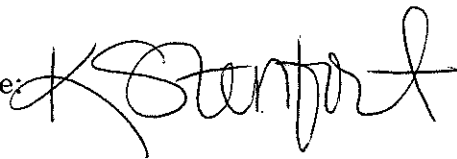


Jackson Elementary

10621666006308

Principal's Name: Karina Stenfort

Principal's Signature:

A handwritten signature in black ink, appearing to read 'K Stenfort', written over the printed text 'Principal's Signature:'.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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

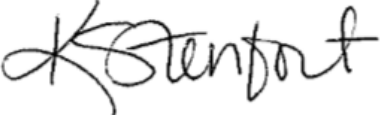

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

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 -Mikah Broom				X	
3. Marcela Perez			X		
4. Beatriz Vasquez				X	
5. Irene Sanchez				X	
6. Olga Uribe				X	
7. Ana Aguilar				X	
8. Rosa Montes		X			
9. Luz Davis		X			
10. Marcia McComb		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		3/10/20
SSC Chairperson	Mikah Broom		3/10/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$41,552 *
7090	LCFF Supplemental & Concentration	\$139,032
7091	LCFF for English Learners	\$43,053
		\$223,637
TOTAL 2020/21 ON-SITE ALLOCATION		\$223,637

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,176
Remaining Title I funds are at the discretion of the School Site Council	\$40,376
Total Title I Allocation	\$41,552

Jackson Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	13.369 %	24.713 %	2018-2019	31.713 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47.541 %	39.256 %	2018-2019	46.256 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.73 %	34.711 %	2018-2019	41.711 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-110.9 pts	2018-2019	-95.9 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-106.5 pts	2018-2019	-91.5 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The increase in the percentage of students demonstrating proficiency in SBAC ELA is due to the strong focus in literacy and the consistent implementation of various effective strategies such as guided reading, WestEd keystone pedagogies and core six strategies. Also to the creation, analysis and implementation of common formative assessments aligned to the grade level rigor of the assessed standards and the use of various adaptive computer programs such as Achieve3000, iReady and Imagine Learning en Espanol.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

In collaboration with general education teachers, the special education team will implement individualized strategies to help special education students access core curriculum with appropriate scaffolds and resources to amplify rather than simplify the work to ensure that students have ample practice with tasks aligned to the expected level of rigor of the assessed standards with a special emphasis on literacy.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Currently the only disproportionality is with our special education subgroup. However, every student has an individualized learning plan and they are currently working on meeting their set learning goals.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

In collaboration with general education teachers, the special education team will implement individualized strategies to help special education students access core curriculum with appropriate scaffolds to amplify rather than simplify the work to ensure that students have ample practice with tasks aligned to the expected level of rigor of the assessed standards with a special emphasis on literacy.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Currently the only disproportionality is with our special education subgroup. However, every student has an individualized learning plan and they are currently working on meeting their learning goals.

SBAC Math Distance from Level 3 (Students w/Disabilities)

The increase in the percentage of students demonstrating proficiency in SBAC Math is due to the increase in literacy and the implementation of various effective strategies such as the deconstruction of language that enables students to break apart word problems to accurately apply their knowledge of content. Also to the creation, analysis and implementation of common formative assessments aligned to the level of rigor of the assessed standard.

SBAC Math Distance from Level 3 (Students w/Disabilities)

In collaboration with general education teachers, the special education team will implement individualized strategies and resources to help special education students access core curriculum with appropriate scaffolds to amplify rather than simplify the work to ensure that students have ample practice with tasks aligned to the expected level of rigor of the assessed standards with a special emphasis on the conceptual understanding of mathematics.

EL Reclassification Rate (All grade levels)

The increase in the redesignation of Long-Term English learners is due to the strong focus in language instruction and the consistent implementation of various strategies such as the WestEd Keystone pedagogies, and the core six strategies. Also to the intervention provided for students identified through the analysis of common formative assessments aligned to the grade level rigor of the assessed standards.

In collaboration with general education teachers, the special education team will implement individualized strategies to help special education students access core curriculum with appropriate scaffolds to amplify rather than simplify the work to ensure that students have ample practice with tasks aligned to the expected level of rigor of the assessed standards with a special emphasis on the conceptual understanding of mathematics.

