.: 18 volunteers

### Actual Outcomes

RAPTOR Check-in/Sign-in to increase school volunteers: 10 Read with Me volunteers that had more than 50 visits during the school year.

## Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career going culture through school activities, events or experiences.	We continued to create a college and career going culture through various school activities, events or experiences.	District	
2. Provide enrichment opportunities for all students.	We continued to provide enrichment opportunities for all students.	District	
3. Implement AVID structures/strategies to support student learning.	This was the first year we implemented AVID schoolwide and it was a success. All grade levels implemented the use of student planners and pencil pouches.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Some grade levels even began implementation of student binders. This will be action that will be schoolwide during the 2023-2024 school year.		
4. With the launch of our new Spanish DLI program at Jackson, we look forward to continuing to provide students an opportunity to become bilingual/biliterate students so they may be well equipped to compete in a global economy.	We continued to grow our DLI Spanish program at Jackson and we look forward to continuing to provide students an opportunity to become bilingual/biliterate.	District	
5. Continue to support a college and career going culture through visuals such as school pennants placed throughout the school's multipurpose room. These items have been purchased and simply need to be placed in this common area.	We continued to support the college and career culture through visuals and activities on campus.	District	

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

During the 2022-2023 school year we were challenged with implementing our actions/services as articulated in this document. Under this goal we found that we succeeded in continuing to provide the actions/services needed to address this goal. We continued to offer a very successful DLI Program at Jackson, we implemented AVID schoolwide, and we continued to provide structures that addressed our college and career culture.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Considering the continued challenges we faced this school year we feel that the actions/services described in this document were effective and supported our effort to close the academic gap that is present.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Under this goal we had not identified or allocated funding to support these initiatives.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue to provide the same level of support during next year's SPSA plan and continue to build upon our existing structures.

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities: ☒ Priority 1: Basic (Conditions of Learning)  
☒ Priority 3: Parental Involvement (Engagement)  
☒ Priority 5: Pupil Engagement (Engagement)  
☒ Priority 6: School Climate (Engagement)  
☒ Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

Chronic Absenteeism Indicator:

1. All: 9.5%
2. EL: 7.2%
3. Foster: 14.5%
4. SED: 10%
5. SWD: 12.1%
6. Hispanic: 10%
7. White: 13.2%
8. Two/more: 11.1%

Suspension Rate Indicator:

1. All: 1%
2. EL: 1%
3. Foster: 2%
4. SED: 1%
5. SWD: 2%
6. Hispanic: 1%
7. White: 2%
8. Two/more: 2%

### Actual Outcomes

Chronic Absenteeism Indicator:

1. All: 40.9%
2. EL: 36.9%
3. Foster: 75%
4. SED: %
5. SWD: 41.6%
6. Hispanic: 40.7%
7. White: 31.8%
8. Two/more: 60%

Suspension Rate Indicator:

1. All: .6%
2. EL: .3%
3. Foster: 0%
4. SED: %
5. SWD: 1.3%
6. Hispanic: .7%
7. White: 0%
8. Two/more: 0%

## Expected Outcomes

## Actual Outcomes

### Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and protocols for improving attendance by continuing to celebrate monthly attendance per grade level classrooms and recognize classrooms during the weekly morning assemblies with attendance trophies.	Provide activities and protocols for improving attendance by continuing to celebrate monthly attendance per grade level classrooms and recognize classrooms during the weekly morning assemblies with attendance trophies.	District	
2. Provide multitiered tools, strategies and supports to address school climate and culture.	Provide multitiered tools, strategies and supports to address school climate and culture.	District	
3. Incorporate strategies to ensure a safe and positive environment.	Incorporate strategies to ensure a safe and positive environment.	District	
4. Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	District	
5. Provide funding for materials and supplies.	Provide funding for materials and supplies.	Supplemental/Concentration 54,926	Supplemental/Concentration 54,926

