


Jackson Elementary

10621666006308

Principal's Name: Noemi Parayno

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the School 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 and Family Engagement 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 School 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 - Noemi Parayno	X				
2. Chairperson - Heidi White				X	
3. Cochair - Maria Aguilar				X	
4. Teacher – Nancy Cornwell		X		X	
4. Teacher – Luz Davis		X			
4. Teacher – Nancy Ignacio Lopez, Jr.		X			
7. Parent – Viviana Aguirre				X	
4. Parent – Irene Sanchez				X	
9. DAC – Irma Zamorano				X	
10. DAC – Beatrice Vasquez				X	
11. Classified – Estefani Meza			X		
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Jackson Elementary			
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Noemi Parayno	<i>Noemi Parayno</i>	4-9-2021
SSC Co-Chairperson	Maria Aguilar	<i>Maria Aguilar</i>	4-9-2021

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 2021/22

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$42,895 *
7090	LCFF Supplemental & Concentration	\$137,940
7091	LCFF for English Learners	\$50,220
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$15,580</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$246,635

* 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	\$1,119
Remaining Title I funds are at the discretion of the School Site Council	<u>\$41,776</u>
Total Title I Allocation	\$42,895

Jackson Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		29.33 %	2020-2021	36.66 %
I-Ready Math D2 On Level		21.31 %	2020-2021	26.21 %
I-Ready ELAD2 On Level (Students With Disabilities)		10.26 %	2020-2021	17 %
I-Ready Math D2 On Level (Students With Disabilities)		7.14 %	2020-2021	14.17 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

- There is a need to identify high-leverage essential standards and align lessons to the rigor of the standard.
- There is a need to intensely focus on guiding question #1: What do we want students to learn. Teachers need to have a deep understanding of each essential standard. Teachers will align CFAs with the rigor of the standard and provide Tier 2 RTI based on CFA data.
- There is a need to increase analysis of student work during PLC meetings where teachers identify common errors and determine how standard will be retaught and assessed to ensure all students understand the concept and skills.
- There is an inconsistent knowledge of the online Wonders/Maravillas resources, close reading companion, guided readers and ELD resources to support differentiated instruction such as the ELD companion workbook.

I-Ready ELA D2 On Level (Students With Disabilities)

- In collaboration with general education teachers, the Special Education team will implement

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

I-Ready ELA D2 On Level

- Inconsistent systematic Multi-tiered Systems of Support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

SBAC ELA:	2016-17	2017-18	2018-2019
All	38.8%	40.5%	39.3%
3 Grade	26.3%	34.0%	38.5%
4 Grade	52.7%	42.6%	51.9%
5 Grade	41.8%	41.1%	26.2%
6 Grade	34.6%	43.6%	43.1%
African American	50.0%	n/a	n/a
Asian	50.0%	n/a	n/a

individualized strategies to help special education students access core curriculum with appropriate strategies to amplify rather than simplify the work to ensure that students have ample practice with task aligned to the expected level of rigor of the assessed standard with the emphasis with on literacy.

I-Ready Math D2 On Level

- PLC Teams created 1-2 CFA's per quarter and engaged in identifying Essential Learning Standards and learning targets.
- There is a need to increase analysis of student work during PLC meetings where teachers identify common errors and determine how standard will be retaught and assessed to ensure all students have the conceptual understanding of mathematic skills.

I-Ready Math D2 On Level (Students With 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 strategies to amplify rather than simplify the work to ensure that students have ample practice with task aligned to the expected level of rigor of the assessed standard with emphasis on the conceptual understanding of mathematics.

Special Education	8.3%	20.0%	n/a
English Learners	n/a	25.0%	12.8%

I-Ready ELA D2 On Level (Students With Disabilities)

- Inconsistent implementation of grade level core curriculum
- Inconsistent Professional Development provided to SPED teachers on use of baseline core curriculum

I-Ready Math D2 On Level

- Inconsistent systematic Multi-tiered Systems of Support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards.

SBAC MATH:	2016-17	2017-18	2018-2019
All	28.8%	29.7%	34.7%
3 Grade	33.3%	40.0%	35.4%
4 Grade	36.4%	32.8%	48.1%
5 Grade	14.8%	17.9%	18.5%
6 Grade	30.2%	29.1%	n/a
African American	n/a	n/a	n/a
Asian	25.0%	n/a	33.3%
Special Education	8.7%	12.0%	10.0%%
English Learners	16.7%	21.4%	8.5%

EL students performed significantly lower than all other

I-Ready Math D2 On Level (Students With Disabilities)

- Inconsistent implementation of grade level core curriculum
- Inconsistent Professional Development provided to SPED teachers on use of baseline core curriculum

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Most actions were effective in supporting student achievement and social emotional learning as evidence by gains in Diagnostic II Overall i-Ready Scores in ELA and gains in the Climate/Culture Student Survey.
- Funding of Title I Funds allocated for the 2019-2020 school year: 2 Instructional Paraprofessionals, 3 Teaching Fellows, 1 On-Site Counselor, 1 Certificated Tutor, online supplemental reading program (Achieve3000), DIBELS, Scholastics, Time for Kids, Starfall, Cullinan Professional Development, technology for classrooms, materials and supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes/Actions planned for the 2021-2022 school year: 3 additional Teaching Fellows, eliminate Certificated Tutor position, added a Child Welfare and Attendance II Specialist (split fund with DPI department), additional supplementary contract for classified tech support and supplementary contracts for certificated teachers for the purpose of afterschool academic tutoring, participation in Dual Immersion Conferences, and ILT/CCT Planning.

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:

SBAC, CADashboard, Power BI, and iReady diagnostic data was shared throughout the school year with the SSC, ELAC, Staff PL and ILTs. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting on March 23rd to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget. SSC feedback/budget priorities:

- 1) Increase funds for Technology
- 2) Increase number of Teaching Fellows (Grades 1st - 6th)
- 3) Bilingual Spanish Paraprofessionals for RTI

2 ELAC:

ELAC meeting was held on March 22nd to review all SPSA data, actions, and budget priorities.

ELAC Feedback/Budget Priorities:

- 1. Increase Student Incentives for Attendance, Academics, and Behavior Performances
- 2. Increase funds for teacher materials & supplies
- 3. Increase opportunities for extra curricular, clubs, and assemblies

3 Staff:

Staff meeting was held in March 11th to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

Action 1

Title: ELA Instructional Plan for K-6th

Action Details:

Jackson Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary interventions through a systematic Multi-tiered System of Support will improve ELA/Literacy instruction at each level to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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:

- FAS/BAS/ELA BPST/DIBELS
- i-Station Assessment , Grades DI K-3
- i-Ready Diagnostics, Grades K-6
- Common Formative Assessments, IABs, FIABs
- Quarterly Assessment Plans/Responses
- Grade Level/Classroom/Student Goal Setting/Data Chats
- Instructional Practice Walks (Classroom observations/feedback), IPG Tool
- ELA SBAC(including student group data)
- Student Study Referrals for Student Academic Needs

Owner(s):

- Teachers and Students
- Instructional Lead Teachers
- Professional Learning Community Teams
- Teacher on Special Assignment
- Child Welfare & Attendance II Specialist
- Teaching Fellows
- Administration
- Teachers/Student Success Team
- Targeted Support Team (TST)

Timeline:

- Daily Checking for Understanding
- Aug. 2021, Nov. 2021, & Mar. 2022 (i-Ready Diagnostic Assessments)
- Common Formative Assessments (Minimum of 2-3 CFAs per Quarter)
- Quarterly FIAB/IAB (Grade 3-6)
- Quarterly FAS/BAS/BPST/DIBELS
- Monthly i-Station Assessment

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Literacy and ELD instruction.
- All students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
- Every student will engage in daily individualized learning pathways on I-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- All PLCs will create and administer a minimum of 2 CFAs per quarter in ELA that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- All Teaching Fellows and Instructional Assistants/Paraprofessionals will support small group differentiated instruction through flexible groupings and provide feedback of student learning progress with daily recording logs.
- Supplemental curriculum, materials and supplies, aligned to Literacy and ELD standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology. All students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.

