

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Jackson Avenue Elementary School |
| Address | 554 Jackson Avenue Livermore, CA 94550 |
| County-District-School (CDS) Code | 01-61200-6001283 |
| Principal | Tom Jones |
| District Name | Livermore Valley Joint Unified School District |
| SPSA Revision Date | October 4, 2024 |
| Schoolsite Council (SSC) Approval Date | October 22, 2024 |
| Local Board Approval Date | November 12, 2024 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

School Mission

Jackson Avenue Elementary School, in partnership with the community, will provide all students with a rigorous education, including problem solving, character building, and 21st century skills, to successfully prepare them for roles as productive citizens.

School Profile

Jackson Avenue Elementary School, opened in the fall of 1963 and renovated in 2008, is located in Livermore, California. Jackson Avenue serves the educational needs of approximately 500 students from Transitional Kindergarten to fifth grade. The school also provides special education programs for students through our Learning Center and speech and language support. We received the Gold Positive Behavioral Interventions and Supports (PBIS) Recognition Award from the California PBIS Coalition in 2023 and 2024, as well as Silver Recognition in 2021 and 2022.

Jackson Avenue has a universal access block for each grade level to improve students' reading skills. Students in first through fifth grades attend science lab classes taught by science specialists twice a week for 40-minute sessions. Each first through fifth grade student has a Chromebook assigned to them for use through sixth grade. The Library Media Specialist is active, reading to classes, providing classes with lessons on library skills and internet safety, and providing students with motivators to encourage the love of reading. Students have access to an outdoor classroom in the school garden. Classes explore the garden, experience hands-on learning, paint and do other art projects, as well as tend the garden itself.

Students receive the required number of instructional minutes with all classes beginning at 8:30 am and ending at 1:30 pm (Transitional Kindergarten and Kindergarten) and 2:50 pm (first grade through fifth grade); all students are released at 1:30 pm on Wednesdays.

Jackson Avenue's Instructional Leadership Team (ILT) supports staff by supporting implementation of the State Standards, and meets monthly to discuss curriculum, instruction, and data through grade-level Professional Learning Communities (PLCs).

Jackson Avenue's ILT participated in one, full-day, districtwide leadership training focusing on supporting all students. A site representative in math meets regularly with staff across Livermore Valley Unified School District (LVJUSD) and brings information back to the school site. Certificated staff at Jackson Avenue continue to participate in professional development during Wednesday collaboration meetings.

Jackson Avenue teachers continue to implement 21st century learning and teaching strategies, which include higher order thinking skills (increasing the depth of knowledge), increasing opportunities for students to collaborate and communicate with one another, increasing expectations for explaining their thinking behind their answers (critical thinking), and being creative.

Site professional development is differentiated for teachers, as well as focused on specific site initiatives such as Lexia, use of Dreambox, and PLCs.

Teachers participate in their PLC with a focus on four key questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

Jackson monitors the progress of our students who are English Language Learners (ELL) through our PLCs. Jackson staff will focus on making connections and promoting growth mindset with these students.

Students receive a minimum of 150 minutes of designated instruction in English Language Development per week; the time period designated for instruction is included in the English Language Development (ELD) Implementation Plan. Students are grouped by English Language Proficiency Assessments of California (ELPAC) levels and monitored by administration. Teachers are trained in Specially Designed Academic Instruction in English (SDAIE) strategies. Students are leveled within grade-level groups and teachers monitor and discuss during grade-level meetings. Administration conducts classroom visits to ensure effective instruction is taking place for all students using our District adopted Benchmark Advance English Language Arts (ELA)/ELD curriculum and supplemental curriculum, Lexia.

Teachers make use of manipulatives to demonstrate abstract concepts, use realia, videos, scaffold background knowledge, provide visuals, anchor charts, and explicitly teach vocabulary and grammar to support development of the English language and support ELLs toward improvement in ELPAC scores with the goal of Reclassification as Fluent English Proficient (RFEP).

Staff assess incoming kindergarten students to obtain baseline data on in-school and reading readiness. This information is used to help create balanced classes. Teachers review the expectations of kindergarten and provide examples of how parents can support their child in the transition at Back-to-School Night.

Our fifth grade students take a field trip to our feeder middle school, East Avenue. They are introduced to the variety of classes and activities awaiting them in sixth grade. The fifth graders meet teachers, coaches, counselors, and administration.

Jackson Avenue utilizes strategies and services to increase parent/family/community involvement/education and increase opportunities for our stakeholders to have a voice in making decisions affecting our school and their student's education. Purposeful and meaningful outreach coupled with communication with our parents and community is integral to the overall success of our students. Regular emails and newsletters using the Smore platform, which offers translation on the user end, through our Finalsite communication platform are delivered digitally to our families. Volunteer opportunities for families are important and embraced by our staff. To assure a safe and efficient method for leveraging parent and community support at Jackson Avenue, we utilize a computer check-in system, Raptor, in conjunction with CiviCore.

Teachers meet with each family in September for goal-setting conferences. They meet with students who are still struggling at spring conferences, as well as other times throughout the year. Our Student Success Team (SST) is another way teachers work collaboratively with families on brainstorming ways to support students academically, emotionally, or behaviorally. In addition, Jackson Avenue invites parent participation in our School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, and Parent-Teacher Organization (PTO). Parent communication includes general class information expectations provided at Back-to-School Night, school and classroom websites, field trips (parent chaperones attending), and monthly newsletters.

Principal and staff visibility coupled with availability to parents during peak times, such as student arrival and departure, is representative of our efforts to informally engage and converse with our families. Our school webpage is maintained and updated regularly, as is our school marquee.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) was involved in the development of the goals and reviewing the data. The Council reviewed data, asked questions, formulated goals and reviewed the final draft. The English Learner Advisory Committee (ELAC) was involved in the development and review of the goals specifically for our English Learners (ELs). They asked questions and commented on the needs of the students and families. These suggestions and ideas were incorporated into the School Plan for Student Achievement (SPSA). The Instructional Leadership Team (ILT) and SSC will review and monitor the SPSA throughout the year. The Coordination of Services Team (COST) will monitor the progress of our at-promise students throughout the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 1.05% | 0% | % | 5 | 0 | |
| African American | 0.42% | 1.82% | 2.51% | 2 | 9 | 13 |
| Asian | 9.01% | 10.51% | 10.83% | 43 | 52 | 56 |
| Filipino | 5.24% | 4.65% | 4.45% | 25 | 23 | 23 |
| Hispanic/Latino | 34.59% | 32.73% | 31.72% | 165 | 162 | 164 |
| Pacific Islander | 0.0% | 0% | % | 0 | 0 | |
| White | 41.72% | 42.42% | 43.33% | 199 | 210 | 224 |
| Multiple/No Response | 7.76% | 7.88% | 7.16% | 37 | 39 | 37 |
| | Total Enrollment | | | 477 | 495 | 517 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 84 | 97 | 79 |
| Grade 1 | 81 | 75 | 73 |
| Grade 2 | 79 | 80 | 76 |
| Grade 3 | 79 | 83 | 76 |
| Grade 4 | 79 | 83 | 87 |
| Grade 5 | 75 | 77 | 77 |
| Total Enrollment | 477 | 495 | 517 |

Conclusions based on this data:

1. Our student population make-up has maintained its diversity with our White and Hispanic/Latino population being the largest of these groups.
2. Overall enrollment increased from the 2022-2023 to 2023-2024 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 69 | 60 | 52 | 16.00% | 14.5% | 10.1% |
| Fluent English Proficient (FEP) | 53 | 54 | 43 | 11.10% | 11.1% | 8.3% |
| Reclassified Fluent English Proficient (RFEP) | 6 | 3 | 4 | 12.8% | 8.6% | |

Conclusions based on this data:

