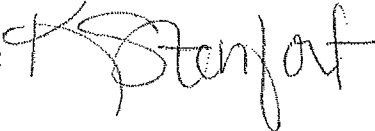


Jackson Elementary School

10621666006308

Principal's Name: Karina Stenfort

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
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A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
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E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	46/65	47.37 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	43/67	12.99 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	43/67	87.01 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	35/66	13.04 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	34/66	17.31 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	57/68	32.73 %
<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	38/68	52.13 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	50/68	36.82 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	63/68	11.11 %
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	45/68	4.63 %
<input type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	42/67	10.53 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	58/67	25.93 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	53/67	0.89 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	47/67	34.23 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: The school will implement a comprehensive reading support and intervention program with an emphasis on guided reading for all students and early literacy skills for students in grades K-2. Teachers will continue to implement and refine school wide reading comprehension strategies from the CORE Six book and ongoing professional development through participation in the WestEd i3 grant and additional training on guided reading from the Tulare County Office of Education.		
SQII Element: Reading by Third Grade	SQII Sub-element(s): ELA Grade level Proficiency (#6032)	Site Target: 25%	Vendor (contracted services) Tulare County Office of Ed. Teaching Fellows Reading A-Z Time 4 Kids DIBELS
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of May 2017, number and percentage of K-3 rd grade students who are on grade level will increase from 19.91% to 25%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • ELA Interim Assessments (1st-6th) • BAS (K-2nd) • DRP (2nd-6th) • KAIG • BPST & DIBELS • AC Created Common Formative Assessments & Running Records 		Owner(s) Teachers TSA Teaching Fellows Principal Vice Principal	Timeline All K-2 students will be BAS/BPST tested three times a year (Aug, Dec, and May) by teaching fellows, TSA and classroom teachers. ACs will develop and administer multiple common formative assessments quarterly and analyze results in collaboration with administration. All other assessments will be administered as per the district testing calendar and analyze results in collaboration with administration.
Explain the Targeted Actions for Parent Involvement (required by Title I): Each teacher will review each students' reading levels and scores during parent conferences and on an as-needed basis. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext.			
Describe related professional learning: All staff will participate in guided reading training and continue professional learning with the i3 WestEd grant and the CORE six book.			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students in grades K-6 will receive reading intervention provided by their teacher within a 45 minute intervention session, 4 times a week with an array of instructional materials that include leveled readers. Teaching Fellows will also assist with literacy instruction during the intervention block for grades 1 st -6 th			

and a paraprofessional will assist with literacy instruction in Kindergarten. Teachers will also receive release time to attend follow up guided reading training and to assess students with BAS.
Specify additional targeted actions for EL students:
EL students qualifying for these intervention services will receive intervention that supports reading comprehension as well as English language development. To ensure their unique needs in both language and literacy are met, instruction will be developed with the integration of the ELA and ELD standards while incorporating an array of strategies from WestEd that are specifically designed for English learners.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$9,709
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows (4)	\$15,800
1	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows (4)	\$15,800
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies.	\$14,459
1	1	EL	Instruction	Materials & Supplies				Materials & Supplies.	\$4,709
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies.	\$1,742
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating				Guided Reading.	\$15,700
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Time for Kids.	\$2,200
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	A-Z Reading.	\$1,300

1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating		Other*	DIBELS	\$441
							Total	\$81,860

