


Jackson Elementary

10621666006308

Principal's Name: Karina Stenfort

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances


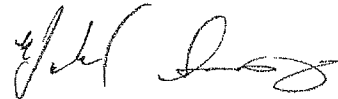
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Karina Stenfort	X				
2. Chairperson - Yolanda Suarez				X	
3. Margarita Ortega		X			
4. Audrey Spenrath		X			
5. Mary Hodges		X			
6. Lee Vang			X		
7. Rosalie Vasquez				X	
8. Gilberto Carrillo				X	
9. Gardelia Cabrera				X	
10. Heidi White				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Karina Stenfort		3/27/17
SSC Chairperson	Yolanda Suarez		03-27-2017

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$31,617 *
7090	LCFF Supplemental & Concentration	\$112,142
7091	LCFF for English Learners	\$55,626
		<hr/>
TOTAL 2017/18 ON-SITE ALLOCATION		\$199,385

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$594
Remaining Title I funds are at the discretion of the School Site Council	\$31,023
Total Title I Allocation	<hr/> \$31,617

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	24/68	N/A ³	22.94%	30.60%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	27/68	N/A ³	12.99%	22.84%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	11/66	N/A ³	28.85%	40.35%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	43/68	0.00% ⁴	54.39%	55.59%	44.36%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	33/63	N/A ⁶	19.67%	35.71%	2.33%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	31/63	N/A ⁶	50.82%	57.14%	6.98%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	23/67	N/A ⁷	N/A ⁷	23.85%	34.81%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	15/67	N/A ⁸	N/A ⁸	28.00%	33.55%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	32/68	16.46%	24.72%	16.77%	12.50%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	14/68*	24.59%	31.01%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	20/68	31.39%	32.84%	38.81%	33.83%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	35/68	94.50%	94.70%	95.03%	95.24%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	30/69	14.42%	13.89%	14.85%	14.56%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	54/68	N/A ¹⁰	N/A ¹⁰	45.89%	37.94%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	7.09%	0.00%	0.00%	0.24%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	11/68	7.09%	7.41%	2.77%	1.42%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	55/67	18.54%	25.93%	23.73%	26.07%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	22/68	N/A ¹³	N/A ¹³	73.36%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	23/69	N/A ¹³	N/A ¹³	67.49%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	60/68	N/A ¹³	N/A ¹³	52.94%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	15/68	N/A ¹³	N/A ¹³	74.69%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: karina.stenfort - 03/07/2017

Save

Jackson Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	California Teaching Fellows Foundation
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	A-Z Reading
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	Achieve 3000
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement comprehensive reading support instruction with an emphasis on guided reading and the blended learning components of online reading programs such as Achieve3000, iReady and Lexia for all students. Teachers will also work within their accountable communities to identify essential learnings in each grade level which will be supported through this comprehensive approach and create and administer common formative assessments to help monitor growth. Teachers will also continue to implement and refine school wide reading comprehension strategies from the CORE Six book and ongoing professional development in the areas of reading/language arts, language development, professional learning communities and any other area that enhances literacy development through various organizations including Cullinan and Solution Tree. Teachers will also utilize release time when necessary to conduct peer observations, attend professional development and/or assess students in reading. Supplemental pay will also be utilized to maintain technology to ensure the reading programs run smoothly and provide assistance with any other troubleshooting issues.

SMART Goals

By the end of May 2018, the percentage of students meeting or exceeding the grade level standards on SBAC ELA will increase from 30.6% to 35.6%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Student progress towards this goal will be monitored with multiple measures including:

- ELA Interim Assessments
- BAS
- DRP
- KAIG
- BPST/DIBELS
- AC Common formative Assessments
- Running Records
- Computer Program Reports (Achieve3000, iReady, Lexia)

Explain the Targeted Actions for Parent Involvement (required by Title I):