1. The number of English Learners has steadily decreased over three year span from 2021-2022 to 2023-2024.
2. The number of Fluent English Proficient students decreased from 2022-2023 to 2023-2024.
3. The number of students reclassified as Fluent English Proficient in 2023-2024 increased by 1 from 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 82 | 81 | 74 | 81 | 79 | 70 | 81 | 79 | 70 | 98.8 | 97.5 | 94.6 |
| Grade 4 | 81 | 81 | 84 | 79 | 81 | 78 | 79 | 81 | 78 | 97.5 | 100.0 | 92.9 |
| Grade 5 | 76 | 81 | 78 | 74 | 79 | 76 | 74 | 79 | 76 | 97.4 | 97.5 | 97.4 |
| Grade 11 | | | | | | | | | | | | |
| All Grades | 239 | 243 | 236 | 234 | 239 | 224 | 234 | 239 | 224 | 97.9 | 98.4 | 94.9 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2461. | 2482. | 2471. | 37.04 | 46.84 | 48.57 | 29.63 | 27.85 | 11.43 | 20.99 | 15.19 | 30.00 | 12.35 | 10.13 | 10.00 |
| Grade 4 | 2501. | 2490. | 2486. | 40.51 | 33.33 | 30.77 | 24.05 | 22.22 | 29.49 | 21.52 | 24.69 | 17.95 | 13.92 | 19.75 | 21.79 |
| Grade 5 | 2520. | 2546. | 2519. | 29.73 | 35.44 | 25.00 | 31.08 | 34.18 | 26.32 | 18.92 | 16.46 | 30.26 | 20.27 | 13.92 | 18.42 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 35.90 | 38.49 | 34.38 | 28.21 | 28.03 | 22.77 | 20.51 | 18.83 | 25.89 | 15.38 | 14.64 | 16.96 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | |
| Grade 3 | 24.69 | 36.71 | 31.43 | 65.43 | 53.16 | 57.14 | 9.88 | 10.13 | 11.43 | |
| Grade 4 | 29.11 | 25.93 | 20.51 | 63.29 | 61.73 | 65.38 | 7.59 | 12.35 | 14.10 | |
| Grade 5 | 22.97 | 32.91 | 21.05 | 59.46 | 58.23 | 67.11 | 17.57 | 8.86 | 11.84 | |
| Grade 11 | | | | | | | | | | |
| All Grades | 25.64 | 31.80 | 24.11 | 62.82 | 57.74 | 63.39 | 11.54 | 10.46 | 12.50 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | | | | | | | | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | | | | | | |
| Grade 11 | | | | | | | | | |
| All Grades | | | | | | | | | |

| | | | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Grade 3 | 39.51 | 44.30 | 35.71 | 49.38 | 45.57 | 52.86 | 11.11 | 10.13 | 11.43 |
| Grade 4 | 22.78 | 20.99 | 20.51 | 60.76 | 62.96 | 65.38 | 16.46 | 16.05 | 14.10 |
| Grade 5 | 31.08 | 45.57 | 23.68 | 54.05 | 43.04 | 64.47 | 14.86 | 11.39 | 11.84 |
| Grade 11 | | | | | | | | | |
| All Grades | 31.20 | 36.82 | 26.34 | 54.70 | 50.63 | 61.16 | 14.10 | 12.55 | 12.50 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 11.11 | 20.25 | 18.57 | 75.31 | 70.89 | 68.57 | 13.58 | 8.86 | 12.86 |
| Grade 4 | 25.32 | 14.81 | 12.82 | 67.09 | 76.54 | 70.51 | 7.59 | 8.64 | 16.67 |
| Grade 5 | 8.11 | 17.72 | 15.79 | 82.43 | 67.09 | 71.05 | 9.46 | 15.19 | 13.16 |
| Grade 11 | | | | | | | | | |
| All Grades | 14.96 | 17.57 | 15.63 | 74.79 | 71.55 | 70.09 | 10.26 | 10.88 | 14.29 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 20.99 | 26.58 | 30.00 | 65.43 | 64.56 | 61.43 | 13.58 | 8.86 | 8.57 |
| Grade 4 | 27.85 | 19.75 | 24.36 | 65.82 | 71.60 | 65.38 | 6.33 | 8.64 | 10.26 |
| Grade 5 | 18.92 | 24.05 | 17.11 | 59.46 | 62.03 | 65.79 | 21.62 | 13.92 | 17.11 |
| Grade 11 | | | | | | | | | |
| All Grades | 22.65 | 23.43 | 23.66 | 63.68 | 66.11 | 64.29 | 13.68 | 10.46 | 12.05 |

Conclusions based on this data:

1. In Overall Achievement for All Students:
Our percentage of students demonstrating Standard Met or Exceeded decreased by 10% from 67% to 57%.
2. In Overall Achievement for All Students:
Our 3rd grade decreased the percentage of students demonstrating Standard Met or Exceeded by 15% with 60%.
Our 4th grade increased the percentage of students demonstrating Standard Met or Exceeded by 5% with 61%.
Our 5th grade decreased the percentage of students demonstrating Standard Met or Exceeded by 19% with 51%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 82 | 81 | 74 | 80 | 79 | 73 | 80 | 79 | 73 | 97.6 | 97.5 | 98.6 |
| Grade 4 | 81 | 81 | 84 | 79 | 81 | 79 | 79 | 81 | 79 | 97.5 | 100.0 | 94 |
| Grade 5 | 76 | 81 | 78 | 70 | 79 | 77 | 70 | 79 | 77 | 92.1 | 97.5 | 98.7 |
| All Grades | 239 | 243 | 236 | 229 | 239 | 229 | 229 | 239 | 229 | 95.8 | 98.4 | 97 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2482. | 2508. | 2502. | 41.25 | 53.16 | 47.95 | 31.25 | 35.44 | 30.14 | 18.75 | 10.13 | 12.33 | 8.75 | 1.27 | 9.59 |
| Grade 4 | 2496. | 2480. | 2489. | 22.78 | 19.75 | 25.32 | 31.65 | 30.86 | 34.18 | 27.85 | 25.93 | 29.11 | 17.72 | 23.46 | 11.39 |
| Grade 5 | 2502. | 2529. | 2503. | 28.57 | 32.91 | 24.68 | 12.86 | 17.72 | 11.69 | 30.00 | 27.85 | 37.66 | 28.57 | 21.52 | 25.97 |
| All Grades | N/A | N/A | N/A | 31.00 | 35.15 | 32.31 | 25.76 | 28.03 | 25.33 | 25.33 | 21.34 | 26.64 | 17.90 | 15.48 | 15.72 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | |
| Grade 3 | 52.50 | 55.70 | 60.27 | 33.75 | 41.77 | 30.14 | 13.75 | 2.53 | 9.59 | |
| Grade 4 | 25.32 | 23.46 | 26.58 | 55.70 | 55.56 | 53.16 | 18.99 | 20.99 | 20.25 | |
| Grade 5 | 22.86 | 31.65 | 24.68 | 45.71 | 48.10 | 48.05 | 31.43 | 20.25 | 27.27 | |
| All Grades | 34.06 | 36.82 | 36.68 | 44.98 | 48.54 | 44.10 | 20.96 | 14.64 | 19.21 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 43.75 | 51.90 | 43.84 | 45.00 | 45.57 | 45.21 | 11.25 | 2.53 | 10.96 |
| Grade 4 | 21.52 | 22.22 | 26.58 | 60.76 | 53.09 | 55.70 | 17.72 | 24.69 | 17.72 |
| Grade 5 | 21.43 | 25.32 | 18.18 | 55.71 | 58.23 | 53.25 | 22.86 | 16.46 | 28.57 |
| All Grades | 29.26 | 33.05 | 29.26 | 53.71 | 52.30 | 51.53 | 17.03 | 14.64 | 19.21 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 43.75 | 58.23 | 46.58 | 46.25 | 37.97 | 45.21 | 10.00 | 3.80 | 8.22 |
| Grade 4 | 31.65 | 14.81 | 29.11 | 50.63 | 56.79 | 60.76 | 17.72 | 28.40 | 10.13 |
| Grade 5 | 15.71 | 22.78 | 15.58 | 60.00 | 59.49 | 62.34 | 24.29 | 17.72 | 22.08 |
| All Grades | 31.00 | 31.80 | 30.13 | 51.97 | 51.46 | 56.33 | 17.03 | 16.74 | 13.54 |

Conclusions based on this data:

1. In Overall Achievement for All Students:
Our percentage of students demonstrating Standard Met or Exceeded decreased by 5% from 63% to 58%.
2. In Overall Achievement for All Students:
Our 3rd grade decreased the percentage of students demonstrating Standard Met or Exceeded by 11% with 78%.
Our 4th grade increased the percentage of students demonstrating Standard Met or Exceeded by 9% with 60%.
Our 5th grade decreased the percentage of students demonstrating Standard Met or Exceeded by 15% with 36%.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1385.8 | * | * | 1396.0 | * | * | 1361.6 | * | * | 14 | 8 | 4 |
| 1 | 1422.0 | 1392.8 | * | 1450.6 | 1400.0 | * | 1392.9 | 1384.9 | * | 11 | 12 | 8 |
| 2 | 1450.4 | * | 1447.2 | 1455.7 | * | 1446.0 | 1444.6 | * | 1447.8 | 14 | 10 | 12 |
| 3 | 1485.8 | * | 1462.9 | 1497.0 | * | 1476.0 | 1474.0 | * | 1449.4 | 13 | 9 | 11 |
| 4 | * | 1502.6 | * | * | 1513.1 | * | * | 1491.5 | * | 10 | 12 | 10 |
| 5 | * | * | 1507.8 | * | * | 1511.7 | * | * | 1503.4 | 7 | 8 | 11 |
| All Grades | | | | | | | | | | 69 | 59 | 56 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 7.14 | * | * | 21.43 | * | * | 50.00 | * | * | 21.43 | * | * | 14 | * | * |
| 1 | 0.00 | 0.00 | * | 9.09 | 16.67 | * | 63.64 | 33.33 | * | 27.27 | 50.00 | * | 11 | 12 | * |
| 2 | 14.29 | * | 8.33 | 35.71 | * | 33.33 | 21.43 | * | 0.00 | 28.57 | * | 58.33 | 14 | * | 12 |
| 3 | 7.69 | * | 18.18 | 53.85 | * | 18.18 | 23.08 | * | 18.18 | 15.38 | * | 45.45 | 13 | * | 11 |
| 4 | * | 0.00 | * | * | 66.67 | * | * | 16.67 | * | * | 16.67 | * | * | 12 | * |
| 5 | * | * | 36.36 | * | * | 18.18 | * | * | 9.09 | * | * | 36.36 | * | * | 11 |
| All Grades | 8.70 | 11.86 | 16.07 | 31.88 | 40.68 | 25.00 | 37.68 | 28.81 | 14.29 | 21.74 | 18.64 | 44.64 | 69 | 59 | 56 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 7.14 | * | * | 21.43 | * | * | 50.00 | * | * | 21.43 | * | * | 14 | * | * |
| 1 | 27.27 | 8.33 | * | 27.27 | 25.00 | * | 27.27 | 25.00 | * | 18.18 | 41.67 | * | 11 | 12 | * |
| 2 | 35.71 | * | 16.67 | 21.43 | * | 25.00 | 21.43 | * | 16.67 | 21.43 | * | 41.67 | 14 | * | 12 |
| 3 | 53.85 | * | 36.36 | 23.08 | * | 27.27 | 7.69 | * | 9.09 | 15.38 | * | 27.27 | 13 | * | 11 |
| 4 | * | 50.00 | * | * | 33.33 | * | * | 0.00 | * | * | 16.67 | * | * | 12 | * |
| 5 | * | * | 54.55 | * | * | 9.09 | * | * | 18.18 | * | * | 18.18 | * | * | 11 |
| All Grades | 31.88 | 30.51 | 33.93 | 26.09 | 35.59 | 19.64 | 26.09 | 15.25 | 12.50 | 15.94 | 18.64 | 33.93 | 69 | 59 | 56 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 7.14 | * | * | 0.00 | * | * | 35.71 | * | * | 57.14 | * | * | 14 | * | * |
| 1 | 0.00 | 0.00 | * | 0.00 | 8.33 | * | 36.36 | 33.33 | * | 63.64 | 58.33 | * | 11 | 12 | * |
| 2 | 7.14 | * | 0.00 | 35.71 | * | 41.67 | 28.57 | * | 0.00 | 28.57 | * | 58.33 | 14 | * | 12 |
| 3 | 0.00 | * | 0.00 | 7.69 | * | 9.09 | 61.54 | * | 27.27 | 30.77 | * | 63.64 | 13 | * | 11 |
| 4 | * | 0.00 | * | * | 16.67 | * | * | 50.00 | * | * | 33.33 | * | * | 12 | * |
| 5 | * | * | 9.09 | * | * | 36.36 | * | * | 9.09 | * | * | 45.45 | * | * | 11 |
| All Grades | 2.90 | 1.69 | 1.79 | 11.59 | 25.42 | 32.14 | 42.03 | 40.68 | 12.50 | 43.48 | 32.20 | 53.57 | 69 | 59 | 56 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 7.14 | * | * | 78.57 | * | * | 14.29 | * | * | 14 | * | * |
| 1 | 36.36 | 16.67 | * | 45.45 | 50.00 | * | 18.18 | 33.33 | * | 11 | 12 | * |
| 2 | 14.29 | * | 16.67 | 57.14 | * | 58.33 | 28.57 | * | 25.00 | 14 | * | 12 |
| 3 | 23.08 | * | 18.18 | 53.85 | * | 36.36 | 23.08 | * | 45.45 | 13 | * | 11 |
| 4 | * | 16.67 | * | * | 66.67 | * | * | 16.67 | * | * | 12 | * |
| 5 | * | * | 9.09 | * | * | 54.55 | * | * | 36.36 | * | * | 11 |
| All Grades | 20.29 | 22.03 | 17.86 | 57.97 | 59.32 | 44.64 | 21.74 | 18.64 | 37.50 | 69 | 59 | 56 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 14.29 | * | * | 57.14 | * | * | 28.57 | * | * | 14 | * | * |
| 1 | 18.18 | 8.33 | * | 63.64 | 50.00 | * | 18.18 | 41.67 | * | 11 | 12 | * |
| 2 | 42.86 | * | 25.00 | 28.57 | * | 33.33 | 28.57 | * | 41.67 | 14 | * | 12 |
| 3 | 76.92 | * | 63.64 | 15.38 | * | 9.09 | 7.69 | * | 27.27 | 13 | * | 11 |
| 4 | * | 75.00 | * | * | 8.33 | * | * | 16.67 | * | * | 12 | * |
| 5 | * | * | 72.73 | * | * | 9.09 | * | * | 18.18 | * | * | 11 |
| All Grades | 43.48 | 50.85 | 44.64 | 39.13 | 27.12 | 21.43 | 17.39 | 22.03 | 33.93 | 69 | 59 | 56 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 7.14 | * | * | 50.00 | * | * | 42.86 | * | * | 14 | * | * |
| 1 | 0.00 | 8.33 | * | 36.36 | 25.00 | * | 63.64 | 66.67 | * | 11 | 12 | * |
| 2 | 7.14 | * | 0.00 | 64.29 | * | 41.67 | 28.57 | * | 58.33 | 14 | * | 12 |
| 3 | 0.00 | * | 9.09 | 53.85 | * | 18.18 | 46.15 | * | 72.73 | 13 | * | 11 |
| 4 | * | 0.00 | * | * | 50.00 | * | * | 50.00 | * | * | 12 | * |
| 5 | * | * | 18.18 | * | * | 27.27 | * | * | 54.55 | * | * | 11 |
| All Grades | 2.90 | 8.47 | 7.14 | 52.17 | 50.85 | 37.50 | 44.93 | 40.68 | 55.36 | 69 | 59 | 56 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 7.14 | * | * | 42.86 | * | * | 50.00 | * | * | 14 | * | * |
| 1 | 0.00 | 0.00 | * | 54.55 | 41.67 | * | 45.45 | 58.33 | * | 11 | 12 | * |
| 2 | 21.43 | * | 16.67 | 42.86 | * | 41.67 | 35.71 | * | 41.67 | 14 | * | 12 |
| 3 | 0.00 | * | 0.00 | 76.92 | * | 45.45 | 23.08 | * | 54.55 | 13 | * | 11 |
| 4 | * | 16.67 | * | * | 58.33 | * | * | 25.00 | * | * | 12 | * |
| 5 | * | * | 18.18 | * | * | 45.45 | * | * | 36.36 | * | * | 11 |
| All Grades | 8.70 | 11.86 | 8.93 | 57.97 | 61.02 | 48.21 | 33.33 | 27.12 | 42.86 | 69 | 59 | 56 |

Conclusions based on this data:

1. The percentage of students advancing one or more performance levels increased from 31% in 2022 to 38% in 2023.
2. Our largest student group is at the Moderately Developed level with 19.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

| | |
|--|----|
| Total student tested = 81 | 81 |
| Aerobic Capacity | 81 |
| Body Composition | 0 |
| Abdominal Strength and Endurance | 81 |
| Trunk Extensor Strength and Flexibility | 80 |
| Upper Body Strength and Endurance | 81 |
| Flexibility | 81 |

Physical Fitness Test Results (PFT)

Number of Students Tested

Conclusions based on this data:

1. Our participation rate was 100% in each testing area with the exception of Trunk Extensor Strength and Flexibility with 99% of students participating.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

| | | |
|--|-------|-----|
| <ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” | 82 % | 4.7 |
| <ul style="list-style-type: none"> Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time” | 91 % | 4.7 |
| <ul style="list-style-type: none"> Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time” | 100 % | 6.1 |

- This assessment is administered every 2 years. The conclusions are based on our most recent California Healthy Kids Survey data.
- Our Students treated with respect scores were 100%.
- The majority of our fifth grade students reported feeling safe at school with an increase of 19%. Our largest increase was School Connectedness with an increase of 21%.

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

| | | |
|--|---|---|
| 1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree” | % | % |
| 2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe” | % | % |
| 3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true” | % | % |

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School and Student Performance Data

Student Population

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

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

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

| 2022-23 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 495 | 38.4 | 12.1 | 0.8 |
| Total Number of Students enrolled in Jackson Avenue 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. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 60 | 12.1 |
| Foster Youth | 4 | 0.8 |
| Homeless | 3 | 0.6 |
| Socioeconomically Disadvantaged | 190 | 38.4 |
| Students with Disabilities | 66 | 13.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 1.8 |
| Asian | 52 | 10.5 |
| Filipino | 23 | 4.6 |
| Hispanic | 162 | 32.7 |
| Two or More Races | 39 | 7.9 |
| White | 210 | 42.4 |

Conclusions based on this data:

1. Our White and Hispanic student groups are similar in population size.
2. Two or more races and Asian populations are the second largest student groups at Jackson.