Tier 2:

- Targeted Support Team (TST) will coordinate, monitor, and support staff in implementing a Multi Tiered System of Support (MTSS) in grades K-6th.
- TSA and Bilingual Spanish Instructional Paraprofessionals will provide small group intervention to students who are non-responsive to Tier 1 interventions. Student learning progress will be monitored and results will be shared with homeroom teacher and parents.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of students' response to intervention to ensure growth in learning.

Tier 3:

- Students who are non-responsive to Tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented. Support staff (i.e. RSP Teacher, SPED paraprofessionals) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribe interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Material & Supplies to Support Direct Services in Tier 1 - 3:

- SST Substitutes

- ILT/CCT Substitutes for site planning
- Books and References
- 6 CA Teaching Fellows
- On-Site Counseling/FPU
- Bilingual Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Dual Immersion Conferences & Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, ESGI, Achieve3000
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Cullinan Training

Specify enhanced services for EL students:

- All EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students. EL students will be provided opportunities to receive after school ELD tutoring for extra support.

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level content standards.

- 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.
- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- Adopted supplemental curriculum (MathWorld) will be utilized to provide tier 3 intervention.
- Progress monitor through Assessment Data, social emotional data, SSTs.
- Students with Disabilities will receive monthly monitoring with RSP Teachers in collaboration with Administration on formative assessments to move students toward progress on District Interim and State Assessments.

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Jackson Elementary will implement mathematical instruction aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Supports will center on professional learning with PLC as the drivers, the use of common formative assessments, performance task, and implementation multi-tiered system of support in order to meet students' assessed needs.

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

Owner(s):

Timeline:

- I-Ready Math Diagnostics, Grades K-6
- Common Formative Assessments, IABs/FIABs
- Quarterly Assessment Plans/Responses
- Grade Level/Classroom/Student Goal Setting
- Instructional Practice Walks (observations/feedback) /IPG Data Tool
- Math SBAC(including student group data)
- SST Referrals for student academic needs

- Teachers and Students
- Instructional Lead Teachers
- Professional Learning Community Teams
- Teacher on Special Assignment
- Child Welfare & Attendance II Specialist
- Administration
- Teachers/Student Success Team
- Targeted Support Team (TST)

- Daily checking for understanding
- Common Formative Assessments (Minimum of 1-2 per Quarter)
- Quarterly IAB, FIAB Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District Interim Assessments

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive high quality, effective Math instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All PLCs will create and administer a minimum of 2 CFAs per Quarter in Math that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, materials and supplies, aligned to Math standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Every student will engage in daily individualized learning pathways on i-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results.
- All teachers in grades 3-6 will consistently administer Math IABs and/or FIABs, and adjust instruction based on identified trends.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology.
- All teachers will engage in UnBoundEd Virtual Summit Training in K-5 and 6-8 Math Pathways to improve content knowledge in Math Common Core State Standards.
- All teachers in grades 3-6 will engage in FCOE Claims/Target training in Mathematics to improve math instruction that targets claims/targets in a more precise way.

Tier 2:

- TST Team will coordinate, monitor, and support staff in implementing a 3 tiered system of support in grades TK-6.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of student response to intervention.

Tier 3:

- Students who are non-responsive to tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- RSP Teachers and SPED Paraprofessionals will assist in providing extra support to identified students through intensive intervention. TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.

- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.
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Material & Supplies to Support Direct Services in Tier 1 - 3:

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 6 CA Teaching Fellows
- On-Site Counseling/FPU
- Bilingual Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Dual Immersion Conferences & Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs
- Materials & Supplies
- Technology Equipment & Other Equipment
- UnboundEd & FCOE Claims/Targets Training
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students:

- EL goal setting reports will be consistently utilized to create action plans to address needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with integration of ELD standards with Math instruction and EL Keystone Pedagogies for teachers to apply in their classrooms.
- Academic Discourse in Math Content will be incorporated into every lesson to address EL students language objectives.
- Supplemental instructional curriculum, visual supports, materials, resources, and technology will be provided to support Math instruction in order to address the academic and language needs of English Learners.
- EL students will be provided opportunities to participate in after school math tutoring, focusing on developing math content vocabulary, problem solving strategies, and conceptual understanding.

Specify enhanced services for low-performing student groups:

- Refinement of the MTSS process with monthly meetings to identify students for Tier 2 and Tier 3 supports.
- Progress monitor through 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.
- Students with Disabilities will receive monthly monitoring with RSP Teachers in collaboration with Administration on formative assessments to move students toward progress on District Interim and State Assessments.

Action 3

Title: English Language Learner Instructional Plan for K-6

Action Details:

Jackson Elementary will implement standards based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are redesignated.

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

- ELPAC
- DRP & BAS
- i-Ready Assessments in ELA
- EL Redesignation Goal Setting
- EL Progress Monitoring Forms
- PLC Common Formative Assessments
- IAB/FIAB Assessments
- Data Chats for Teachers/Students

Owner(s):

- Teachers and EL Students
- Instructional Lead Teachers
- Professional Learning Community Teams
- ELD, Teachers on Special Assignment
- Teacher on Special Assignment
- Child Welfare & Attendance II Specialist
- Teaching Fellows
- Administration
- Teachers/Student Success Team
- Targeted Support Team

Timeline:

- Daily Checking for Understanding
- Monthly EL Progress Monitoring
- Quarterly Benchmark Assessments
- Quarterly IAB/FIAB (3rd-6th)
- ELPAC language assessment Spring '22

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Designated and Integrated ELD instruction.
- EL students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL student will engage in daily individualized learning pathways on i-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- EL students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- All teachers will participate in 4 ELD Coaching Cycles (plan, co-teach, teach, and receive feedback) to focus on the advancement of language acquisition for English Learner Students.
- All teachers will utilize the Teaching Learning Cycle for instructional planning through the implementation of the ELA/ELD Framework and implement Keystone Pedagogies to support EL students in Speaking, Listening, Reading Comprehension and Writing.
- All teachers will utilize the EL Redesignation goal setting report and the ELD standards to identify needs, plan instruction and goal set with students.
- All 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 - 3rd Grade.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
- All PLCs will create and administer a minimum of 2 CFAs per quarter in ELA that are aligned to essential ELA/ELD standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.
- All Teaching Fellows and Bilingual Instructional Assistants/Paraprofessionals will support small group differentiated instruction through flexible groupings and provide feedback of student learning progress with daily recording logs.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.