Each teacher will meet with parents during parent conferences and on an as-needed basis to review each students' reading levels and scores and to share strategies and resources that could be implemented at home to support student learning. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext. Overall school progress in this area and all these assessments will be presented to parents in various meetings such as School Site Council and ELAC.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students in grades K-6 will receive tailored reading instruction based on their needs provided by their teacher within a 45 minute session with an array of instructional materials that include leveled readers and Time for Kids magazines. Teaching Fellows will also assist with literacy instruction during the session for grades 1st-6th and a paraprofessional will assist with literacy instruction in Kindergarten. Teachers will also receive release time to attend follow up professional development and to assess students with BAS. Students will also receive incentives such as medals, trophies, certificates and special celebrations to celebrate success throughout the school year.

Owner(s):

- Teachers
- TSA
- Teaching Fellows
- Principal
- Vice Principal

Timeline:

Teachers will implement the reading program on a daily basis.

The effectiveness of the reading support will be monitored monthly by both teachers and TSA in collaboration with administration.

All K-2 students will be BAS/BPST tested three times a year (Aug, Dec, and May) by classroom teachers.

ACs will develop and administer multiple common formative assessments quarterly and analyze results in collaboration with administration.

All other assessments will be administer as per the district testing calendar and analyze results in collaboration with administration.

Describe Related Professional Learning:

All staff will participate in ongoing professional development in the continued implementation of guided reading, the implementation of the online reading programs and any other resources utilized for the development of literacy. This includes the deconstruction of grade level standards to create clarity on essential learnings and the development of common formative assesments as well as working in professional learning communities.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive reading instruction tailored specifically to meet their needs during this comprehensive reading support instruction block. In addition to tailored instruction, students will utilize online reading programs that will adapt to their levels to increase reading comprehension and aide students in being technology literate as well. Students will also have access to additional resources such as leveled readers and Time for Kids Magazines and any other materials necessary to develop their skills in reading.

Jackson Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher-Substitute	\$ 8,717.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Computer Support (Cordray)	\$ 2,530.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies (7090)	\$ 12,443.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies (7091)	\$ 3,728.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows (4)	\$ 17,500.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows (4)	\$ 17,500.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies (3010)	\$ 6,606.00
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Cullinan	Learning Tree, Cullinan & Others.	\$ 5,000.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			*Other*	Learning Tree, Cullinan & Others.	\$ 7,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology (7090)	\$ 9,000.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology (7091)	\$ 3,000.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Achieve 3000	\$ 15,000.00
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Curriculum Assoc, LLC (iReady)	iReady.	\$ 3,900.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Copier Lease	\$ 2,600.00
1	1	Sup & Conc	Instruction	Books & Other Reference			Time for Kids	Time for Kids.	\$ 2,000.00
1	1	Sup & Conc	Instruction	Books & Other Reference			A-Z Reading	A-Z Reading	\$ 1,425.00
1	1	Sup & Conc	Instruction	Books & Other Reference			Lexia Core5	Lexia Core5	\$ 2,500.00
								Total	\$ 120,449.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	Cullinan
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	DIBELS, University of Oregon
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	30.6	35.6	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement a comprehensive and systematic reading intervention approach for all students who are either not meeting, are approaching or possibly exceeding grade level standards in reading/language arts based on multiple measures. An intervention team consisting of a certificated tutor, the SPED team, and the TSA will work in collaboration with teacher grade level teams, to provide students with reading intervention based on student needs and their progress towards essential learnings. Team will receive professional development in literacy development, guided reading and other reading strategies from various organizations including Cullinan and also in the implementation of the intervention curriculum from the Guaranteed and Viable Curriculum (Wonders).