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Provide funding for counseling materials and supplies	Provide funding for counseling materials and supplies	Supplemental/Concentration 3,500	Supplemental/Concentration 3,000
7. Provide funding to support and augment school library materials.	Provide funding to support and augment school library materials.	Supplemental/Concentration 3,500	Supplemental/Concentration 3,500
8. Continue to promote the school's expectations through a series of expectations assemblies/activities to reinforce the school's expectations. The assemblies would take place twice per year (at the beginning of the school year and again after the winter holiday).	Continue to promote the school's expectations through a series of expectations assemblies/activities to reinforce the school's expectations. The assemblies would take place twice per year (at the beginning of the school year and again after the winter holiday).	Supplemental/Concentration	
9. Continue to build pride and school spirit through the promotion of the school's mascot and branding initiatives.	Continue to build pride and school spirit through the promotion of the school's mascot and branding initiatives.	Supplemental/Concentration	
10. Continue to support the Playworks initiative at Jackson in order to sustain a low suspension and referral rate. This will be accomplished in the form of a Recess Reboot 4.0 PD in the Fall of 2022 (4 days) focusing on games, scope and sequence, conflict resolution, transitions, and positive language. Monthly consultation visits with a Playworks coach for a total of 9 school site visits that will provide support, guidance, and action planning for staff.	Continue to support the Playworks initiative at Jackson in order to sustain a low suspension and referral rate. This will be accomplished in the form of a Recess Reboot 4.0 PD in the Fall of 2022 (4 days) focusing on games, scope and sequence, conflict resolution, transitions, and positive language. Monthly consultation visits with a Playworks coach for a total of 9 school site visits that will provide support, guidance, and action planning for staff.	Title I 18,000	Title I 18,000



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11. Provide funding to support and augment clerical staffing during the school year.	Provide funding to support and augment clerical staffing during the school year.	Supplemental/Concentration 32,791	Supplemental/Concentration 32,791

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

During the 2022-2023 school year we experienced minor challenges with implementing our actions/services as articulated in this document. However, under this goal we were able to accomplish what we set out to do.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Considering the challenges we faced this school year we feel that the actions/services described in this document were effective and supported our effort to close the academic gap that is present.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Under this goal we were successful in the implementation of our school initiatives like Playworks. We were also able to provide needed funding for our school library and counseling department as stated in this document.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on the evaluation and analysis of this past year's accomplishments we will continue to implement the Playworks initiative as it has produced positive results on campus.

# Goals, Actions, & Services

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

## Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

All student groups are significantly below standard in both ELA and Math.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	Mean Distance from Standard in ELA:  1. All: -45.9 2. EL: -40.2 3. SED: -45.7 4. SWD: -99.2 5. Hispanic: -46	Mean Distance from Standard in ELA:  1. All: -15.2 2. EL: -13.8 3. SED: -15.1 4. SWD: -28.6 5. Hispanic: -15.3  Baseline: Typical growth medians for Winter i-Ready 2022	Mean Distance from Standard in ELA:  1. All: -5.2 2. EL: -3.8 3. SED: -5.1 4. SWD: -18.6 5. Hispanic: -5.3  Expected Outcome: Typical growth medians for Winter i- Ready 2023	Mean Distance from Standard in ELA:  1. All: -60 2. EL: -70 3. SED: -63 4. SWD: -139 5. Hispanic: -60  Expected Outcome: Typical growth medians for Winter i- Ready 2023

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		1. All: 55% 2. EL: 47% 3. SED: data not available 4. SWD: 49% 5. Hispanic: 52%	1. All: 50% 2. EL: 50% 3. SED: 50% 4. SWD: 50% 5. Hispanic: 50%	1. All: 64% 2. EL: 60% 3. SED: 4. SWD: 54% 5. Hispanic: 65%
Academic Indicator Math: Distance from Standard	Mean Distance from Standard in Math:  1. All: -54.2 2. EL: -48.3 3. SED: -54 4. SWD: -120 5. Hispanic: -53.7	Mean Distance from Standard in Math:  1. All: -32.3 2. EL: -30.9 3. SED: -32.3 4. SWD: -48 5. Hispanic: -32.1  Baseline: Typical growth medians for Winter i-Ready 2022 1. All: 52% 2. EL: 56% 3. SED: data not available 4. SWD: 49% 5. Hispanic: 52%	Mean Distance from Standard in Math:  1. All: -22.3 2. EL: -20.9 3. SED: -22.3 4. SWD: -38 5. Hispanic: -22.1  Expected Outcome: Typical growth medians for Winter i- Ready 2023 1. All: 50% 2. EL: 50% 3. SED: 50% 4. SWD: 50% 5. Hispanic: 50%	Mean Distance from Standard in Math:  1. All: -80 2. EL: -89 3. SED: -80 4. SWD: -157 5. Hispanic: -82  Expected Outcome: Typical growth medians for Winter i- Ready 2023 1. All: 47% 2. EL: 47% 3. SED: 4. SWD: 49% 5. Hispanic: 47%