Tier 2:

- TSA will monitor and support staff in completion of quarterly RFEP Monitoring Tool Grades 1st - 6th.
- CT and Bilingual Spanish Paraprofessionals/Instructional Assistants will provide small group intervention to EL students who are non-responsive to Tier 1 interventions. EL student learning progress will be monitored and results will be shared with homeroom teacher and parents.
- All PLCs will identify EL students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of EL students' response to intervention to ensure the progress of language objectives and learning objectives

Tier 3:

- EL students who are non-responsive to Tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented. Support staff (i.e. RSP Teacher, SPED paraprofessionals) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring EL student progress to ensure adequate growth is being made and that prescribe interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Material & Supplies to Support Direct Services in Tier 1 - 3:

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 6 CA Teaching Fellows
- On-Site Counseling/FPU
- Bilingual Spanish, Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Dual Immersion Conferences/Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, ESGI, Achieve3000
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Cullinan Training

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.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- EL students will be provided opportunities to receive after school ELD tutoring for extra support.

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level content standards.

- 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.
- All SPED students will be closely monitored as evidenced by their progress towards their IEP Goals.
- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- Adopted supplemental curriculum will be utilized to provide tier 3 intervention.
- Progress monitor through Assessment Data, social emotional data, SSTs.
- Students with Disabilities will receive monthly monitoring with RSP Teachers in collaboration with Administration on formative assessments to move students toward progress on District Interim and State Assessments.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			SST subs for releasing the teachers for meeting and other planning meeting ** NO IEPS **	3,977.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			ILT Supplemental Contracts site planning CCI (27 hours) \$3040 ** NO IEPS **	3,818.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : To help support with Academic ELA, Math G2A1, G3A1	33,036.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			G2A1, G3A1 Babysitting and Translating	634.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement supplies ** NO FOOD OR INCENTIVES **	1,119.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G2A1 & G3 A1 Teacher supplemental contracts for extra time with students. Climate and Cultural Spl. x 12 days X 39.20	4,190.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G2A1, G3 A1, for Classified tech digital support	1,902.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Dibbles \$50 AR (Gr. 2-6th) 2350 Times for Kids 1350 ESGI 426	3,842.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000 reading website to support students literacy growth throughout the school year. \$16,105 (2nd -6th) Boost for scaffolded instruction, Smarty Ants, Wonders alignment. \$2,350, (Kinder -1st) * Achieve 3000 & Boost same vendor different programs*	18,455.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G2A1, G3A1 For students supplies and incentives	6,502.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology equipment and Other equip	14,981.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow G1 A1, G1,A3 to improve academic performances for grades K-6th	11,012.00
G1A1	Sup & Conc	Instruction	Copier Maint			Library Copier service	4,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct- Maintenance G1A2, G1A3 , G2A1, G3A1 & A2, G4A1, G5A1	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic To provide communication with all Goals and Actions through print to better service students and families	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : To Progress monitor students in RTI with reading comprehension and foundational skills	3,285.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3, G1A2	11,122.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A3 to Work on RTI	13,590.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Students materials / incentives and supplies G2A1, G3A1 and G4A1	2,549.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology and other	935.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2 & G1A3 to support students with academic performance	22,024.00
G1A1	One-Time School	Instruction	Mat & Supp			: Material and supplies for classroom use G2A1, G3A1, G4A1,G5A1	7,790.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology for the classroom for students and teachers G2 A1, G3 A1, G4 A1 G5 A1	7,790.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: School License for website Mystery Science G1A1	311.00
G1A3	Sup & Conc	Instruction	Travel			: G1A1, G1A2 DI conference/ Travel	18,381.00

\$199,445.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Based on the number of students that participate in After School Program, K-6th Virtual Fieldtrips and 2-6th Grade students who participate in formal Music classes provided by District Music teachers, our metric does not reflect the correct percentage of students engaged in activities and performing arts. We as a site need to improve our system for entering all students into the Goal 2 system. Jackson offers three clubs/extra-curricular activities which are Peach Blossom, Folkloric Dance and Coding. There is great need to create opportunities for more clubs or extra curricular activities by actively recruiting paraprofessionals and/or parents who have the skill in performing arts once all certificated staff have received an opportunity.

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

Student-centered real world learning experience - Site Defined

Disproportionality is attributed to chronic to severely chronic absences and low club sponsorship. Increase communication to parents at virtual awards assemblies, virtual back to school night, virtual open house, town hall virtual special events, PeachJar, and through the school website and social media platforms, weekly School Messengers to encourage Goal 2 participation and school connectedness.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes for 2019-20:

- Changes for 2021-2022 Create Student Council that will provide input on school mission, vision, and actions, and to create a student interest survey.
- Increase of parent learning group participation (community outreach).
- Establish monthly community Gator Chats to provide opportunities for parent input/questions.
- Recruit classified staff and parents to coordinate Goal 2 clubs & activities

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:

SBAC, CADashboard, Power BI, and iReady diagnostic data was shared throughout the school year with the SSC, ELAC, Staff PL and ILTs. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting on March 23rd to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget. SSC feedback/budget priorities:

- 1) Increase funds for Technology
- 2) Increase number of Teaching Fellows (Grades 1st - 6th)
- 3) Bilingual Spanish Paraprofessionals for RTI

2 ELAC:

ELAC meeting was held on March 22nd to review all SPSA data, actions, and budget priorities.

ELAC Feedback/Budget Priorities:

1. Increase Student Incentives for Attendance, Academics, and Behavior Performances
2. Increase funds for teacher materials & supplies
3. Increase opportunities for extra curricular, clubs, and assemblies

3 Staff:

Staff meeting was held in March 11th to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

Action 1

Title: Increase Goal 2 Participation Rate

Action Details:

Jackson Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field trips, school wide activities, and class sponsored activities to ensure students feel connected to school, their peers, and adults.

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:

- ATLAS Student Engagement Tool (Goal 2) Data
- Fall/Spring School Culture and Climate Student Survey
- Fall/Spring School Climate and Culture Parent Survey
- Fall/Spring School Climate and Culture Staff Survey

Owner(s):

- Principal
- Vice Principal
- Climate & Culture Team
- Child Welfare & Attendance II Specialist
- Teachers and Students
- Teacher on Special Assignment

Timeline:

- On-going August 2021 - June 2022
- Quarterly
- Fall 2021
- Spring 2022

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

Tier 1:

- All students will have opportunities to participate in school assemblies and rallies provided by Fun Works, activities, and enrichment trips to foster school participation, interest, and connections to school and their community.
- All students will have opportunities to participate in cultural dance activities.
- All students will have the opportunity to participate in Peach Blossom and/or the Spelling Bee competition.
- All students in grades 2-6 will have opportunities to participate in formal Music classes provided by District Music teachers.
- All students in grades 3-6 will be encouraged to participate in after school athletics.
- All students will have opportunities to participate in Student Clubs before school, during recesses, or after school.
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities.
- All students will have opportunities to earn student of the week/month recognition.