-
-
3. We have a significant number of students who are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|--|
| English Language Arts  Green | Chronic Absenteeism  Yellow | Suspension Rate  Blue |
| Mathematics  Green | | |
| English Learner Progress  Yellow | | |

Conclusions based on this data:

1. Jackson scored high in academic performance in the area of Mathematics and English Language Arts.
2. Jackson's chronic absenteeism was very high.
3. Jackson's suspension rate was very low with just one suspension. Alternatives to suspension are leveraged with a focus on instructional discipline, restorative practices, and positively stated expectations.

School and Student Performance Data

Academic Performance English Language Arts

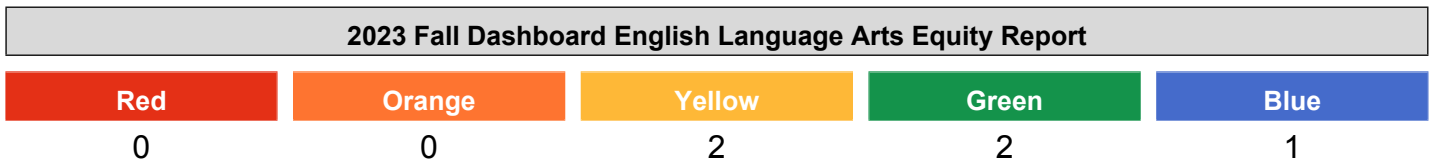
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Green</p> <p>40.8 points above standard</p> <p>Increased +14.6 points</p> <p>228 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>12.5 points below standard</p> <p>Increased +12.7 points</p> <p>37 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.8 points above standard</p> <p>Increased Significantly +15.8 points</p> <p>82 Students</p> | <p>Students with Disabilities</p> <p>Yellow</p> <p>32.9 points below standard</p> <p>Increased Significantly +17.7 points</p> <p>39 Students</p> |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| Less than 11 Students 4 Students |  No Performance Color 0 Students | 27.5 points above standard Increased Significantly +25.5 points 27 Students | 67.5 points above standard Decreased Significantly -17 points 12 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 15 points above standard Increased +13 points 71 Students | 21.8 points above standard Decreased Significantly - 34.2 points 14 Students |  No Performance Color 0 Students |  Blue 61.2 points above standard Increased Significantly +17 points 101 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 65.6 points below standard Maintained -0.2 points 26 Students | 75.8 points above standard Increased Significantly +25.8 points 12 Students | 49 points above standard Increased +12.4 points 168 Students |

Conclusions based on this data:

1. Our All Students group scored 40.8 points above standard.
2. Our student group with greatest need for growth is our Students with Disabilities, scoring 32.9 points below standard.
3. Our Current English Learner group scored 65.6 points below standard while Reclassified English Learners outperformed our English Only students.

School and Student Performance Data

Academic Performance Mathematics

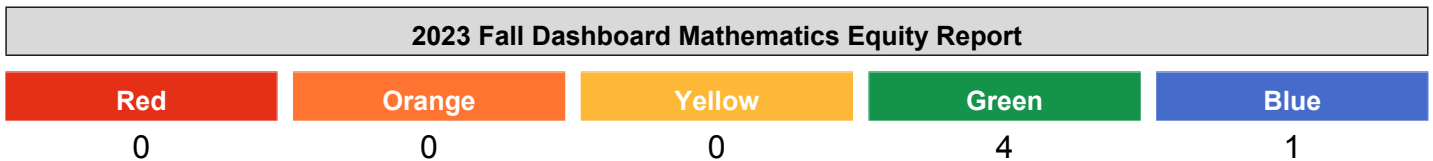
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Green</p> <p>27.1 points above standard</p> <p>Increased +14.1 points</p> <p>228 Students</p> | <p>English Learners</p> <p>Green</p> <p>16.6 points below standard</p> <p>Increased +10.6 points</p> <p>37 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.7 points below standard</p> <p>Increased Significantly +18 points</p> <p>82 Students</p> | <p>Students with Disabilities</p> <p>Green</p> <p>18.9 points below standard</p> <p>Increased Significantly +22 points</p> <p>39 Students</p> |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| Less than 11 Students 4 Students |  No Performance Color 0 Students | 21.3 points above standard Increased +9.2 points 27 Students | 63 points above standard Increased Significantly +65.3 points 12 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 6.6 points below standard Increased +8.4 points 71 Students | 11.8 points above standard Decreased Significantly - 27.5 points 14 Students |  No Performance Color 0 Students |  Blue 48.2 points above standard Increased +14.4 points 101 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 50.5 points below standard Increased Significantly +18.2 points 26 Students | 29.4 points above standard Maintained +0.4 points 12 Students | 31.8 points above standard Increased +11.3 points 168 Students |

Conclusions based on this data:

1. Our All Students group scored 27.1 points above standard.
2. Our student group with greatest need for growth is our Students with Disabilities, scoring 18.9 points below standard.
3. Our Current English Learner group scored 50.5 points below standard while Reclassified English Learners performed at nearly same level as our English Only students.

School and Student Performance Data

Academic Performance English Learner Progress

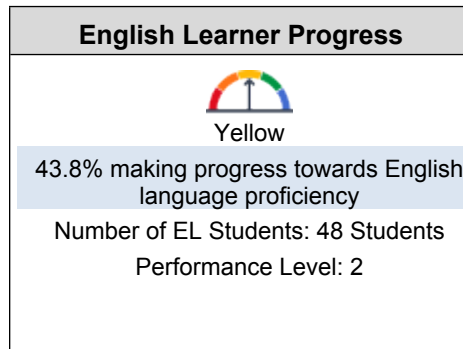
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 5 | 22 | 0 | 21 |

Conclusions based on this data:

1. Our English Learner students are making progress towards English language proficiency with 43.8% of the students progressing at least one level.
2. Forty-five point eight percent of our English Learner students maintained their level.
3. Ten point four percent decreased one level.

School and Student Performance Data

Academic Performance College/Career Report

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

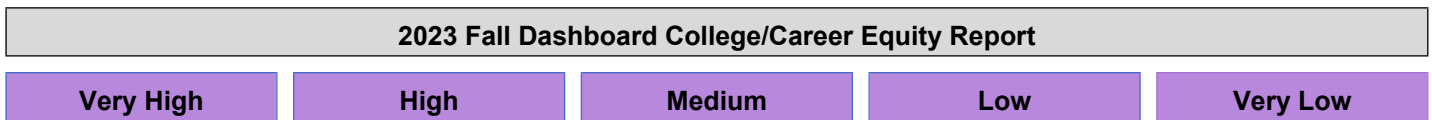
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

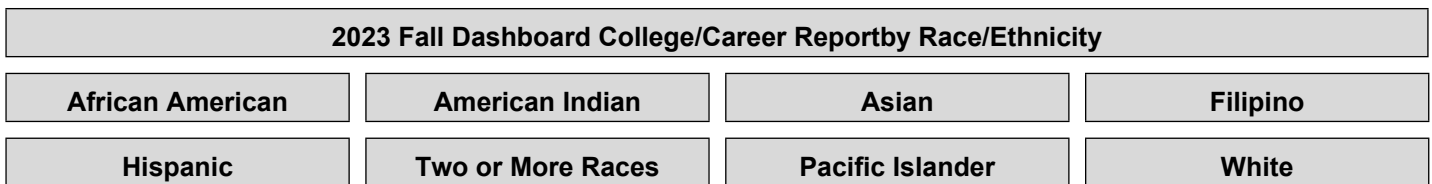
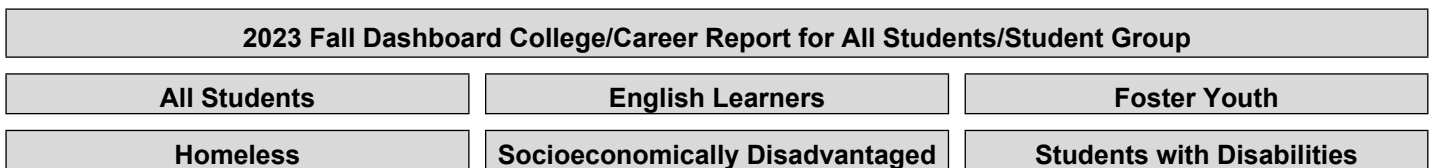
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