EL Reclassification Rate (All grade levels)

Currently there is no disproportionality within our EL subgroup.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The use of Title I funds last year were very successful, we plan to continue to use the funds as we did last year. The only changes were around materials and resources, re-evaluating the wonders component to Achieve3000 since grade levels were not fully utilizing it and adding the DIBELS component in mathematics to screen students for deficiencies in mathematical foundational skills.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Continue to refine the MTSS process through monthly meetings to identify students for Tier 2 and Tier 3 supports. Progress monitor through RTI, Assessment Data, social emotional data, and SSTs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC reviewed the data and the entire plan and were in agreement with all decisions made.

2 ELAC:

ELAC committee was in agreement with the school site plan. They wanted to make sure that services and programs purchased were going to directly impact English Learners and help them attain literacy. They were in agreement with adding the instructional aide

3 Staff:

Staff was in agreement of the decisions reflected in the school site plan. They made suggestions and adjustments in what added components to the computer programs should be discontinued for the different grade levels, as some were not as utilized as others. All

for the dual immersion program in kindergarten.

changes and suggestions were implemented in the plan.

Action 1

Title: SBAC ELA will increase from 39.2% to 46.2%

Action Details:

The school will implement comprehensive reading support instruction with an emphasis on guided reading and the blended learning components of various online reading programs such as Achieve3000, iReady and Imagine Learning. 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, Solution Tree, and Standards Institute. Teachers will also utilize release time when necessary to conduct peer observations, attend professional development and/or assess students in reading.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

- BAS
- iReady Assessments in ELA
- KAIG/TK Benchmark
- BPST/DIBELS
- PLC Common formative Assessments
- Running Records
- Computer Program Reports (Achieve3000, iReady, Imagine Learning)

Owner(s):

Teachers
TSA
CT
Instructional Assistant/paraprofessional
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.

Kindergarten students will be BAS tested twice a year by classroom teachers.

All 1st-2nd students will be BAS/BPST tested three times a year (Aug, Dec, and May) by classroom teachers and/or Teaching Fellows or CT.

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

All students will receive tailored reading instruction based on their needs provided by their teacher within a 30-45 minute session with an array of instructional materials that include leveled readers, Time for Kids/Scholastic News magazines, online reading programs such as Achieve 3000, iReady, Starfall and Imagine Learning. Computers, headsets and other technology will also be purchased to implement the use of the online programs and to replace old technology. Technology support and maintenance will be provided to ensure that technology hardware and software is performing optimally. Teaching Fellows, a Certificated Tutor, and an instructional aide will also assist with literacy instruction and intervention 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. An additional copier will continue be leased to support instruction with the printing of the online resources.

Specify enhanced services for EL 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, and Scholastic magazines and any other materials necessary to develop their skills in reading. Students will be assessed throughout the year to monitor progress as evidenced by BAS and Dibles.

Explain the 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. 1st-6th grade 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. Parent supplemental materials, translation, and or babysitting may be required to help support parent participation.

Specify enhanced services for low-performing student groups:

Refine the MTSS process with monthly meetings to identify students for Tier 2 and Tier 3 supports. Progress monitor through RTI, Assessment Data, social emotional data, and SSTs. See student groups in services for EL students. SPED students will be closely monitored as evidenced by their progress towards their IEP Goals.

Describe Professional Learning related to this action:

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 assessments as well as working in professional learning communities.

Action 2

Title: SBAC Math will increase from 34.7% to 41.7%

Action Details:

Professional development opportunities 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 through various organizations including Cullinan, Solution Tree, and Standards Institute. Teachers will utilize release time if necessary for peer observations to deepen their learning and further implementation of the professional development. All 1 -6 grade teachers will take part in developing common formative assessments in mathematics utilizing the CAASPP/SBAC platforms to monitor student progress and deepen their understanding of the essential learnings in mathematics. Online math programs such as Khan Academy and additional technology such as computers may be purchased to provide additional support for students during tutoring and/or intervention. There will also be a strong emphasis on math fact fluency in 1st-6th grade to enhance automaticity and address pre-requisite skills for content instruction, along with the use of a screener for foundational skills with DIBELS math. All students who attain the levels of fluency within their designated grade will receive a medal during the quarterly awards assemblies. Various vendors and personnel will be utilized to provide materials, services, incentives and medals such as Ace Trophy, and Peaceworks.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- IReady Assessments in Math
- KAIG
- DIBELS Math
- PLC common formative assessments
- Quarterly math fact medal awards

Owner(s):

Tutors
Teachers
Administrators

Timeline:

PLCs will develop and administer multiple common formative assessments quarterly.
All other assessments will be administered as per the district testing calendar.