Tier 2:

- Students in grades K-1 will receive increased opportunities to engage in school activities and clubs
- Climate and Culture Team will develop new engagements for increased opportunities for student groups and/or individuals who are lacking engagement.

Tier 3:

- Students demonstrating a need for increased school involvement and connections to peers and adults will be identified and highly encouraged to participate in a club, sport, school job, or music class.

Materials & Supplies in Direct Support to Tier 1-3 Services:

- PO of Outside Vendors (Fun Works, School Spirit Wear, Awards, Incentives, Redesignation Dinner, Academic and Sport Recognition)
- ILT/CCT Substitutes for site planning
- On-Site Counseling/FPU
- Child Welfare & Attendance II Specialist
- Teacher and Classified Supplementary Contracts for Clubs, Athletics, Activities
- Classified Tech digital support
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

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.
- EL students will be provided with increased opportunities to engage in school through participation in after school ELD tutoring, student clubs, and a variety of other arts, activities, and athletics that the school offers.
- EL student engagement will be monitored quarterly by the CCT.
- Parents will receive district and school communications in a language that is accessible to them.

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.
- Culture & Climate Team will engage in planning for increased engagement opportunities, monitoring student engagements, and identifying student groups and individuals who are lacking engagement.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		21.91 %	2020-2021	19.91 %
Suspensions students with 1 or more		0.24 %	2020-2021	0.24 %
Chronic Absenteeism (Students with Disabilities)		22.22 %	2020-2021	20.22 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		23.08 %	2020-2021	21.08 %
Chronic Absenteeism (Hispanic)		22.06 %	2020-2021	20.06 %
Chronic Absenteeism (White)		28.57 %	2020-2021	26.57 %
Chronic Absenteeism (English Learner)		24.37 %	2020-2021	22.37 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Students with chronic absenteeism have been referred to Tier I and III supports which include and are not limited to monthly Attendance Meetings, Student Goal setting, CWA check-ins, home visits, participation in Girl Power, participation in Young Men of Character and/or On-Site Counseling services. Students with chronic misbehavior have been made more of a priority to receive services and interventions. There needs to be greater focus on students who are not attending school that fall under the chronic absenteeism criteria. There has been a concerted effort to focus on these students. Student engagement approaches will not have an impact on this group of students.

Chronic Absenteeism (African American)

- Quarter 1: 50% (1 student) is identified with chronic and 50% (1 student) identified with severely chronic attendance
- Quarter 2: 25% (1 student) is identified with chronic and 75% (3 students) identified with severely chronic attendance
- Quarter 3: 33.33% (1 student) is identified with chronic attendance and 66.67% (7 students) identified with severely chronic attendance

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

Chronic Absenteeism

Inconsistent parent support and follow-through:

- Communication
- Attending meetings
- Atlas/Emergency card information not updated

Chronic Absenteeism (African American)

Inconsistent parent support and follow-through:

- Communication
- Attending meetings
- Atlas/Emergency card information not updated

Chronic Absenteeism (English Learner)

Inconsistent parent support and follow-through:

Chronic Absenteeism (English Learner)

- Quarter 1: 26.32% (5 students) is identified with chronic attendance and 68.42% (13 students) identified with severely chronic attendance
- Quarter 2: 18.75% (13 students) is identified with chronic attendance and 81.25% (3 students) identified with severely chronic attendance
- Quarter 3: 37.5% (6 students) is identified with chronic attendance and 62.25% (10 students) identified with severely chronic attendance

Chronic Absenteeism (Hispanic)

- Quarter 1: 26.79% (15 students) is identified with chronic attendance and 64.29% (36 students) identified with severely chronic attendance
- Quarter 2: 16.67% (8 students) is identified with chronic attendance and 83.88% (40 students) identified with severely chronic attendance
- Quarter 3: 26.19% (11 students) is identified with chronic attendance and 69.05% (29 students) identified with severely chronic attendance

Chronic Absenteeism (Students with Disabilities)

- Quarter 1: 16.67% (1 student) is identified with chronic attendance and 83.33% (5 student) identified with severely chronic attendance
- Quarter 2: 25% (2 student) is identified with chronic attendance and 75% (6 students) identified with severely chronic attendance
- Quarter 3: 25% (1 student) is identified with chronic attendance and 75% (3 students) identified with severely chronic attendance

Chronic Absenteeism (White)

- Quarter 1: 0% (0 student) is identified with chronic attendance and 100% (2 student) identified with severely chronic attendance
- Quarter 2: 0% (0 student) is identified with chronic attendance and 100% (2 students) identified with severely chronic attendance
- Quarter 3: 0% (0 student) is identified with chronic attendance and 0% (0 students) identified with severely chronic attendance

Suspensions students with 1 or more

- Tier I support SEL Instruction
- On-Site Counselor
- Staff as Mentors
- Reentry Meetings and Student Action/Goal Setting

Suspensions students with 1 or more (Students With Disabilities)

No current data

- Communication
- Attending meetings
- Atlas/Emergency card information not updated

Chronic Absenteeism (Hispanic)

Inconsistent parent support and follow-through:

- Communication
- Attending meetings
- Atlas/Emergency card information not updated

Chronic Absenteeism (Students with Disabilities)

Inconsistent parent support and follow-through:

- Communication
- Attending meetings
- Atlas/Emergency card information not updated

Chronic Absenteeism (White)

Inconsistent parent support and follow-through:

- Communication
- Attending meetings
- Atlas/Emergency card information not updated

Suspensions students with 1 or more

Inconsistent parent support and follow-through Communication

- Attending conferences
- Student Study Team
- Suspension Meetings
- Atlas/Emergency card information not updated

Suspensions students with 1 or more (Students With Disabilities)

No current data

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences in the between the intended and actual implementation of actions and budget expenditures to meet this goal. The On-Site Counselor identified a caseload of 20 students, although 10 students

There were no major differences in the between the intended and actual implementation of actions and budget expenditures to meet this goal. The School Counselor identified a caseload of 20 students, although 10 students were inconsistently provided services due to poor attendance, last minute cancellations of appointments, parent requesting face to face services only.

Chronic Absenteeism - Our CWA would focus on supporting students and families in the area of attendance by identifying those students with chronic and severely chronic absenteeism, offering incentives for improvement, and connecting with families to provide information, resources, and accountability. We meet weekly with the CWA and OA to develop practices in an effort to deter the high number of students who are late to school.

Suspensions - All actions were implemented with restorative practices in place. Administration held reentry circles with student, parent and classroom teacher.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes/Actions planned for the 2021-2022 school year: 3 additional Teaching Fellows, eliminate Certificated Tutor position, added a Child Welfare and Attendance II Specialist (split fund with DPI department), additional supplementary contract for classified tech support and supplementary contracts for certificated teachers for the purpose of afterschool academic tutoring, participation in Dual Immersion Conferences, and ILT/CCT Planning.