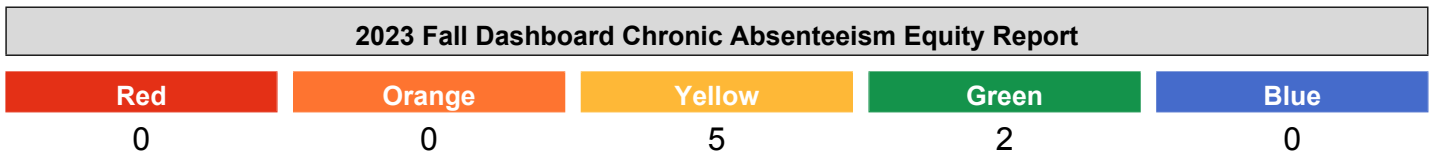
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Yellow</p> <p>17.1% Chronically Absent</p> <p>Declined Significantly -12.2</p> <p>508 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>18.1% Chronically Absent</p> <p>Declined -21</p> <p>72 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>16.1% Chronically Absent</p> <p>Declined Significantly -20.1</p> <p>168 Students</p> | <p>Students with Disabilities</p> <p>Yellow</p> <p>19.5% Chronically Absent</p> <p>Declined -10.4</p> <p>77 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| <p>18.2% Chronically Absent</p> <p>Declined -27.3</p> <p>11 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p></p> <p>Green</p> <p>9.3% Chronically Absent</p> <p>Declined -16.3</p> <p>54 Students</p> | <p>30.4% Chronically Absent</p> <p>Declined -8.9</p> <p>23 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p></p> <p>Yellow</p> <p>21.7% Chronically Absent</p> <p>Declined Significantly -12.4</p> <p>166 Students</p> | <p></p> <p>Green</p> <p>9.5% Chronically Absent</p> <p>Declined -21.9</p> <p>42 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p></p> <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined Significantly -7.5</p> <p>212 Students</p> |

Conclusions based on this data:

1. Chronic Absenteeism was highest for our Students with Disabilities.
2. Chronic Absenteeism was Very High for all reported categories.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

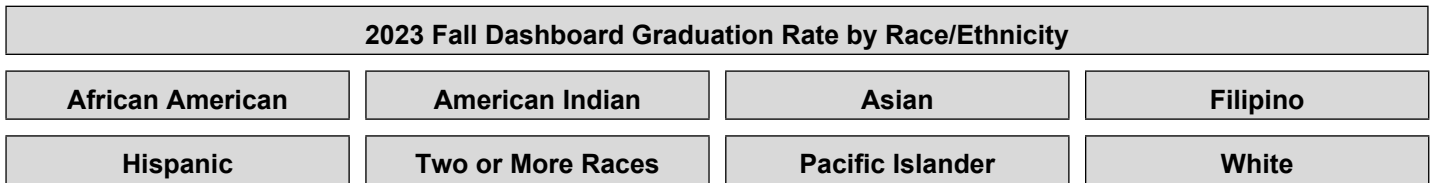
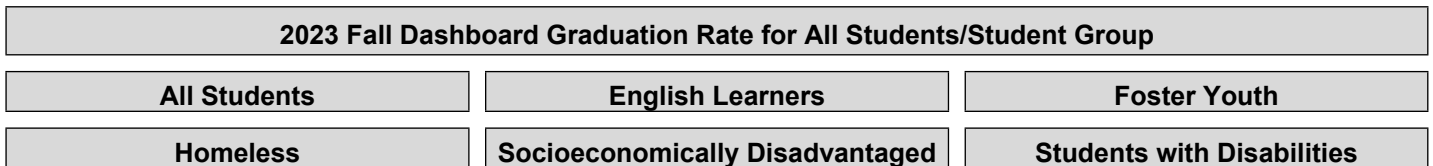
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

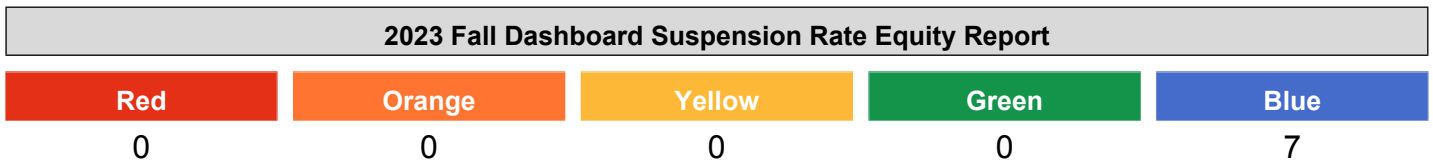
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained -0.2 513 Students</p> | <p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 73 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students 4 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students 5 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.6 172 Students</p> | <p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.1 77 Students</p> |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
| <p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 54 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.5 170 Students</p> | <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 42 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 213 Students</p> |

Conclusions based on this data:

1. Our suspension rate is very low with just one student suspension.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|--|--|
| CAASPP data | We will increase the percentage of students meeting or exceeding the standard in ELA by 3% from 67% to 70%. | We decreased the percentage of students meeting or exceeding the standard in ELA by 10% from 67% to 57%. |
| CAASPP data | We will increase the percentage of students meeting or exceeding the standard in math by 3% from 63% to 66%. | We decreased the percentage of students meeting or exceeding the standard in math by 5% from 63% to 58%. |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>ELA/ELD:</p> <p>We will continue our focus on Tier 1 instruction using Benchmark Advance. Soliday will be used daily in our classrooms to support reading development in grades K-5. Grade levels will participate in Professional Learning Communities (PLCs) using data from common assessments to group students for interventions and extensions as part of our Multi-Tiered Systems of Support (MTSS). Assessments will be completed 3 times per year, using EasyCBM, as well as ongoing progress monitoring using mid-cycle formative assessments. Teachers</p> | <p>Tier 1 instruction was a focus using Benchmark Advance; grade levels collaborated regularly for planning and assessment. Soliday has been integrated schoolwide. Our PLCs were very successful, as grade levels met throughout the year to support student learning. Formative assessments, using EasyCBM, were completed 3 times, per our District assessment calendar. With our focus on PLCs, the AVID strategy of inquiry was implemented in fourth and fifth grades. Our COST monitored students identified as needing support and connected them with services and/or</p> | <p>Intervention Specialist 2000-2999: Classified Personnel Salaries Title I 38,795</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 2,500</p> | <p>Intervention Specialist 2000-2999: Classified Personnel Salaries Title I 38,795</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 2,500</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>will continue to learn and apply Advancement Via Individual Determination (AVID) instructional strategies for implementation TK-5. The Coordination of Services Team (COST) will monitor the progress and performance of students, specifically our English Learners (ELs). ELs will receive designated instruction in English for 30 minutes daily from their classroom teacher. In accordance with the Every Student Succeeds Act (ESSA), we will provide Additional Targeted Support and Improvement (ATSI) to students identifying as Asian American or Two or More Races through our PLCs and COST.</p> | <p>interventions. ELs received 30 minutes of designated instruction in English daily.</p> | | |
| <p>Mathematics: We will continue our focus on Tier 1 instruction using Investigations3 and online supplement, Dreambox. We will continue to implement and refine Counting Collections with support from our math coaches for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will commit to a minimum of 45 minutes for TK/K and 60 minutes for grades 1-5 of math instruction daily, using Investigations3 and supplemental resources, including Dreambox. Teachers will continue to</p> | <p>Tier 1 instruction was a focus using Investigations3 and Dreambox; grade levels collaborated regularly for planning and assessment. We continued with Counting Collections and are fully implemented in grades TK-2. We met our daily commitment of instructional minutes at all grade levels. AVID strategies were implemented, especially in the area of organization. COST monitored the progress and performance of students identified as needing support. Integrated instruction in English continues to be an area of growth in math lessons as a support to our ELs.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>learn and apply Advancement Via Individual Determination (AVID) instructional strategies for implementation TK-5. The Coordination of Services Team (COST) will monitor the progress and performance of students. Integrated instruction in English will permeate math lessons in support of our ELs. In accordance with the Every Student Succeeds Act (ESSA), we will provide Additional Targeted Support and Improvement (ATSI) to students identifying as Asian American or Two or More Races through our PLCs and COST.</p> | | | |
| <p>Articulation: We will continue to improve articulation and collaboration amongst staff through PLCs and our Instructional Leadership Team (ILT). We will use ILT meetings to collaborate toward increasing the efficacy of PLCs. Our PLCs will oversee intervention and extension efforts focused on supporting our at-risk students, including ELs and Socioeconomically Disadvantaged student groups. In accordance with the Every Student Succeeds Act (ESSA), we will provide Additional Targeted Support and Improvement (ATSI) to students identifying as Asian American or Two or</p> | <p>Our grade level PLCs collaborated extensively to ensure all students received the support they needed through our What I Need (WIN) time, during our Universal Access (UA) blocks. ILT meetings were primarily focused on increasing the efficacy of PLCs, but also monitored Dreambox usage and collaborated on District writing assessments in the Spring.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---------------------------------------|----------------------------|--------------------------|----------------------------------|
| More Races through our PLCs and COST. | | | |

Analysis

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

Overall implementation of the strategies/activities was in close alignment with what was planned to be accomplished in the area of ELA/ELD, math, and articulation. We were efficient and deliberate in our work to improve student achievement through our PLCs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were not successful in achieving our goal. Our use of Dreambox will continue to be leveraged to support learning for all students. PLCs improved steadily throughout the year in terms of their efficiency and ability to meet the learning needs of students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An adjustment to the Title I Allocation in December 2023 resulted in an additional \$74,245 for the school site. Material differences between the Proposed Expenditures and Estimated Actual Expenditures are as follows: \$16,421 of budgeted \$25,000 was spent on timesheet allocation for staff to support intervention due to delay in start date and fewer teachers offering after school math intervention than anticipated. \$17,997 of budgeted \$14,515 was spent on chromebooks for kindergarten students to access online learning resources due to increased per unit cost. Budget of \$3,714 for ipads was reallocated toward expense of chromebooks. \$7,858 of budgeted \$15,000 was spent on teacher release days for grade level collaboration due to an adjustment in the number of days per grade level allocated due to scheduling and teacher availability. \$11,799 of budgeted \$12,341 was spent on intervention materials and curriculum.