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

### Action 1

Students will receive instruction using standards-based State/District adopted core programs

District

District

### Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District

District

### Action 3

All English learners receive daily integrated ELD Provided across all content areas.

District

District

#### Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Title I Centralized Services

Centralized Services

#### Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Centralized Services

#### Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District

District

#### Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services

Centralized Services

#### Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services

Centralized Services

#### Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

Centralized Services

#### Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services

Centralized Services

#### Action 11

11. Provide three Certificated Daily-at-will employees to address Math and ELA support as prep specialists.

Title I

101,626

Supplemental/Concentration

50,813

#### Action 12

12. Provide extra duty opportunities for Guiding Coalition and other teacher groups to collaborate on creating an effective PLC to support student achievement.

Supplemental/Concentration

31,160

#### Action 13

13. Provide guest teachers in order to support the school's direction on improving first best practices. This would enable teachers to attend conferences, participate in classroom observations and coaching sessions.

Supplemental/Concentration

9,971

#### Action 14

14. Fund supplemental materials to support ELA, DLI, and Math materials and print services.

Supplemental/Concentration

5,000

#### Action 15

15. Provide funding for supplemental software licenses to support ELA, Math, and DLI. These licenses include but are not limited to the following; Scholastic News, and Discovery Education Plus.

Title I

10,000

#### Action 16

16. Provide funding for supplemental instructional materials to support DLI implementation.

Title I

2,500

#### Action 17

17. Provide funding for supplies and instructional materials.

Title I

30,818

#### Action 18

18. Provide extra duty for certificated and classified staff to support parent community involvement and parent education.

Supplemental/Concentration

1,665

Title I

3,469

#### Action 19

19. Provide professional development opportunities through the attendance of in and outside the district conferences/workshops in order to improve academic achievement focused on early literacy (ELA, Math and DLI). Consultants and coaching structures will be implemented and accessed to provide additional guidance and support. Creating a common language and understanding focused on literacy to support the need for academic improvement will be the main focus of this action.

Supplemental/Concentration

20,000

#### Action 20

20. Provide funding for technology-related materials to support students in early grades to close the current digital access gap at Jackson.

Supplemental/Concentration

7,000

#### Action 21

21. Provide one Para Educator Intervention & Enrichment employee to address Math and ELA support in grades K-5.

Title I

19,933



# Goals, Actions, & Services

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

## Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

Parent participation on a regular basis is low at Jackson Elementary. Students who have involved and active parents on campus are more engaged and better equipped to make a successful transition to college and/or career.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
RAPTOR Check-in/Sign-in to increase school volunteers.	2 volunteers	14 volunteers	18 volunteers	20 volunteers

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

### Action 1

Create a college and career going culture through school activities, events or experiences.	District
	District

### Action 2



Provide enrichment opportunities for all students.

District

District

### Action 3

Implement AVID structures/strategies to enhance student learning.

District

District

### Action 4

4. With the launch of our new Spanish DLI program at Jackson, we look forward to continuing to provide students an opportunity to become bilingual/biliterate students so they may be well equipped to compete in a global economy.

District

### Action 5

5. Continue to support a college and career going culture through visuals such as school pennants placed throughout the school's multipurpose room. These items have been purchased and simply need to be placed in this common area.