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:

SBAC, CADashboard, Power BI, and iReady diagnostic data was shared throughout the school year with the SSC, ELAC, Staff PL and ILTs. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting on March 23rd to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget. SSC feedback/budget priorities:

- 1) Increase funds for Technology
- 2) Increase number of Teaching Fellows (Grades 1st - 6th)
- 3) Bilingual Spanish Paraprofessionals for RTI

2 ELAC:

ELAC meeting was held on March 22nd to review all SPSA data, actions, and budget priorities.

ELAC Feedback/Budget Priorities:

1. Increase Student Incentives for Attendance, Academics, and Behavior Performances
2. Increase funds for teacher materials & supplies
3. Increase opportunities for extra curricular, clubs, and assemblies

3 Staff:

Staff meeting was held in March 11th to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Jackson will increase school attendance of students' who are chronically absent by implementing individual incentives/rewards to encourage students to come to school on time and everyday, holding regular conferences with parents of chronically absent students about the importance of good attendance, and ensuring resources and on-going communication with families. In collaboration with CWA, the school will continue to have truancy prevention meetings with parents of students who are chronically absent.

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**

- Quarterly awards for perfect attendance
- Classroom Incentives for monthly perfect attendance
- ATLAS Attendance Data Reports
- Power BI Attendance Data
- Attendance Conferences with Parents - Sign-in Sheets/Logs
- Student Goal Setting Parent contacts for students with chronic attendance

Owner(s):

Office Assistant/VP
Climate & Culture Team/VP
Child Welfare & Attendance II Specialist
Office Manager/Principal
Students/Parents

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):**Tier 1:**

School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success. All students and their families will be informed about the importance of good attendance, school and classroom attendance practices, and will be encouraged to come to school everyday and on time. School-wide tardy practices will be implemented in an effort to deter students from being tardy/late. All students with perfect attendance will be recognized with quarterly awards. All students will participate in classroom attendance incentives to recognize good/improved attendance.

Tier 2:

Students who have increasing absences/tardies will be identified monthly and strategies/interventions will be implemented to support students in improving their attendance/tardies, including bi-weekly parent-staff-student attendance conferences to discuss improving attendance to avoid truancy and the SARB process. Students with improved attendance will receive incentives/rewards. Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school, communicating the importance of good attendance more frequently in a variety of formats with students and parents, and providing resources to address student/family needs.

Tier 3:

The Office Assistant with support from Child Welfare & Attendance II Specialist and VP will make weekly parent contact with families of chronically absent students to address continuing concerns about absences and discuss a plan for improvement. The CWA II Specialist/VP will conduct individual student conferences with chronically absent students to establish goals for improvement and incentive contracts. Weekly check-ins with students will be conducted to monitor progress and implement rewards. Students/parents who do not respond positively to tier 1 and 2 interventions by improving attendance will be referred to the SARB process.

Materials & Supplies in Direct Support to Tier 1-3 Services:

- PO of Outside Vendors to support with School Connectiveness (Fun Works, School Spirit Wear, Awards for Good/Most Improved Attendance & Academics, Incentives, Redesignation Dinner, Academic and Sport Recognition)
- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 6 CA Teaching Fellows
- On-Site Counseling/FPU
- Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, ESGI, Achieve3000
- Materials & Supplies
- Technology Equipment & Other Equipment

- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Cullinan Training

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 II Specialist. SPED students will be a part of all school-wide initiatives and have their attendance monitored by CWA II Specialist.

Action 2

Title: Social Emotional Learning/Decrease Suspensions

Action Details:

Jackson will reduce incidents of misbehavior that result in suspensions by implementing Social Emotional Learning (SEL) instruction and strategies, tiered responses to misbehavior and alternatives to suspension, and a multi-tiered system of support to ensure a positive school climate for all students, staff, and families.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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

- Quarterly OLWEUS Verification
- Weekly Second Step Lesson Plans
- ATLAS Monthly Suspension Reports
- Weekly Office Referral by Teacher
- Analysis SEL Survey Student Survey (Caring Adult Ratings)
- Class Meetings Implementation & Feedback
- Student Goal Setting
- SST Referrals/Counseling Referrals for Social Emotional Needs Student
- Behavior Support Plans (Informal & Formal)

Owner(s):

- PLCs & Teachers
- Climate & Culture Team
- Students & Parents
- Student Study Team
- Targeted Support Team
- On-Site Counselor
- Child Welfare & Attendance II Specialist
- School Psychologist
- Administration

Timeline:

- Bi-Weekly
- Monthly
- Quarterly

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

Tier 1:

- All teachers will implement Second Step daily lessons focused social emotional learning that teaches various social and emotional skills such as emotion recognition a, problem solving, bullying prevention and goal setting.
- All 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.

- All teachers will implement Morning Meetings, Classroom Meetings and Second Step lessons to support students with developing social emotional skills, positive peer relationships, conflict resolution, bullying prevention, and promoting positive classroom and school climate.
- All teachers will implement culturally responsive practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning. 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.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures for safety and civility, rules, and expectations will be designed and posted in a variety of school campus settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior for school success.
- Tiered responses for student misbehavior will be implemented consistently by all staff.
- All students with good citizenship (social skills and work habits) will be recognized with quarterly awards.

Tier 2:

- Students who demonstrate increasing misbehavior will be identified by PLCs bi-weekly and goal setting will be done with students/parents for improvement.
- Strategies/interventions will be implemented by teachers/parents to support students in improving their behavior.
- A menu of alternative consequences to suspension (found on our Tiered Responses to Misbehavior document) will be implemented schoolwide for students exhibiting frequent/moderate misbehavior.
- Identified students will receive opportunities for alternative recess locations, structured play, and/or support with appropriate social interactions, as needed.
- Students exhibiting frequent misbehavior will receive extra support in their classroom through informal behavior support contracts/interventions and incentives, developed through parent-teacher-student collaboration, to promote change in behavior to positive behavior.
- TST/CCT team will implement a referral process, criteria to identify students in need by utilizing Quarterly Power BI data for Misbehaviors Level II and Level III and Attendance. TST/CCT will progress monitor students referred to TST team for social emotional needs, attendance and behavior.
- Identified student groups will be more closely monitored by the TST/CCT and proactive/preventative approaches to misbehavior will be employed by staff.
- Child Welfare & Attendance II Specialist will provide 1-1 and/or small group intervention for social emotional and behavioral needs to students who are not responding to Tier 1 supports.

Tier 3:

- Identified students with misbehavior resulting in suspensions will receive more intensive support through a formal Behavior Support Plan, developed by administration, teacher, parent and school psych to respond to the needs of the student. in an effort to change the behavior.
- Teachers, Administrations, School Psychologist, Nurse, On-Site Counselor, Child Welfare & Attendance II Specialist and parents will participate in Student Success Team meetings to determine necessary intensive behavioral/social-emotional interventions for identified students.
- Child Welfare & Attendance Specialist will provide 1-1 and/or small group intervention for social emotional and behavioral needs to students who are not responding to Tier 1 & Tier 2 supports.
- On-Site Counseling services will be provided for identified students exhibiting intensive social-emotional needs, with parent agreement. School Psychologist will conduct assessments and provide crisis support for identified students with intensive social emotional needs. Weekly check-ins with identified students will be conducted by Administration to monitor progress and implement rewards.