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

As a result of this analysis, changes have been made to the strategies/activities and can be found in the Goals, Strategies, and Proposed Expenditures section of this SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| EduClimber, Healthy Kids Survey, Panorama Survey, Positive Behavioral Interventions and Supports (PBIS) documents | We will continue to promote clear expectations and positive reinforcement of student behavior, inclusiveness, and cultural diversity appreciation. We will maintain the number of major behavior referrals to less than 75 and decrease minor behaviors to less than 250. We will have a focus on eliminating hate and vulgar language, as well as profanity. | We have supported students with social-emotional strategies through the implementation of Choose Love, Mindfulness Room and tools, use of refocus room, and check-in/check-out with a designated adult. We received California PBIS Coalition Silver Award Recognition in 2021, 2022 and Gold Award Recognition in 2023 and 2024 for our implementation of PBIS in support of students, as part of our Multi-Tiered Systems of Support (MTSS). Data indicated 98 major behavior referrals and 486 minor behavior referrals. We continued to promote clear expectations and positive reinforcement of student behavior, inclusiveness, and cultural diversity appreciation both at the classroom level and whole school. |
| Suspension Data | Alternatives to suspension will continue to be used as a means for providing a safe and orderly learning environment for all students whenever possible; suspension may be enlisted as a means to ensure safety on our campus. | We used alternatives to suspension regularly throughout the school year, including instructional discipline, restorative practices, and partnerships with families. |
| Annual attendance rate/chronic absenteeism | We will decrease the percentage of students classified as chronically absent at less than 2%, while maintaining an average daily attendance rate of 95% or higher. | 13.6% chronically absent and 94% average daily attendance. |
| Physical Fitness Activity Logs Physical Fitness Test (PFT) | Our ongoing goal, as measured by the PFT, is to have all fifth grade students participate. | 100% of our students participated in the PFT. |

Strategies/Activities for Goal 2

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>PBIS, Choose Love - Respectful and Inclusive Environment for All Students:</p> <p>The social-emotional curriculum, Choose Love, will continue to be implemented across all grade levels. Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented regularly to support students through explicit teaching of expectations and positive reinforcement of behavior. Our schoolwide focus is to be scholarly, trustworthy, accepting, and responsible; students are recognized at our weekly assemblies for demonstrating these areas of focus and being a Stingray Star. Conflict resolution, coping strategies, and social skills training will be provided for our students in need of support meeting behavior expectations through Kid Connection and individual support with our PBIS instructional assistant. Our teachers will continue with mindfulness with a focus on breathing techniques and an awareness of how the brain works to monitor both body and emotions.</p> | <p>Choose Love has been implemented on a continued basis. PBIS is established and staff explicitly taught/reinforced expectations. School wide focus was maintained weekly through our Wednesday morning meetings. Kid Connection was utilized for students to support their social and behavioral needs. Mindfulness and breathing techniques continued as a strategy for monitoring and controlling emotional responses.</p> | <p>Kid Connection 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11,054</p> <p>Kid Connection 2000-2999: Classified Personnel Salaries Title I 535</p> <p>Instructional Assistant to Support PBIS 2000-2999: Classified Personnel Salaries LCFF - Supplemental 31,876</p> | <p>Kid Connection 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11,054</p> <p>Kid Connection 2000-2999: Classified Personnel Salaries Title I 535</p> <p>Instructional Assistant to Support PBIS 2000-2999: Classified Personnel Salaries LCFF - Supplemental 31,876</p> |
| <p>Suspensions:</p> <p>We will utilize alternatives to suspension as part of our overall approach to student discipline, as we explicitly teach and reinforce behavioral</p> | <p>Alternatives to suspension were leveraged with a focus on instructional discipline and student reflection. PBIS implementation continued; we were awarded with Gold Recognition.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>expectations with a focus on the development of self-discipline. We will continue to explore alternatives to suspension including student mediation, use of discipline as a means to educate, and restorative justice, coupled with Choose Love to provide our students the skills, strategies, and tools necessary to contribute meaningfully toward a positive learning environment. We will continue PBIS implementation as part of our overall development and commitment to Multi-Tiered Systems of Support (MTSS).</p> | | | |
| <p>Attendance/Chronic Absenteeism/Pupil Engagement:</p> <p>Monitor monthly attendance rates and students classified as chronically absent in partnership with our Child Welfare and Attendance (CWA) Specialist to establish support and interventions. We will focus specifically on our students identifying as Asian American or Two or More Races, in accordance with the Every Student Succeeds Act (ESSA), and provide Additional Targeted Support and Improvement (ATSI) through Coordination of Service Team (COST). Participate in regularly scheduled meetings between Office Specialist, Administrator, and CWA</p> | <p>CWA and office specialist monitored student attendance to intervene and offer support to students and their families. Parent outreach and home visits were utilized by our CWA. Both School Attendance Review Team (SART) and School Attendance Review Board (SARB) meetings were held by our CWA this year to support students.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>to target at-risk students and arrange School Attendance Review Team (SART) meetings, as appropriate. Truancy letters and phone calls with families regarding issues of truancy and non-attendance will be provided in a timely manner. Referral to Student Attendance Review Board (SARB), as necessary.</p> | | | |
| <p>Physical Fitness: Increase aerobic exercise of students through weekly walk and run club, schoolwide through partnership and support of our Parent Teacher Organization (PTO). Teachers will incorporate Physical Education (PE) games to improve skills and interest in being physically fit as part of a comprehensive approach to strength and flexibility development. We will add to our existing PE equipment through a partnership with our PTO and have dedicated a classroom for storage/organization.</p> | <p>Running Club was a tremendous success again this year. Teachers utilized games and physical activities with consistency as part of an overall approach to physical fitness for students. Our PTO funded PE equipment, which we have made available to staff in our dedicated PE classroom.</p> | | |

Analysis

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

Overall implementation of the strategies/activities was in close alignment with what was planned to be accomplished. This year we were able to conduct SART and SARB meetings, as COVID-19 absences did not impact attendance and this supportive outreach could be fully leveraged. Our staff is highly trained and diligent in documenting behaviors not in alignment with our established expectations; this resulted in an increase in both referrals for major and minor behaviors, which allowed for increased opportunities to positively support our students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities were successful as we earned Gold Recognition for our work with PBIS.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no materials differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

As a result of this analysis, changes have been made to the strategies/activities and can be found in the Goals, Strategies, and Proposed Expenditures section of this SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------------------|--|---|
| Blackboard communication and webpage | We will continue to partner with our PTO with a goal of supporting other elementary sites in our District in implementing Abilities Awareness Week to emphasize a culture of inclusiveness, respect, and compassion. | We maintained our partnership with our PTO and continue to have a goal to implement Abilities Awareness Week at other school sites. Outreach to all school site PTOs was made by our PTO and information shared. Our PTO rep shared willingness to support, train, and/or model the program for any interested sites. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>Enhance parent and community engagement and communication:</p> <p>We will regularly communicate with parents regarding opportunities to be involved and support student learning including: School Site Council (SSC), Choose Love Parent Resources, field trips, and Family Counting Night. Ongoing planning and coordination with our PTO will continue. Support our PTO's efforts to share our Abilities Awareness Week implementation model with other interested elementary sites.</p> | <p>Regular communication with parents was maintained through SSC, field trips, principal newsletters, webpage, and PTO meetings. Our science specialists also hosted their own Family Science Night with strong partnership/involvement from community based organizations and volunteers.</p> | <p>Materials and supplies for parent education nights 4000-4999: Books And Supplies Title I 350</p> <p>Substitute costs to release teacher for ELAC meetings with parents during the school day 5000-5999: Services And Other Operating Expenditures Title I 366</p> | <p>Materials and supplies for parent education nights 4000-4999: Books And Supplies Title I 0</p> <p>Substitute costs to release teacher for ELAC meetings with parents during the school day 5000-5999: Services And Other Operating Expenditures Title I 750</p> |

Analysis

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

Overall implementation of the strategies/activities was in close alignment with was planned to be accomplished.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our PTO, families, and community remain actively engaged and informed at Jackson Avenue. Our Abilities Awareness Week was successful, however interest from other school sites to implement has not been realized.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Funding of substitutes to release English Learner (EL) liaison from classroom to plan and facilitate English Learner Advisory Committee (ELAC) meetings increased to three days in an effort to increase parent attendance. Materials and supplies were not needed for any parent education nights.