District

# Goals, Actions, & Services

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

## Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                 Priority 3: Parental Involvement (Engagement)  
                                 Priority 5: Pupil Engagement (Engagement)  
                                 Priority 6: School Climate (Engagement)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

All student groups fell in the orange or red or orange performance level for chronic absenteeism based on the CA Dashboard.  
All students groups fell in the orange performance level for suspensions based on the CA Dashboard.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	Chronic Absenteeism Indicator:  1. All: 15.7% 2. EL: 9.6% 3. Foster: 33.3% 4. SED: 15.6% 5. SWD: 24.7% 6. Hispanic: 15% 7. White: 29.6% 8. Two/more: 19.2%	Chronic Absenteeism Indicator as of 2/22/22:  1. ALL Students (ALL): 47.9% 2. English Learners (EL): 44.7% 3. Foster Youth: 75% 4. Socioeconomically Disadvantaged (SED): data not available 5. Students with Disabilities (SWD): 65.8% 6. Hispanic: 47.2% 7. White: 55%	Chronic Absenteeism Indicator:  1. All: 9.5% 2. EL: 7.2% 3. Foster: 14.5% 4. SED: 10% 5. SWD: 12.1% 6. Hispanic: 10% 7. White: 13.2% 8. Two/more: 11.1%	Chronic Absenteeism Indicator:  1. All: 30% 2. EL: 29% 3. Foster: 60% 4. SED: % 5. SWD: 35% 6. Hispanic: 30% 7. White: 20% 8. Two/more: 40%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		8. Two/more Races: 100% (one student in this group)		
Suspension Rate Indicator: Distance from Standard  Student Groups: 1. ALL Students (ALL) 2. English Learners (EL) 3. Foster Youth 4. Socioeconomically Disadvantaged (SED) 5. Students with Disabilities (SWD) 6. Hispanic 7. White 8. Two/more Races Data Source: CA Dashboard & DSUSD Data Warehouse (when CA Dashboard data not available)	Mean Distance from Standard in Conditions & Climate:  1. All: 2.2% 2. EL: 2% 3. Foster: 6.3% 4. SED: 2.3% 5. SWD: 3.9% 6. Hispanic: 1.7% 7. White: 3.4% 8. Two/more: 7.4%	Suspension Indicator as of 2/22/22:  1. ALL Students (ALL): 0.4% 2. English Learners (EL): 0.3% 3. Foster Youth: 0% 4. Socioeconomically Disadvantaged (SED): data not available 5. Students with Disabilities (SWD): 1.4% 6. Hispanic: 0.3% 7. White: 5.9% 8. Two/more Races: 0%	Suspension Rate Indicator:  1. All: 1% 2. EL: 1% 3. Foster: 2% 4. SED: 1% 5. SWD: 2% 6. Hispanic: 1% 7. White: 2% 8. Two/more: 2%	Suspension Rate Indicator:  1. All: .5% 2. EL: .1% 3. Foster: 0% 4. SED: % 5. SWD: .8% 6. Hispanic: .5% 7. White: 0% 8. Two/more: 0%

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

### Action 1

Provide activities and protocols for improving attendance

District

District

### Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District

District

### Action 3

Incorporate strategies to ensure a safe and positive environment

District

**Action 4**

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

Elementary Schools - 1 FTE Counselor  
Middle School Counselors - maintain ratio at 500:1  
High School Counselors - maintain ratio at 400:1  
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

**Action 5**

5. Provide funding for materials and supplies.

**Action 6**

6. Provide funding for counseling materials and supplies

**Action 7**

7. Provide funding to support and augment school library materials.

**Action 8**

8. Continue to promote the school's expectations through a series of expectations assemblies/activities to reinforce the school's expectations. The assemblies would take place twice per year (at the beginning of the school year and again after the winter holiday).

**Action 9**

District

District

District

Supplemental/Concentration

44,034

Supplemental/Concentration

3,500

Supplemental/Concentration

3,500

Supplemental/Concentration

9. Continue to build pride and school spirit through the promotion of the school's mascot and branding initiatives.

Supplemental/Concentration

#### Action 10

10. Continue to support the Playworks initiative at Jackson in order to sustain a low suspension and referral rate. This will be accomplished in the form of a Recess Reboot 4.0 PD in the Fall of 2023 (4 days) focusing on games, scope and sequence, conflict resolution, transitions, and positive language. Monthly consultation visits with a Playworks coach for a total of 9 school site visits that will provide support, guidance, and action planning for staff.