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 iReady and CAASPP/SBAC platforms and online math programs which will give them ample practice on how to navigate through online assessments to attain computer literacy as well. Online math programs such as Khan Academy, DIBELS Math and additional technology such as computers may be purchased to provide additional support for students during tutoring and/or intervention and to administer the online assessments.

Specify enhanced services for EL 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. Student progress will be monitored and measured by IReady Assessments in Math.

Specify enhanced services for low-performing student groups:

Refine the MTSS process with monthly meetings to identify students for Tier 2 and Tier 3 supports. Progress monitor through DIBELS Math, Assessment Data, social emotional data, SSTs.
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. SPED students will be closely monitored as evidenced by their progress towards their IEP Goals.

Explain the 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. 1st-6th grade 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. Parent supplemental materials, translation, and or babysitting may be required to help support parent participation.

Describe Professional Learning related to this action:

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 aligned to grade level rigor. 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.

Action 3

Title: EL redesignation will increase from 24.7% to 31.7%

Action Details:

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. Coaching cycles 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 and to assess English Learners on ELPAC. Additional instructional aide to assist in literacy the dual immersion program in kindergarten.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- ELPAC
- IReady Assessments in ELA
- EL Monitoring Forms
- DRP & BAS
- PLC 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 PLC common formative assessments.

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

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

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 enhanced services for EL 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. This includes enrichment if they are possibly meeting and exceeding grade level standards. Students will be assessed throughout the year to monitor progress as evidenced by BAS and Dibles.

Specify enhanced services for low-performing student groups:

Refine the MTSS process with monthly meetings to identify students for Tier 2 and Tier 3 supports. Progress monitor through RTI, Assessment Data, social emotional data, and SSTs.

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. This includes enrichment if they are possibly meeting and exceeding grade level standards. SPED students will be closely monitored as evidenced by their progress towards their IEP Goals.

Explain the 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. Parent supplemental materials, translation, and or babysitting may be required to help support parent participation.

Describe Professional Learning related to this action:

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.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,872.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Achieve 3000 15465 AR 2350	17,815.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology 3010	10,815.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		17,898.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs	13,073.00
G1A1	Sup & Conc	Instruction	Bks & Ref			DIBELS 450 Scholastic 1330 Time for Kids 1350 Starfall 270	3,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies 7090	32,449.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology 7090	4,200.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows(3) 7090	14,984.00
G1A1	Sup & Conc	Instruction	Copier Maint			Library Copier 7090	2,700.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Department 7090	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Various Vendors Professional Dev. 7090	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		17,898.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,075.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies 7091	96.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows(3) 7091	14,984.00

\$183,759.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	49.76 %	99.097 %	2018-2019	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

We had an increase in Goal 2 participation rate thanks to the addition of folklorico and coding. In addition, we extended the participation to our primary students in kindergarten through second grade in coding and the enrichment wheel to give all students an opportunity to participate.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Currently there is no significant disproportionality among our subgroups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We fully implemented actions and budget expenditures allocated to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made to address this goal.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

The School Site Council members were in agreement with the changes and modifications to the school site plan and expressed that they would like to continue to bring more extra-curricular opportunities for the students in the primary grades.

Our English Learner Advisory Committee was in agreement with the changes and modifications to the school site plan. They would like to continue to have a cultural dance as part of a school wide event for the students and the community and the focus and implementation of cultural proficiency next year.

Staff was in agreement with the changes and modifications to the school site plan.