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

As a result of this analysis, changes have been made to the strategies/activities and can be found in the Goals, Strategies, and Proposed Expenditures section of this SPSA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Basis for this Goal

Smarter Balance Assessment
District Writing Assessment
ELPAC
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---|--|
| CAASPP data | 2024 CAASPP data indicated 57% of students met or exceeded the standard in ELA. | We will increase the percentage of students meeting or exceeding the standard in ELA by 3% from 57% to 60%. |
| CAASPP data | 2024 CAASPP data indicated 58% of students met or exceeded the standards in math. | We will increase the percentage of students meeting or exceeding the standard in math by 3% from 58% to 61%. |

Planned Strategies/Activities

Strategy/Activity 1

ELA/ELD:

We will continue our focus on Tier 1 instruction using Benchmark Advance. Supplemental phonics instruction (Heggerty TK, UFLI K-1, Sonday 2-5) will be used daily in our classrooms to support reading development. Grade levels will participate in Professional Learning Communities (PLCs) using data from common assessments to group students for interventions and extensions as part of our Multi-Tiered Systems of Support (MTSS). Assessments will be completed 3 times per year, using EasyCBM, as well as ongoing progress monitoring using mid-cycle formative assessments. Writing will be targeted for improvement through professional development. The Coordination of Services Team (COST) will monitor the progress and performance of students, including our English Learners (ELs). ELs will receive designated instruction in English for 30 minutes daily from their classroom teacher. Lexia will be used by ELs for 45 minutes per week in grades K-2 and 60 minutes per week in grades 3-5. Teachers will monitor Lexia dashboard for 80% proficiency or higher on units and provide intervention to students not meeting proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2,500 |
| Source | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Timesheet of additional hours for intervention specialist to support reading and writing intervention |
| Amount | 63,680 |
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Intervention materials, ipads, student planners |
| Amount | 2,500 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Professional Development |

Strategy/Activity 2

Mathematics:

We will continue our focus on Tier 1 instruction using Investigations3 and online supplement, Dreambox. We will continue to implement and refine Counting Collections with support from our math coaches for Transitional Kindergarten (TK), Kindergarten (K), first, and second grade classrooms to develop greater number sense for our youngest learners. We will commit to a minimum of 45 minutes for TK/K and 70 minutes for grades 1-5 of math instruction daily, using Investigations3 and supplemental resources, including Dreambox. Number sense will be a targeted area for small group intervention. The Coordination of Services Team (COST) will monitor the progress and performance of students. Integrated instruction in English will permeate math lessons in support of our ELs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Articulation:

We will continue to improve articulation and collaboration amongst staff through PLCs and our Instructional Leadership Team (ILT). We will use ILT meetings to collaborate toward increasing the efficacy of PLCs. Our PLCs will oversee intervention and extension efforts focused on supporting our at-promise students, including ELs and Socioeconomically Disadvantaged student groups.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Basis for this Goal

Fitnessgram – Grade 5
 Social/emotional survey– Grade 4,5
 Annual attendance rate/chronic absenteeism
 Suspension rate
 Other local measures

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| EduClimber, Healthy Kids Survey, Panorama Survey, Positive Behavioral Interventions and Supports (PBIS) documents | We have supported students with social-emotional strategies through the implementation of Choose Love, Mindfulness Room and tools, use of refocus room, and check-in/check-out with a designated adult. We received California PBIS Coalition Silver Award Recognition in 2021, 2022 and Gold Award Recognition in 2023 and 2024 for our implementation of PBIS in support of students, as part of our Multi-Tiered Systems of Support (MTSS). Data indicated 98 major behavior referrals and 486 minor behavior referrals. We continued to promote clear expectations and positive reinforcement of student behavior, inclusiveness, and cultural diversity appreciation both at the classroom level and whole school. | We will continue to promote clear expectations and positive reinforcement of student behavior, inclusiveness, and cultural diversity appreciation. We will decrease the number of major behavior referrals to less than 75 and maintain the number of minor behavior referrals to less than 500. We will have a focus on eliminating hate and vulgar language, as well as profanity. Additionally, we will target decreasing minor physical contact and aggression through PBIS. |
| Suspension Data | There were five suspensions in the 2023-2024 school year. | Alternatives to suspension will continue to be used as a means for providing a safe and orderly learning environment for all students whenever possible; suspension may be enlisted as a means to ensure safety on our campus. |
| Annual attendance rate/chronic absenteeism | Our percentage of students classified as chronically absent was 13.6 %, while our average daily attendance rate was 94%. | We will decrease the percentage of students classified as chronically absent to less than 2%, while maintaining an average daily attendance rate of 95% or higher. |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| Physical Fitness Activity Logs Physical Fitness Test | We had 100% of our fifth grade students participate in the PFT. | Our ongoing goal, as measured by the PFT, is to have all fifth grade students participate. |

Planned Strategies/Activities

Strategy/Activity 1

PBIS - Respectful and Inclusive Environment for All Students:

Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented regularly to support students through explicit teaching of expectations and positive reinforcement of behavior. Our schoolwide focus is to be scholarly, trustworthy, accepting, and responsible; students are recognized at our weekly assemblies for demonstrating these areas of focus and being a Stingray Star. Conflict resolution, coping strategies, and social skills training will be provided for our students in need of support meeting behavior expectations through Kid Connection. Our teachers will continue with mindfulness with a focus on breathing techniques and an awareness of how the brain works to monitor both body and emotions.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Suspensions:

We will utilize alternatives to suspension as part of our overall approach to student discipline, as we explicitly teach and reinforce behavioral expectations with a focus on the development of self-discipline. We will continue to explore alternatives to suspension including student mediation, use of discipline as a means to educate, and restorative justice, coupled with Choose Love to provide our students the skills, strategies, and tools necessary to contribute meaningfully toward a positive learning environment. We will continue PBIS implementation as part of our overall development and commitment to Multi-Tiered Systems of Support (MTSS).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Attendance/Chronic Absenteeism/Pupil Engagement:

Monitor monthly attendance rates and students classified as chronically absent in partnership with our Child Welfare and Attendance (CWA) Specialist to establish support and interventions. We will focus specifically on our students identifying as Asian American or Two or More Races, in accordance with the Every Student Succeeds Act (ESSA), and provide Additional Targeted Support and Improvement (ATSI) through Coordination of Service Team (COST). Participate in regularly scheduled meetings between Office Specialist, Administrator, and CWA to target at-risk students and arrange School Attendance Review Team (SART) meetings, as appropriate. Truancy letters and phone calls with families regarding issues of truancy and non-attendance will be provided in a timely manner. Referral to Student Attendance Review Board (SARB), as necessary.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Physical Fitness:

Increase aerobic exercise of students through weekly walk and run club, schoolwide through partnership and support of our Parent Teacher Organization (PTO). Teachers will incorporate Physical Education (PE) games to improve skills and interest in being physically fit as part of a comprehensive approach to strength and flexibility development. We will add to our existing PE equipment through a partnership with our PTO and have dedicated a classroom for storage/organization.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing online communication
Parent participation in site committees
Other local measures

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------------|---|--|
| Finalsite communication and webpage | We continued to utilize our webpage and mass notification via both email and text to maintain our communication efforts with parents and the community. A monthly update from the principal was posted on our webpage and emailed to families, as well. In partnership with our Parent Teacher Organization (PTO), we supported parent/family involvement with a Halloween Parade, conferences, Book Fair, field trips with parent chaperones, Abilities Awareness Week, and Spring Carnival. | We will continue to partner with our PTO with a goal of supporting other elementary sites in our District in implementing Abilities Awareness Week to emphasize a culture of inclusiveness, respect, and compassion. |

Planned Strategies/Activities

Strategy/Activity 1

Enhance parent and community engagement and communication:

We will regularly communicate with parents regarding opportunities to be involved and support student learning including: School Site Council (SSC), Choose Love Parent Resources, field trips, and Family Counting Night. Ongoing planning and coordination with our PTO will continue. Support our PTO's efforts to share our Abilities Awareness Week implementation model with other interested elementary sites.