Materials & Supplies in Direct Support to Tier 1-3 Services:

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 6 CA Teaching Fellows
- On-Site Counseling/FPU
- Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, ESGI, Achieve3000
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services

- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students:

- EL students will be provided with tiered systems of support for social emotional and behavioral needs.
- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to receive On-site Counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.
- EL student suspension/behavior data will be monitored quarterly by the CCT & CWA II Specialist.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

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 Administration to ensure student transitions back to school successfully.
- Increased opportunities for Social Emotional Learning in the classroom will be provided that focus on other ways to respond to emotions, GE peers for models of appropriate behavior inside a classroom and appropriate responses to emotions.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	Split CWAS with Sites to retain grant funded staff	33,604.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On Site Counselor G1A1, G2A1, G3A1 to support all Tier 3 students with social emotional needs.	13,586.00

\$47,190.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		82.91 %	2019-2020	89.91 %
Student Survey - Caring Adult (Students With Disabilities)		85 %	2019-2020	90 %
Student Survey - Caring Adult (African American)		100 %	2019-2020	100 %
Student Survey - Caring Adult (Hispanic)		82.88 %	2019-2020	87.88 %
Student Survey - Caring Adult (White)		100 %	2019-2020	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- There is a need to increase recruitment of qualified staff with BCLAD certification.
- There is a need to increase retain qualified staff with BCLAD certification.
- There is a need to increase recruitment of staff reflecting the diversity of our community.
- Increase of 7% of capacity building & sense of belonging

Student Survey - Caring adult

Based on Fall 2020 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (75 students) agreed with the statement teachers care about students all the time, 29% (37 students) agreed with the statement teachers care about students most of the time, 9% (12 students) agreed with the statement teachers care about students some of the time and 4% (5 Students) agreed with the statement teachers never care about students.

Based on Spring 2021 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (77 students) agreed with the statement teachers care about students all the time, 29% (39 students) agreed with the statement teachers care about students most of the time, 10% (13 students) agreed with the statement teachers care about students some of the time and 3% (4 Students) agreed with the statement teachers never care about students.

Student Survey - Caring Adult (African American)

Based on Fall 2020 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded

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

Staff Goal - Site Defined

- No baseline data since this is a new goal and metric

2020-2021 Certificated Staff:

- 6 teachers are BCLAD certificated
- 8 teachers are CLAD certificated
- 3 teachers have a Provisional Internship Permit (PIP2)
- 1 teacher has a Provisional Internship Permit (PIP1)
- 10 certificated teachers are fluent in Spanish
- 15/22 certificated staff are Hispanic
- 5/22 certificated staff are Anglo
- 1/22 certificated staff is Asian
- 1/22 certificated staff is African American

2019-2020 Student Ethnicity:

- 91.1% Hispanic or Latino
- 3.1% African American
- 2.3% American Indian or Alaska Native
- 1.9% White
- .9% Asian
- .7% 2 or More Races

favorably indicating 58% (75 students) agreed with the statement teachers care about students all the time, 29% (37 students) agreed with the statement teachers care about students most of the time, 9% (12 students) agreed with the statement teachers care about students some of the time and 4% (5 Students) agreed with the statement teachers never care about students.

Based on Spring 2021 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (77 students) agreed with the statement teachers care about students all the time, 29% (39 students) agreed with the statement teachers care about students most of the time, 10% (13 students) agreed with the statement teachers care about students some of the time and 3% (4 Students) agreed with the statement teachers never care about students.

Student Survey - Caring Adult (Hispanic)

Based on Fall 2020 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (75 students) agreed with the statement teachers care about students all the time, 29% (37 students) agreed with the statement teachers care about students most of the time, 9% (12 students) agreed with the statement teachers care about students some of the time and 4% (5 Students) agreed with the statement teachers never care about students.

Based on Spring 2021 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (77 students) agreed with the statement teachers care about students all the time, 29% (39 students) agreed with the statement teachers care about students most of the time, 10% (13 students) agreed with the statement teachers care about students some of the time and 3% (4 Students) agreed with the statement teachers never care about students.

Student Survey - Caring Adult (Students With Disabilities)

Based on Fall 2020 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (75 students) agreed with the statement teachers care about students all the time, 29% (37 students) agreed with the statement teachers care about students most of the time, 9% (12 students) agreed with the statement teachers care about students some of the time and 4% (5 Students) agreed with the statement teachers never care about students.

Based on Spring 2021 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (77 students) agreed with the statement teachers care about students all the time, 29% (39 students) agreed with the statement teachers care about students most of the time, 10% (13 students) agreed with the statement teachers care about students some of the time and 3% (4 Students) agreed with the statement teachers never care about students.

Student Survey - Caring Adult (White)

Based on Fall 2020 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (75 students) agreed with the statement teachers care about students all the time, 29% (37 students) agreed with the statement teachers care about students most of the time, 9% (12 students) agreed with the statement teachers care about students some of the time and 4% (5 Students) agreed with the statement teachers never care about students.

Based on Spring 2021 Climate/Culture Student Survey, 87% of Jackson students in Grades 4th - 6th responded favorably indicating 58% (77 students) agreed with the statement teachers care about students all the time, 29% (39 students) agreed with the statement teachers care about students most of the time, 10% (13 students) agreed with the statement teachers care about students some of the time and 3% (4 Students) agreed with the statement teachers never care about students.

Student Survey - Caring adult

Opportunities for teacher and student connectivity was a challenge during the 2020-2021 school year due to online learning. Students had no face to face interactions with their teachers and/or staff during Quarters 1-3.

Student Survey - Caring Adult (African American)

Opportunities for teacher and student connectivity was a challenge during the 2020-2021 school year due to online learning. Students had no face to face interactions with their teachers and/or staff during Quarters 1-3.

Student Survey - Caring Adult (Hispanic)

Opportunities for teacher and student connectivity was a challenge during the 2020-2021 school year due to online learning. Students had no face to face interactions with their teachers and/or staff during Quarters 1-3.

Student Survey - Caring Adult (Students With Disabilities)

Opportunities for teacher and student connectivity was a challenge during the 2020-2021 school year due to online learning. Students had no face to face interactions with their teachers and/or staff during Quarters 1-3.

Student Survey - Caring Adult (White)

Opportunities for teacher and student connectivity was a challenge during the 2020-2021 school year due to online learning. Students had no face to face interactions with their teachers and/or staff during Quarters 1-3.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new FUSD GOAL therefore, there are no major differences between the intended and actual implementation of actions and expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- As a result of Step 1 and Step 2, when there are open positions available during the 2021-2022 school year -- BCLAD certification and the diversity of our community will be highly considered when hiring for the open position(s).
- Changes/Actions planned for the 2021-2022 school year: 3 additional Teaching Fellows, eliminate Certificated Tutor position, added a Child Welfare and Attendance II Specialist (split fund with DPI department), additional supplementary contract for classified tech support and supplementary contracts for certificated teachers for the purpose of afterschool academic tutoring, participation in Dual Immersion Conferences, and ILT/CCT Planning.