Action 1

Title: Goal 2 participation will increase from 99.1% to 100%

Action Details:

The school will implement an enrichment program with activities in the arts and athletics to provide primary students in Kindergarten through 2nd grade with the opportunity to participate in Goal 2 activities. 3rd-6th grade students will also continue to take part in various extra-curricular activities outside of the enrichment program, such as peer-mediation, traffic patrol, sports, coding and the Spelling Bee and/ or Peach Blossom. The school will also participate in the Destination Imagination competition to encourage more students to participate in innovative activities. School will also hold a cultural dance as a culminating activity to a unit on cultural 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 Peaceworks and transportation to provide busing for in-town field trips as necessary to provide enrichment experiences that support and enhance student learning. Teacher release time may also be necessary to help teach and support different activities.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Will monitor the percentage of student participation in extra-curricular activities on a quarterly basis.
- 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 6 weeks long in the spring (April-May)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

All students will participate in a cultural dance activity.

All K-2 students will participate in the enrichment program, which will include a wide array of activities involving arts, 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. Students will also have the opportunity to participate in Peach Blossom and or the Spelling Bee competition.

Specify enhanced services for EL students:

Economically disadvantaged, EL or Foster students will have the same opportunity to participate in all extra-curricular activities as measured by Goal 2 participation rates.

Explain the 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. Parent supplemental materials, translation, and or babysitting may be required to help support parent participation.

Specify enhanced services for low-performing student groups:

All students will be engaged in an activity, art or athletics. Participation in extra-curricular activities for SPED students will be monitored as measured by Goal 2 participation rates.

Describe Professional Learning related to this action:

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

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Grade level in town trips 7090	1,500.00

\$1,500.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2018-2019	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

Field Trips:

Fresno Art Museum

Lost Lake

Planetarium

School:

Bricks for Kidz

Exposure to Careers - 4th Grade

Field Trip:

Monterey Bay Aquarium

Friant Dam

School:

Friday Philharmonic

Exposure to Careers - 6th Grade

Field Trip:

6th grade Camp

Fresno City College

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

There was no dis-proportionality found within any subgroup.

Exposure to Careers - 4th Grade

There was no dis-proportionality found within any subgroup.

Exposure to Careers - 6th Grade

There was no dis-proportionality found within any subgroup.

School:
Friday Philharmonic
Kids Invent

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Allocations were utilized as planned to attain this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made to address this goal.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC is supportive of the exposure to career trips and activities.

2 ELAC:

ELAC is supportive of the exposure to career trips and activities.

3 Staff:

Staff is supportive of the exposure to career trips and activities.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	12.126 %	14.031 %	2018-2019	12.031 %
Suspensions Per 100	3.723 %	7.099 %	2018-2019	6.099 %
Chronic Absenteeism (Students with Disabilities)		17.7 %	2018-2019	15.7 %
Suspension Rate (Students w/Disabilities)		6.5 %	2018-2019	3.5 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The close collaboration with our CWA, the implementation of incentive programs and the bi-monthly meetings with parents have helped decrease the percentage of chronic absenteeism.

Chronic Absenteeism (Students with Disabilities)

The close collaboration with our CWA, the implement incentive programs and the bi-monthly meetings with parents have helped decrease the percentage of chronic absenteeism.

Suspension Rate (Students w/Disabilities)

The consistent implementation of classroom meetings, second step lessons and the services provided by our onsite counselor have contributed to the decrease in out of class suspensions and overall office referrals.

Suspensions Per 100

The consistent implementation of classroom meetings, second step lessons and the services provided by our onsite counselor have contributed to the decrease in out of class suspensions and overall office referrals.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Currently there is no significant disproportionality among our subgroups

Chronic Absenteeism (Students with Disabilities)

Currently there is no significant disproportionality among our subgroups.

Suspension Rate (Students w/Disabilities)

Currently there is no significant disproportionality among our subgroups.

Suspensions Per 100

Currently there is no significant disproportionality among our subgroups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The use of Title I funds last year were successful, we plan to continue to use the funds as we did last year. There are no changes with Title I that affect Goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made to address this goal.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our School Site Council members were in agreement with the the school site plan.

2 ELAC:

Our English Learner Advisory Committee was in agreement with the modifications to the school site plan and were pleased to be able to keep the increase in Onsite counseling.

3 Staff:

Staff was in agreement with the modifications to the school site plan.

Action 1

Title: Chronic absenteeism will decrease from 14.0%% to 12.0%.