SMART Goals

By the end of May 2018, the percentage of students meeting or exceeding the grade level standards on SBAC ELA will increase from 30.6% to 35.6%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

The team will monitor student learning utilizing multiple measures including:

- ELA Interim Assessments
- BAS
- DRP
- KAIG
- BPST/DIBELS
- AC Created Common formative Assessments
- Running Records
- Computer Program Reports (Achieve3000, iReady, Lexia)

Explain the Targeted Actions for Parent Involvement (required by Title I):

Each teacher will meet with parents during parent conferences and on an as-needed basis to review each students' reading levels and scores and to share strategies and resources that could be implemented at home to support student learning. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext. Overall school progress in this area and all these assessments will be presented to parents in various meetings such as School Site Council and ELAC.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students in grades K-6 will receive reading intervention provided by their teacher and/or the intervention team (the certificated tutor, TSA and SPED team) within a 45 minute session with an array of instructional materials and strategies that include guided reading, Orton Gillingham, Wonders Intervention, leveled readers and Time for Kids magazines. Teachers will also receive release time to attend follow up professional development and to assess students with BAS if necessary. Students will also receive incentives such as medals, trophies, certificates and special celebrations to celebrate success throughout the school year.

Owner(s):

Certificated Tutor
TSA
SPED Team
Teachers
Administrators

Timeline:

Teachers will implement the reading intervention on a daily basis.

The effectiveness of the intervention will be monitored monthly by the entire team in collaboration with administration.

All students receiving reading intervention for not meeting grade level standards will receive the DIBELS assessment by the team on a weekly basis to monitor progress.

All will be K-2 students will be BAS/BPST tested three times a year (Aug, Dec, and May) by classroom teachers.

ACs will develop and administer multiple common formative assessments quarterly and analyze results in collaboration with administration.

All other assessments will be administer as per the district testing calendar and analyze results in collaboration with administration.

Describe Related Professional Learning:

The intervention team will participate in ongoing professional development in the continued implementation of guided reading and other strategies specifically tailored to acquisition of literacy such as the Orton Gillingham program and any other research based strategies necessary for literacy development based on student needs. This includes the deconstruction of grade level standards to create clarity on essential learnings and the development of common formative assessments as well as working in professional learning communities, and further professional development in utilizing resources already in place such as the adopted curriculum (Wonders)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive reading intervention tailored specifically to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade level standards. In addition to this tailored intervention, students will utilize online reading programs that will adapt to their levels to increase reading comprehension and aide students in being technology literate as well. Students will also have access to additional resources such as leveled readers and Time for Kids Magazines and any other materials necessary to develop their skills in reading.

Jackson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750				\$ 10,006.00
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875		Certificated Tutor		\$ 17,055.00
2	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		Certificated Tutor		\$ 17,055.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts.		\$ 1,185.00
2	1	Sup & Conc	Instruction	Books & Other Reference			DIBELS, University of Oregon	DIBELS		\$ 441.00
									Total	\$ 45,742.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	22.8	27.8	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Professional development will be provided for teachers to implement the comprehensive reading strategies from the CORE Six book and the deconstruction of language in mathematics instruction as well as a deep study of the mathematical progressions to deepen and develop conceptual understanding of the major clusters in the standards for mathematics. Teachers will utilize release time if necessary for peer observations to deepen their learning and implementation further implementation of the professional development. All 1st-6th grade teachers will take part in developing common formative assessments in mathematics utilizing the Illuminate platform to monitor student progress and deepen their understanding of the essential learnings in mathematics.

SMART Goals

By the end of May 2018, the percentage of students meeting or exceeding grade level standards on SBAC Math will increase from 22.8 to 27.8%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Math Interim Assessments (1st-6th)
- KAIG
- AC common formative assessments

Owner(s):

Tutors
Teachers
Administrators

Timeline:

ACs will develop and administer multiple common formative assessments quarterly.

All other assessments will be administered as per the district testing calendar.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Each teacher will meet with parents during parent conferences and on an as-needed basis to review each students' progress in mathematics and to share strategies and resources that could be implemented at home to support student learning. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext. Overall school progress in this area and all district and state assessments will be presented to parents in various meetings such as School Site Council and ELAC.