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:

SBAC, CADashboard, Power BI, and iReady diagnostic data was shared throughout the school year with the SSC, ELAC, Staff PL and ILTs. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting on March 23rd to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget. SSC feedback/budget priorities:

- 1) Increase funds for Technology
- 2) Increase number of Teaching Fellows (Grades 1st - 6th)
- 3) Bilingual Spanish Paraprofessionals for RTI

2 ELAC:

ELAC meeting was held on March 22nd to review all SPSA data, actions, and budget priorities.

ELAC Feedback/Budget Priorities:

1. Increase Student Incentives for Attendance, Academics, and Behavior Performances
2. Increase funds for teacher materials & supplies
3. Increase opportunities for extra curricular, clubs, and assemblies

3 Staff:

Staff meeting was held on March 11th to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

Action 1

Title: Recruitment and Retention of Dual Language Immersion Staff

Action Details:

Jackson is committed to increase recruitment/retention of highly qualified BCLAD certificated staff in support of our Dual Immersion Program and increase recruitment of newly hired staff to reflect on the diversity of our community.

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

- Staff Management Portal on iAchieve
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form

Owner(s):

- Administration
- Site Hiring Panel (ILT/Admin)
- FUSD Human Resource Department
- Teacher Residency Program

Timeline:

- On-going
- Quarterly
- Lateral Hires
- Overage Hires
- New Teacher Hires

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Increase Recruitment/Retention of BCLAD certificated teachers:

- On-going collaboration with Manager(s) in the Teacher Residency Program to recruit potential candidates who are perusing BCLAD certification
- On-going collaboration with HR & FUSD Administrators with the DI Program to determine if there are any BCLAD certificated teachers who are placed in an EO classroom
- Offer a supplemental contracts for BCLAD certificated teachers due to additional PL District Meetings and/or Trainings pertaining to DI teachers
- Provide opportunities to network with teachers from other FUSD DI Schools and/or Regions on best practices, common formative assessments, and lesson plans
- Assign a Mentor (alike grade levels) to newly hired BCLAD teachers for support with curriculum, district assessments, common formative assessments, and lesson delivery.

Increase Recruitment/Retain newly hired staff to reflect diversity of community:

- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community
- Provide Professional Development to newly hired staff in order to build on teacher capacity
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidate to site needs.
- On-going communication with Manager (s) in the Teacher Residency Program to ensure recruitment of qualified BCLAD teachers
- Administration will provide opportunities for where All teacher voice is valued and heard. 1-1 Meet and Greet to connect with new/veteran staff, create quarterly surveys for teacher input, schedule optional teacher drop-ins where teachers can have conversations in a safe environment. provide a Comments Corner (Suggestions Box) where teachers can write questions, comment and concerns anonymously.
- CCT will plan schoolwide events specifically for Certificated and Classified staff as a way to connect and become a school family.

Materials & Supplies in Direct Support to Increase Recruitment/Retention of BCLAD and newly hired staff:

- Supplementary Contracts for BCLAD teachers to attend PL District Meetings and/or Training pertaining to DI
- Substitutes for release time to network with FUSD DI Schools on Best Practices, Assessments, Lesson planning
- Materials & Supplies for training on Technology, On-Boarding Lab Commitments, Keystone Pedagogies, and SEL Learning
- Materials & Supplies for training of NEWLY hired teachers on GVC, FUSD Planning Resource
- Supplementary Contract for Classified Tech to train newly hired and existing teachers
- Dual Immersion Conferences and Travel
- ILT/CCT Substitutes for site planning
- Books and References
- Teacher Supplementary Contracts for Academic tutoring
- Classified Tech digital support for all certificated and classified staff
- Online Supplementary Programs

- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Outside Vendors/PO's
- Direct Maintenance
- Direct Graphics
- Cullinan Training

Specify Professional Development or Staff Services to support EL students:

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, on-boarding Lab School Commitments, Keystone Pedagogies, Social Emotional Learning, and support with GVC and FUSD Math/ELA Planning Resources
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Provide opportunities to network with teachers from other FUSD DI Schools and/or Regions on best practices, common formative assessments, and lesson plans

Specify Professional Development or Staff Services to support low-performing student groups:

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, on-boarding Lab School Commitments, Keystone Pedagogies, Social Emotional Learning, and support with GVC and FUSD Math/ELA Planning Resources
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Provide opportunities to network with teachers from other FUSD DI Schools and/or Regions on best practices, common formative assessments, and lesson plans

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.09 %	2019-2020	100 %
Parent Survey - Safe and secure		96.43 %	2019-2020	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Virtual Meet and Greet
- Back-to-School Night
- Virtual Open House
- Virtual Awards/Recognition
- Virtual Parent Conferences
- Virtual Family Dance
- Off the Front
- Jackson's Exploration Night (DI Recruitment)
- Parent University
- Literacy Mentoring Program
- Musical Performances/Concerts
- School Carnival/Parties with Parents
- Coffee Hour/Virtual Chats
- Title I Meeting
- School Site Council
- English Language Advisory Committee
- Parent Surveys to address site needs
- Technology Usage for Parents
- Spring Climate Culture Parent Survey
- Parent and family workshop opportunities offered at various time frames to accommodate parent work schedules
- Use of social media platforms, school messenger, parent emails, monthly at-a-glance flyers, pre-recorded meetings, school website to ensure parents are updated on school events in target language needs

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

Family Goal - Site Defined

- No baseline data since this is a new goal and metric
- Need for updated ALTAS contact information
- Technology constraints for parents
- Need for HSL to better serve our community
- Need for HSL for equitable access for target language (Spanish)

Parent Survey - Respected and welcomed

- Ensure support staff attends Customer Service training
- Ensure Certificated and Classified staff attend Cultural Proficiency training
- Ensure Administrators attend Social-Emotional Learning for Leaders

Parent Survey - Safe and secure

- Ensure all Jackson staff follow protocols for the 2021-2022 Site Safety Plan
- Ensure all Jackson staff wear marked identification badges
- Ensure all visitors and parents report to the office to be issued a visitor's badge
- Ensure safety of students, families and staff with designated entrance and exit pathways before/after school
- PC and custodial team secure perimeter gates and staff parking lot gate to ensure safety during the instructional and non-instructional timeframes
- Ensure VP monitors site cameras are operational

Parent Survey - Respected and welcomed

Based on Spring 2020 Climate/Culture Parent Survey, 95% of Jackson parents felt a positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. 95% of students and parents report feeling welcome at the school. Whereas in Spring 2021 Climate/Culture Parent Survey, 97% of Jackson parents felt a positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. 97% of students and parents report feeling welcome at the school.

Parent Survey - Safe and secure

Based on Spring 2020 Climate/Culture Parent Survey, 93% students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school. Whereas in Spring 2021 Climate/Culture Parent Survey, 100% students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new FUSD Goal therefore, there are no major differences between the intended and actual implementation of actions and expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes/Actions planned for the 2021-2022 school year: 3 additional Teaching Fellows, eliminate Certificated Tutor position, added a Child Welfare and Attendance II Specialist (split fund with DPI department), additional supplementary contract for classified tech support and supplementary contracts for certificated teachers for the purpose of afterschool academic tutoring, participation in Dual Immersion Conferences, and ILT/CCT Planning.