Action Details:

In collaboration with CWA, the school will continue to have truancy prevention meetings with parents of students who are chronically absent. School will also present quarterly awards, certificates and other incentives to students with perfect attendance and establish a contest where classrooms can earn incentives on a weekly and monthly basis in order to decrease the percentage of K-6 grade students who are at-risk according to attendance criteria. Various vendors including Capture it Imprinting, Ace Trophy and Peaceworks and may be utilized to purchase incentives.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Bi-weekly meetings with parents
- Quarterly awards for perfect attendance
- Classroom Incentives for monthly perfect attendance

Owner(s):

Administration
CWA
Office Assistant

Timeline:

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-monthly basis.

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 weekly and monthly incentive for classrooms with highest percent of attendance.

Specify enhanced services for EL students:

All economically disadvantaged, EL or Foster students will have the same opportunities to earn awards during the awards assemblies and fully participate in the classroom incentives. EL students who have been re-designated will be recognized with a re-designation medal during awards assemblies.

Specify enhanced services for low-performing student groups:

All students will be monitored for attendance and will be provided the same services, including opportunities to work with our CWA. SPED students will be a part of all school-wide initiatives and have their attendance monitored by CWA.

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

In collaboration with DPI and CWA, administration will conference with parents of students who are chronically absent on a bi-monthly basis.

Describe Professional Learning related to this action:

Teachers will receive ongoing professional learning on culture and climate and cultural proficiency initiative focusing on strategies to enhance the social/emotional well-being of all students.

Action 2

Title: suspended and/or expelled will decrease from 4.5% to 3.5%.

Action Details:

The school will provide ongoing professional learning on the Safe and Civil Schools initiative through the Positivity Project, classroom management strategies, cultural proficiency and any other relationship and community building strategies and activities. Teachers will continue to implement and refine these strategies as well as the implementation of OLWEUS, classroom/morning meetings and Gator Space during lunch recess 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 re-launch that will have a wide array of activities for students to get involved and be aware of and value cultural differences and the effects of bullying along with strategies to prevent it. School will also implement a rewards system where students are recognized through "character counts" slips. 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 and Ace Trophy, will be utilized to purchase incentives and other necessary materials and supplies for the implementation of the launch and student recognition.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically 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.

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 along with learning around cultural proficiency to value diversity. 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.

Specify enhanced services for EL 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.

Explain the 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.

Specify enhanced services for low-performing student groups:

All students will participate in SEL instruction and receive the same services provided to prevent suspensions on an as-needed basis. SPED students who have been suspended will be reviewed by SPED teacher and Admin to ensure that student transitions back to school successfully.

Describe Professional Learning related to this action:

Teachers and support staff will receive ongoing professional learning on the Safe & Civil Schools initiative, classroom management strategies, OLWEUS, classroom meetings, and cultural proficiency. 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" and "Disrupting Poverty: Five Powerful Classroom Practices."

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and Translation	874.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Supplemental 3010 (No Food/Incentives)	1,176.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance 7090	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling/FPU 7090	35,328.00

\$38,378.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0250 Jackson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,872.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Achieve 3000 15465 AR 2350	17,815.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology 3010	10,815.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		17,898.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs	13,073.00
G1A1	Sup & Conc	Instruction	Bks & Ref			DIBELS 450 Scholastic 1330 Time for Kids 1350 Starfall 270	3,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and Supplies 7090	32,449.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology 7090	4,200.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows(3) 7090	14,984.00
G1A1	Sup & Conc	Instruction	Copier Maint			Library Copier 7090	2,700.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Department 7090	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Various Vendors Professional Dev. 7090	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1875		17,898.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,075.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies 7091	96.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows(3) 7091	14,984.00
G2A1	Sup & Conc	Instruction	Direct Trans			Grade level in town trips 7090	1,500.00
G4A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and Translation	874.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Supplemental 3010 (No Food/Incentives)	1,176.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance 7090	1,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling/FPU 7090	35,328.00

\$223,637.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,552.00
Sup & Conc	7090	\$139,032.00
LCFF: EL	7091	\$43,053.00
Grand Total		\$223,637.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$183,759.00
G2 - All students will engage in arts, activities, and athletics	\$1,500.00
G4 - All students will stay in school on target to graduate	\$38,378.00
Grand Total	\$223,637.00