Title I

20,000

Supplemental/Concentration

6,937

#### Action 11

11. Provide funding to support and augment clerical staffing during the school year.

Supplemental/Concentration

36,298

# Goals, Actions, & Services

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

## Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities:      Priority 2: State Standards (Conditions of Learning)  
                                  Priority 5: Pupil Engagement (Engagement)

## Identified Need

Our current data shows that when comparing our SWD with all of our students, our students with disabilities demonstrate a 78.3 point gap in ELA and in Math it's 74.9 gap, and our SWD are -141.4 distance from standard in ELA and -159.1 in Math. This is an identified need for Jackson.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
ELA, CAASPP Distance from Standard	N/A	All Students: -15.2 EL: -13.8 SED: -15.1 SWD: -28.6 Hispanic: -15.3	All Students: -5.2 EL: -3.8 SED: -5.1 SWD: -18.6 Hispanic: -5.3	All Students: -60 EL: -70 SED: -63 SWD: -139 Hispanic: -60
Winter i-Ready ELA Diagnostic	N/A	All Students: 55% EL: 47% SED: data not available SWD: 49% Hispanic: 52%	All Students: 50% EL: 50% SED: 50% SWD: 50% Hispanic: 50%	All Students: 64% EL: 60% SED: SWD: 54% Hispanic: 65%
Math, CAASPP Distance from Standard	N/A	All Students: -32.3 EL: -30.9 SED: -32.3 SWD: -48 Hispanic: -32.1	All Students: -22.3 EL: -20.9 SED: -22.3 SWD: -38 Hispanic: -22.1	All Students: -80 EL: -89 SED: -80 SWD: -157 Hispanic: -82

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Winter i-Ready Math Diagnostic	N/A	All Students: 52% EL: 56% SED: data not available SWD: 49% Hispanic: 52%	All Students: 50% EL: 50% SED: 50% SWD: 50% Hispanic: 50%	All Students: 47% EL: 47% SED: SWD: 49% Hispanic: 47%

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

### Action 1

Provide professional development to include targeted support for students with disabilities

District

### Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

### Action 3

Increase parent engagement for students with disabilities.

District

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		<b>Total Estimated Cost: 8,322</b>		
District ELA Project Facilitator	8/15/23-6/5/24	5,829	5,829	Title I
		<b>Total Estimated Cost: 5,829</b>		
Site Instructional Coach	8/15/23-6/5/24	76, 998	76,998	Title I
		<b>Total Estimated Cost: 76,998</b>		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		<b>Total Estimated Cost: 7,581</b>		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		<b>Total Estimated Cost: 1,086</b>		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		<b>Total Estimated Cost: 12,139</b>		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	
		<b>Total Estimated Cost: 7,719</b>		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	
		<b>Total Estimated Cost: 3,114</b>		

**Total Cost For All Actions: 122,788**

*Note: Centralized services may include the following direct services:*



- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

# Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>  
**Of the four following options, please select the one that describes this school site.**

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

**Federal Programs --** From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p><b>Title I, Part A: Allocation Purpose:</b> To improve basic programs operated by local educational agencies (LEAs).</p> <p><b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).</p> <p><b>Title II, Part A: Improving Teacher Quality Purpose:</b> Improve and increase the number of highly qualified teachers and principals.</p> <p><b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:</b> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP )</p> <p><b>Title VI, Part B: Rural Education Achievement Program Purpose:</b> Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p><b>For School Improvement Schools only: School Improvement Grant (SIG) Purpose:</b> to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.</p> <p><b>Other federal funds</b> (list and describe). Create a new row for each separate program.</p>
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Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$188,346.00	No
Total amount of federal categorical funds allocated to this school.	\$188,346.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

**State Programs** -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

**California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school.  
**Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program.  
**Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners.  
**Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring  
**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.  
**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety.  
**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$219,878.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$219,878.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$408,224	

# 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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee - Delegated to School Site Council	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:5/15/2023.

Attested:

José Montaña, Ed.D.

Typed name of school principal

Signature of school principal

Date

Diana Alvarez

Typed name of SSC chairperson

Signature of SSC chairperson

Date

# 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
José Montaña	X				
Cynthia Gutierrez		X			
Gloria Hernandez		X			
Lisa Abrille		X			
Robin Minix			X		
Sheldon Hudson		X			
Diana Alvarez				X	
Sonia Moya				X	
Melissa Guerrero				X	
Otilia Corona				X	
Josefina Guzman				X	
Remedios Vargas				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	