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:

SBAC, CADashboard, Power BI, and iReady diagnostic data was shared throughout the school year with the SSC, ELAC, Staff PL and ILTs. Each group provided feedback on current actions and suggestions to shift in actions. We held an SSC meeting on March 23rd to review all SPSA data, actions, and budget priorities. In April SSC will be asked to approve the final plan and budget. SSC feedback/budget priorities:

- 1) Increase funds for Technology

2 ELAC:

ELAC meeting was held on March 22nd to review all SPSA data, actions, and budget priorities.

ELAC Feedback/Budget Priorities:

1. Increase Student Incentives for Attendance, Academics, and Behavior Performances
2. Increase funds for teacher materials & supplies
3. Increase opportunities for extra curricular, clubs, and

3 Staff:

Staff meeting was held on March 11th to review all SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

- 2) Increase number of Teaching Fellows (Grades 1st - 6th)
- 3) Bilingual Spanish Paraprofessionals for RTI

assemblies

Action 1

Title: Inclusive Opportunities for Families

Action Details:

Jackson is committed to increase inclusive opportunities for families to engage in their students' education. Our school will actively collaborate with Parent University and community partners to promote a variety of inclusive opportunities for our families.

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

- Parent Sign-Ins Logs
- Parent Input on Needs Assessment
- Parent Questionnaire
- Parent Volunteers
- Count of Attendees

Owner(s):

- Administration
- Classified/Certificated Staff
- Parents/Students
- Parent University

Timeline:

- On-going
- Monthly
- Yearly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Critical Partners in moving student achievement:

- Title I meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, parent rights under Title I and site program improvement status. Title I informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled Title I meeting. Informational Title I power points will be streamed via the internet to allow parents to play back on real time.
- Parent emails, Edu text, School Messenger, Phone Calls, Social Media Platforms, School Site website, School Marquee, Parent Monthly At-A-Glance Calendar will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English and Spanish as needed.
- Personal invites, invite a friend, ELAC
- ELAC meetings will provide all stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative score and how to prepare students of ELLs to become proficient in Reading, Writing, Listening and Speaking. ELPAC meetings will be scheduled during the most convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to play back on real time. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
- Students' academic performance, social emotional needs, progress of DI program and overall site program improvement plans will be evaluated monthly with all stakeholders. SSC meetings will be scheduled during most the convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to play back on real time. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
- Planned opportunities to Engage, Empower and Connect with families in support of Student Achievements and Social Emotional Wellness will be addressed in collaboration with Parent University. A Parent Needs Survey will provide valuable information on selecting Learning Modules based on parent voice. Learning Modules will include but not limited to: 1) Differentiated Training in Technology to promote Digital Literacy for all stakeholders 2)

Utilizing Parent Portal (ATLAS) to track Child's attendance, grades and assignments 3) Early Literacy Skills to Promote Reading Comprehension 4) Early Math Skills to Address the Mathematical Practices 5) Supporting our Child's Social Emotional Wellness 6) Importance of School Connectivity in support of student success. Parent University Meeting will be planned quarterly and meetings will be scheduled to best accommodate our working families. P/U Meetings will be advertised through Jackson website, Social Media, school marquee, weekly school Messenger, and monthly Parent Flyers.

- Administration will personally invite parents to attend SSC Meetings, ELAC Meetings, and Coffee Hour/Virtual Chats to increase the number of parent participants attending Schoolwide meetings.
- Administration will secure Spanish Bilingual Interpreters through the Department of English Language Services as needed.
- Create a weekly Gators Family Newsletter to inform Jackson families on the great things that are happening at school. Create a monthly Jackson Parent Towne Hall to provide a place where parents are heard and supported based on needs.

Materials & Supplies in Direct Services to FAMILIES:

- CCT Substitutes for site planning
- On-Site Counseling/FPU
- Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Classified Tech Digital Support
- Classified Support/Babysitting and Translating
- Parent and Student Supplies
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify Direct Service and Opportunities for parents and families to support EL students:

- Bilingual resources for parents of EL students
- On-site Counselor
- Child Welfare and Attendance II Specialist

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Bilingual resources for parents of EL students
- On-site Counselor
- Child Welfare and Attendance II Specialist

2021-2022 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	Teacher-Subs			SST subs for releasing the teachers for meeting and other planning meeting ** NO IEPS **	3,977.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			ILT Supplemental Contracts site planning CCI (27 hours) \$3040 ** NO IEPS **	3,818.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : To help support with Academic ELA, Math G2A1, G3A1	33,036.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			G2A1, G3A1 Babysitting and Translating	634.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement supplies ** NO FOOD OR INCENTIVES **	1,119.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G2A1 & G3 A1 Teacher supplemental contracts for extra time with students. Climate and Cultural 5pl. x 12 days X 39.20	4,190.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G2A1, G3 A1, for Classified tech digital support	1,902.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Dibbles \$50 AR (Gr. 2-6th) 2350 Times for Kids 1350 ESGI 426	3,842.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000 reading website to support students literacy growth throughout the school year. \$16,105 (2nd -6th) Boost for scaffolded instruction, Smarty Ants, Wonders alignment. \$2,350, (Kinder -1st) * Achieve 3000 & Boost same vendor different programs*	18,455.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G2A1, G3A1 For students supplies and incentives	6,502.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology equipment and Other equip	14,981.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow G1 A1, G1,A3 to improve academic performances for grades K-6th	11,012.00
G1A1	Sup & Conc	Instruction	Copier Maint			Library Copier service	4,200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct- Maintenance G1A2, G1A3 , G2A1, G3A1 & A2, G4A1, G5A1	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic To provide communication with all Goals and Actions through print to better service students and families	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : To Progress monitor students in RTI with reading comprehension and foundational skills	3,285.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3, G1A2	11,122.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A3 to Work on RTI	13,590.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Students materials / incentives and supplies G2A1, G3A1 and G4A1	2,549.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology and other	935.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2 & G1A3 to support students with academic performance	22,024.00

G1A1	One-Time School	Instruction	Mat & Supp			: Material and supplies for classroom use G2A1, G3A1, G4A1,G5A1	7,790.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology for the classroom for students and teachers G2 A1, G3 A1, G4 A1 G5 A1	7,790.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: School License for website Mystery Science G1A1	311.00
G1A3	Sup & Conc	Instruction	Travel			: G1A1, G1A2 DI conference/ Travel	18,381.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Split CWAS with Sites to retain grant funded staff	33,604.00
G3A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On Site Counselor G1A1, G2A1, G3A1 to support all Tier 3 students with social emotional needs.	13,586.00

\$246,635.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$42,895.00
Sup & Conc	7090	\$137,940.00
LCFF: EL	7091	\$50,220.00
One-Time School	7099	\$15,580.00
Grand Total		\$246,635.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$199,445.00
G3 - Increase student engagement in their school and community	\$47,190.00
Grand Total	\$246,635.00