Students to be Served by this Strategy/Activity

All students

Timeline

8/13/2024 – 5/29/2025

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 350 |
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials and supplies for parent education nights |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|-----------|
| Total Funds Provided to the School Through the Consolidated Application | \$69,105 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 69,030.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|--|----------|-----------|
| Discretionary | \$45,635 | 45,635.00 |
| Title I | \$66,530 | 0.00 |
| Title II Part A: Improving Teacher Quality | \$2,575 | 75.00 |
| Other | \$9,270 | 9,270.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|-----------|
| | 0.00 |
| Title I | 66,530.00 |
| Title II Part A: Improving Teacher Quality | 2,500.00 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- n/a Secondary Students

| Name of Members | Role |
|---------------------|----------------------------|
| Alek Butler | Parent or Community Member |
| Gabrielle Carpenter | Parent or Community Member |
| Jason Cruz | Parent or Community Member |
| Nicole Tovar | Parent or Community Member |
| Danielle Tremain | Parent or Community Member |
| Holly Hamilton | Classroom Teacher |
| Elizabeth Price | Classroom Teacher |
| Tina Weetman | Classroom Teacher |
| Teresa Chan | Other School Staff |
| Tom Jones | Principal |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 22, 2024.

Attested:



Principal, Tom Jones on October 22, 2024



SSC Chairperson, Nicole Tovar on October 22, 2024

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025 State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$84,562

Title II, Part A, Supporting Effective Instruction:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$92,858

Title III, Language Instruction for English Learners (EL):

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

Title III, Language Instruction for Immigrant Students

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

Title IV, Part A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$66,107

Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

| Federal Programs | | Allocation |
|---|--|-------------------|
| X | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$66,530 |
| X | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$2,575 |
| Total amount of federal categorical funds allocated to this school | | \$69,105 |

| State Programs | | Allocation |
|---|--|-------------------|
| X | Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups | \$45,635 |
| X | Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth | \$ |
| Total amount of federal categorical funds allocated to this school | | \$69,105 |

| Local Funding | | |
|----------------------|--|---------|
| X | Technology Funds – Local Parcel Tax | \$9,270 |

Appendix F

School Site: Jackson Avenue Elementary School LVJUSD Site Allocation Plan for Title I

\$approx \$66,530 Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

| Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students | Timeline/ Accountability | Person(s) Responsible | Estimated Cost |
|--|--------------------------|---------------------------------------|--|
| High quality, supplemental direct language, reading and writing instruction: Timesheet allocation for intervention specialist to support reading and writing intervention | August-May | Principal and Intervention Specialist | \$2,500 |
| Supplemental materials, computers, software, books, supplies may be purchased: 21 iPads for kindergarten students to access online learning resources through apps Student planners for second- through fifth-grade students to support organization Intervention materials to support reading, writing, and math development | August - May | Principal | \$8,666 (\$412.65 per unit) \$1,571 \$53,443 |
| Staff Development and Professional Collaboration, training costs, substitute costs: | | | |
| Parental Involvement: Materials and supplies for parent education sessions. | August-May | Principal | \$350 |
| Total: | | | \$66,530 |

Appendix G: Title I School-Level Parental Involvement Policy Jackson Avenue Elementary School, Livermore, CA

Jackson Avenue Elementary School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title 1 Program at Jackson Avenue School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the right of parents to be involved in the Title 1 program.

- Advertised through flyers, phone calls, website
- Held every fall

The school offers a flexible number of meetings for Title 1 parents, such as meetings in the morning or evening.

- Annual meetings are held in the evening
- Information meetings are held in the evening

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy.

- School Site Council (SSC) meetings

The school provides parents of Title I students with timely information about Title I programs.

- Monthly school newsletters
- Teacher newsletters

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Back to School nights
- SSC meetings
- English Learner Advisory Committee (ELAC) meetings
- Parent Teacher Organization (PTO) meetings

School-Parent Compact

School-Parent Compact is distributed to all parents of Title I students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the student, family and school community will partner to help children achieve the State's high academic standards to contribute and thrive in the 21st Century. It addresses the following legally-required items, as well as other items suggested by School Site Council.

- The student agreement includes attending school, listening, participating, completing work, and demonstrating respect.
- The family agreement includes ensuring students attend school, supporting school policies, establishing routines for homework and communication.
- The school community agreement includes providing a safe and positive learning environment, meaningful and high quality instruction, participating in professional development, communicating regularly with families, and respecting school, students, families, and community members.
- Jackson Avenue School has developed a written Title I Parental Involvement Policy with input from Title I parents which was developed and revised during SSC meetings. The compact has been distributed to parents at Back to School Night and is signed by student, parent, teacher, and administrator.

Building Capacity for Involvement

Jackson Avenue School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Back-to-School Night
- Goal setting conferences

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Goal setting conferences
- Parent informational nights

Training for parents to learn how to access online communication such as: school messaging, grade reports, classroom, and school websites with the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.

- Jackson Avenue School Leadership Team
- Shared professional readings

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource center, to encourage and support parents in more fully participating in the education of their children.

- ELAC Committee meetings
- Community Liaison

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- All schoolwide communication is translated into Spanish.
- Schoolwide phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed.
- Flyers are posted in both English and Spanish.

The school provides support for parental involvement activities requested by Title I parents.

- Homework Club
- Family Counting Night

Accessibility

Jackson Avenue School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All schoolwide communication is translated into Spanish.
- Schoolwide phone calls are made in English and Spanish.
- All meetings are translated into Spanish, as needed
- Peachjar communications are posted in both English and Spanish.

Appendix H

Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:

PROGRAM DESCRIPTION:

Parcel Tax money is intended for classroom technology that we would not otherwise be able to purchase, maintain, and repair.

Our District is now 1:1 for Chromebooks to students as part of our commitment to providing students the technology needed to support learning both in and out of the classroom. Our focus is on purchasing touchscreen chromebooks for table group use in our science labs as supports to student learning. We also fund a copy contract with our District vendor to maintain our copying machine for instructional materials.

We have our District Elementary Technology Specialists who work one-on-one with teachers, as well as pushing into classrooms to support teachers on expanding the use of technology in their teaching to support student learning.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2024-25

Elementary School Name: Jackson Avenue Elementary Date 9-16-2024 English Learner Liaison: Holly Hamilton

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

| Grade | Teacher | Proficiency Levels taught by this teacher (Em, Ex, Br) | Time Frame of ELA block (D-ELD will occur within this block) | Time Frame of Writing block (only if D-ELD will be taught during this time as well) |
|--------|---------------|--|---|---|
| K | Jones | 1 | 8:25-8:55 M,T,TH,F 11:00-11:30 W | |
| | Saindon | 1,2 | 8:25-8:55 M,T,TH,F 11:00-11:30 W | |
| | Temores | 1,2 | 8:30-8:45 and 12:15-12:30 M,F and 10:15-10:45 T, TH 8:50-9:05,12:15-12:30 W | |
| First | Hamilton | 1 | 12:15-12:45 M,W,F 1:30-2:00 T,TH | |
| | Juan | 3 | 12:15-12:45 M,W,F 1:05-1:35 T,TH | |
| | Main | 2 | 12:15-12:45 M-F | |
| Second | Howser | 2 | 8:30-9:00 M,T,TH,F 9:30-10:00 W | |
| | Price | 1 | 12:35-1:05 M-F | |
| | Sanders/Smith | 1 | 8:45-9:15 M,T,TH,F 11:10-11:40 W | |
| Third | Betando | 1,2 | 2:05-2:35 M,T,TH,F 9:00-9:30 W | |

| Grade | Teacher | Proficiency Levels taught by this teacher (Em, Ex, Br) | Time Frame of ELA block (D-ELD will occur within this block) | Time Frame of Writing block (only if D-ELD will be taught during this time as well) |
|--------------|----------------|---|---|--|
| | Gnecco | 2,3 | 2:05-2:35 M,T,TH,F 9:45-10:15 W | |
| | Harding | 3,4 | 2:05-2:35 M,T,TH,F 9:45-10:15 W | |
| Fourth | Bonaventure | 3 | 2:20-2:50 M,T,TH 10:05-10:35 W 8:35-9:05 F | |
| | Heskett | 1,2 | 2:20-2:50 M,T,TH 10:05-10:35 W 8:35-9:05 F | |
| | Linford | 1,2 | 2:20-2:50 M,T,TH 10:05-10:35 W 8:35-9:05 F | |
| Fifth | Clappin | 1,3,4 (small group staggered with Lexia on opposite days) | 2:05-2:35 M,T,TH,F 11:45-12:15 W | |
| | Del Rio | 2 | 2:05-2:35 M,T,TH,F 11:45-12:15 W | |
| | Fetterman | 3,4 | 2:05-2:35 M,T,TH,F 11:45-12:15 W | |

Appendix J

2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

| | | |
|---|---|--|
| <p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p> | <p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p> | <p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p> |
|---|---|--|



| Date | Person(s) Responsible | Task/Date | Funding Source |
|-----------------|---------------------------------|--|---------------------------------------|
| August – June | ASES staff | 1. Support and track homework completion | ASES funds LCAP Supplemental funds |
| September - May | ASES staff and school day staff | 2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment. | |

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.