Describe Related Professional Learning:

Teachers will receive professional development in identifying essential learnings in mathematics and deepening the development of conceptual understanding within the major clusters in the mathematical standards. Teachers will work collaboratively to create and administer common formative assessments utilizing the Illuminate platform. Teachers will also receive professional development and continuous practice in deconstructing standards and the implementation of comprehensive reading and ELD strategies in mathematics instruction. Teachers may also conduct peer observations if necessary to further their professional development.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students will receive high quality mathematics instruction that incorporates a balance of comprehensive reading and ELD strategies and develops conceptual understanding of essential learnings within the major clusters in the mathematical standards. Students will also be assessed through the use of the Illuminate platform, which will give them ample practice on how to navigate through online assessments to attain computer literacy as well.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive math instruction that is tailored specifically to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade level standards.

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	16	18	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Teachers will continue to provide and refine integrated and designated ELD instruction applying the teaching and learning cycle through the implementation of the ELA/ELD Framework and the CORE Six reading strategies. Teachers will also utilize the EL redesignation goal setting report and the ELD standards to identify needs, plan instruction and goal set with students. A language team will be established to focus on the advancement of language acquisition for English Learner Students. Teachers will receive ongoing professional development in the area of language acquisition. Release time and/or supplemental contracts may be utilized for professional development and/or peer observations.

SMART Goals

By the end of May 2018, the number and percentage of English Learner Students redesignated will increase from 16% to 18%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- ELPAC
- ELA Interim Assessments
- EL Monitoring Forms
- DRP & BAS
- AC Common Formative Assessments

Owner(s):

Teachers
Administrators
TSA

Timeline:

Teachers will monitor student progress on a monthly basis with the EL monitoring forms and through ongoing AC common formative assessments.

All other assessments will be administered as per the district testing calendar.

All EL students will be assessed with the new language assessment ELPAC in the spring.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Teachers will discuss the progress of their EL students during parent teacher conferences and on an as-needed basis. Administration will keep parents informed of the progress of English Learners, their redesignation rates, and strategies on how to help these students at home through ELAC and SSC meetings held quarterly.

Describe Related Professional Learning:

Teachers will receive ongoing professional learning focused on ELD instruction (Designated and Integrated ELD) and language acquisition through presentations, planning, peer observations and feedback based on ongoing training from the WestEd, through the language team and the CORE Six book. Teachers will identify, prepare and encourage all English Learners through differentiated instruction and goal setting chats for redesignation.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

All students will receive high quality instruction to help further develop their language skills through targeted ELD instruction, thus enabling them to meet the rigorous demands of the language and speaking and listening standards. Students who obtain redesignation will receive a medal at the quarterly awards assembly to recognize their efforts and encourage other students to achieve this goal.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive targeted language instruction tailored specifically to meet their needs during integrated and/or designated ELD.

Jackson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				Direct Other Sub Teacher (ELPAC)	\$ 2,500.00
Total									\$ 2,500.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15.35	13	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will continue to have bi-weekly truancy prevention meetings with DPI & DA's office with parents of students who are chronically absent. School will also present quarterly awards, certificates and other incentives to students with perfect attendance and do monthly drawings for school t-shirts for perfect attendance in order to decrease the percentage of TK-6th grade students who are at-risk according to attendance criteria. Various vendors including Capture it Imprinting and Peaceworks may be utilized to purchase the t-shirts and incentives.

SMART Goals

By the end of May 2018, the number and percentage of students who are chronically absent will decrease from 15.35% to 13%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

Owner(s):

Timeline:

- Bi-weekly meeting with parents
- Quarterly awards for perfect attendance
- Monthly drawings for t-shirts for perfect attendance

Administration
Truant Officer
Office Assistant

Perfect attendance will be monitored on a monthly basis.

Perfect attendance awards will be given on a quarterly basis.

Meetings with parents will be held on a bi-weekly basis

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

In collaboration with DPI and the DA's office, administration will conference with parents of students who are chronically absent on a bi-weekly basis.

Teachers will receive ongoing professional learning on the Safe and Civil Schools initiative focusing on strategies to enhance the social/emotional well-being of all students.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will be recognized quarterly for having perfect attendance by receiving a certificate during the awards assemblies. There will also be a monthly drawing for a school t-shirt. All students who have perfect attendance will be entered in the drawing to have an opportunity to win the t-shirt.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All economically disadvantaged, EL or Foster students will have the same opportunities to enter the drawing and they will all be recognized equally during the awards assemblies.

Jackson Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
5	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics.	\$	500.00	
									Total	\$	500.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	2.77	2	On-Site Counseling/FPU
843 - Out of school suspension rate	2.77	2	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will provide ongoing professional learning on the Safe and Civil Schools initiative and classroom management strategies. Teachers will continue to implement and refine these strategies as well as the implementation of OLWEUS and classroom meetings to promote positive behavior and prevent out of school suspensions. On-site counseling will also be available for students displaying social/emotional challenges. In addition, there will be an annual anti-bullying launch that will have a wide array of activities for students to get involved and be aware of the effects of bullying and learn strategies to prevent it. School will also implement a rewards system where students are recognized by being given a "character counts" slip. The top two students with the most character count slips each month will be recognized as students of the month and receive incentives. Various vendors such as Peaceworks, will be utilized to purchase incentives and other necessary materials and supplies for the implementation of the launch and student recognition.

SMART Goals

By the end of May 2017, the number and percentage of students who have been suspended and/or expelled will decrease from 4.63% to 3.63%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Quarterly OLWEUS and Classroom Meeting verification
- Ongoing classroom walk-through feedback on implementation of classroom management strategies
- Monthly suspension data

Owner(s):

Teachers
Administration

Timeline:

Classroom Meeting verification forms will be collected on a quarterly basis.

Teachers will receive ongoing classroom walk-through feedback on the implementation of classroom meetings

Administration will monitor suspension data on a monthly basis.

Explain the Targeted Actions for Parent Involvement (required by Title I):

Teachers will conference with parents regarding their student's behavior during parent conferences and on an as-needed basis.

Administration will keep parents informed of the progress of school suspension and review strategies on how to help these students at home through SSC/ELAC meetings held every other month.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students will take part in classroom meetings and instruction that incorporates classroom management strategies that promote positive behavior. A wide array of materials will be necessary for activities during the Anti-Bullying launch, in addition to the incentives for character counts and student of the month. T-shirts and medals will also be needed to recognize perfect attendance.

Describe Related Professional Learning:

Teachers and support staff will receive ongoing professional learning on the Safe & Civil Schools initiative, classroom management strategies, OLWEUS, and classroom meetings. In addition, there will also be site based professional development on the book "Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It".

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All economically disadvantaged, EL or Foster students will have the same opportunities to be referred to the school site counselor if needed and they will all have the same opportunities to be recognized for positive behavior. Students will also participate in instruction that is designed to tailor to their social emotional needs.

Jackson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	On-Site Counseling/FPU	\$ 11,000.00
6	2	LCFF: EL	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	On-Site Counseling/FPU	\$ 11,000.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				A 2% REA Evaluation Fee	\$ 440.00
Total									\$ 22,440.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	23.73	50	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement an enrichment program with activities in the arts and athletics to provide all students with the opportunity to participate in Goal 2 activities. Students will also continue to take part in extra-curricular activities outside of the enrichment program, such as peer-mediation, traffic patrol, sports, coding and the Spelling Bee. School will also participate in the Destination Imagination competition to encourage more students to participate in innovative activities. School will also hold a Barnyard Dance as a culminating activity to a unit on folk music and dancing. Various vendors and personnel will be utilized to contract services for students and provide incentives and materials for the various activities such as Evo Bluestein, Peaceworks, and transportation to provide busing for in-town field trips as necessary to provide enrichment experiences that support and enhance student learning.

SMART Goals

By the end of May 2018, the number and percentage of unique students who are engaged in any Goal 2 activities will increase from 23.73% to 50%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Will monitor the percentage of student participation in extra-curricular activities on a quarterly basis via SQI data.
- Any teacher or coach working with students will submit names of students participating in extra-curricular activities to administration on a quarterly basis.

Owner(s):

Administration
Teachers
Coaches

Timeline:

Student participation will be monitored on a quarterly basis.

The enrichment program will be 8 weeks long three times a year (Sept.-Nov., Jan-Feb., April-May)

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be invited to attend any performances, activities or events that are scheduled to showcase student talent acquired from the extra-curricular activities.

Describe Related Professional Learning:

Professional learning will consist of teachers brainstorming different activities to offer during the enrichment program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

All students will participate in the enrichment program, which will include a wide array of activities involving arts,

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Economically disadvantaged, EL or Foster students will have the same opportunity to participate in all extra-

athletics and all other type of extracurricular activities. A wide array of materials will be necessary depending on the type of enrichment instruction. Funds to purchase Destination Imagination will also be required as well as funds to purchase folk dancing lessons from Evo Bluestein.

curricular activities offered at school.

Jackson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translation	\$ 843.00
7	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitter	\$ 361.00
7	2	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance (School)	\$ 1,000.00
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement Supplies.	\$ 750.00
7	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Direct Transportation (Grd level in town)	\$ 1,500.00
7	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Evo Bluestein	Evo Bluestein	\$ 2,500.00
7	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Destination Imagination	Destination Imagination	\$ 800.00
Total									\$ 7,754.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0250 Jackson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			: Achieve 3000	15,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (3010)	6,606.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Cullinan : Learning Tree, Cullinan & Others.	5,000.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady.	3,900.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher-Substitute	8,717.00
1	1	Sup & Conc	Instruction	Bks & Ref			Time for Kids : Time for Kids.	2,000.00
1	1	Sup & Conc	Instruction	Bks & Ref			A-Z Reading : A-Z Reading	1,425.00
1	1	Sup & Conc	Instruction	Bks & Ref			Lexia Core5 : Lexia Core5	2,500.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (7090)	12,443.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology (7090)	9,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Copier Lease	2,600.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (4)	17,500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Learning Tree, Cullinun & Others.	7,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Computer Support (Cordray)	2,530.00
1	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies (7091)	3,728.00
1	1	LCFF: EL	Instruction	Nc-Equipment			: Technology (7091)	3,000.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (4)	17,500.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	Certificated Tutor	17,055.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts.	1,185.00
2	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		10,006.00
2	1	Sup & Conc	Instruction	Bks & Ref			DIBELS, University of Oregon : DIBELS	441.00
2	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.188	Certificated Tutor	17,055.00
4	1	LCFF: EL	Instruction	Direct-Other			: Direct Other Sub Teacher (ELPAC)	2,500.00
5	1	Sup & Conc	Instruction	Direct-Graph			Graphics.	500.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: A 2% REA Evaluation Fee	440.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling/FPU	11,000.00
6	2	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling/FPU	11,000.00
7	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitter	361.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Supplies.	750.00
7	2	Sup & Conc	Instruction	Direct Trans			: Direct Transportation (Grd level in town)	1,500.00
7	2	Sup & Conc	Instruction	Direct-Maint			Maintenance (School)	1,000.00
7	2	Sup & Conc	Instruction	Cons Svc/Oth			Evo Bluestein : Evo Bluestein	2,500.00
7	2	Sup & Conc	Instruction	Cons Svc/Oth			Destination Imagination : Destination Imagination	800.00
7	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation	843.00

\$199,385.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$31,617.00
Sup & Conc	7090	\$112,142.00
LCFF: EL	7091	\$55,626.00
Grand Total		\$199,385.00

Domain Totals	Budget Totals
Academic	\$169,191.00
SEL / Culture & Climate	\$30,194.00
Grand Total	\$199,385.00