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 2	<i>Detail the action:</i> The school will implement a comprehensive reading support and intervention program that will include the blended learning components of iReady (K-2 nd) and Achieve 3000 (3 rd -6 th) reading programs for all students.		
SQII Element: Reading by 3 rd Grade	SQII Sub-element(s): ELA Grade Level Proficiency (#6032)	Site Target: 25%	Vendor (contracted services) Achieve3000 iReady
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of May 2017, number and percentage of K-3 rd grade students who are on grade level will increase from 19.91% to 25%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • ELA Interim Assessments (1st-6th) • Achieve 3000 Reports • iReady Reports 		Owner(s) Teachers/Students TSA Principal Vice Principal	Timeline Teachers will implement the use of the programs on a daily basis. The effectiveness of the program will be monitored monthly by both teachers and TSA in collaboration with administration.
Explain the Targeted Actions for Parent Involvement (required by Title I): Teachers will review students' progress and scores during parent conferences and on an as-needed basis. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext.			
Describe related professional learning: Teachers will receive professional development in the implementation of the iReady and Achieve 3000 programs in addition to ongoing professional development in the implementation and refinement of the blended literacy approach.			
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students in grades K-6 will receive reading intervention within a blended literacy support approach provided by their teacher within a 45 minute intervention session, 4 times a week with an array of instructional materials that include adaptive reading programs, laptops, and other technology to fully access the programs. A paraprofessional will also assist with the maintenance of the technology.			
Specify additional targeted actions for EL students:			

EL students will also take part in the implementation of the adaptive reading program and will access the ELD components of the programs based on student need as necessary.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Supplemental				Extra Pay Contract Tech Maintenance.	\$2,000
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology.	\$8,000
2	1	EL	Instruction	Non Capitalized Equipment				Technology.	\$10,000
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Other*	Achieve 3000	\$15,000
2	1	EL	Instruction	Prof/Consulting Svc & Operating			Other*	iReady.	\$4,500
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	iReady.	\$4,000
Total									\$43,500

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<i>Detail the action: The school will implement an after school tutoring program for qualifying students in grades K-6th who are struggling in reading based on multiple measures.</i>		
SQII Element: Reading by 3 rd Grade	SQII Sub-element(s): ELA Grade Level Proficiency (#6032)	Site Target: 25%	Vendor (contracted services) Reading and Beyond
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point: By the end of May 2017, number and percentage of K-3 rd grade students who are on grade level will increase from 19.91% to 25%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) Tutors Teachers	Timeline All students participating in reading and beyond will be tested and progress monitored on a weekly basis by tutors.
<ul style="list-style-type: none"> Reading and Beyond Reports ELA Interim Assessments (1st-6th) 			

<ul style="list-style-type: none"> • BAS (K-2nd) • DRP (2nd-6th) • KAIG • BPST • AC Created Common Formative Assessments 	<p><i>Administrators</i></p>	<p>All K-2 students will be BAS/BPST tested three times a year (Aug, Dec, and May) by teachers.</p> <p>ACs will develop and administer multiple common formative assessments quarterly and analyze results in collaboration with administration.</p> <p>All other assessments will be administered as per the district testing calendar and analyze results in collaboration with administration.</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):
 Teachers will review students' progress and scores during parent conferences and on an as-needed basis. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext.

Describe related professional learning:
 Tutors will receive ongoing professional development from reading and beyond.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
 All participating students that receive after school tutoring will receive one hour of targeted reading instruction at their level three days a week.

Specify additional targeted actions for EL students:
 Qualifying EL students will also take part in the after school tutoring program to enhance their reading skills which will also enhance their language skills simultaneously through integrated ELD strategies.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	EL	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Reading and Beyond	\$15,000
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Reading and Beyond	\$15,000
Total									\$30,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	Detail the action: Professional development will be provided for teachers to implement the comprehensive reading strategies from the CORE Six book and the deconstruction of language in mathematics instruction. All 1 st -6 th grade teachers will take part in developing common formative assessments in mathematics on the Illuminate platform to deepen their understanding of the math standards and to monitor student progress in mastering the standards.		
SQII Element:	SQII Sub-element(s):	Site Target:	Vendor (contracted services)

Math (SBAC)	Standard Met/Exceed (#6169)	18%	N/A
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<p>Write a SMART Goal to address each data point: By the end of May 2017, the number and percentage of students scoring standard met or standard exceeded on the math SBAC will increase from 12.99% to 18%.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Math Interim Assessments (1st-6th) • KAIG • AC created common formative assessments 		<p>Owner(s) Tutors Teachers Principal Vice Principal</p>	<p>Timeline ACs will develop and administer multiple common formative assessments quarterly and analyze results in collaboration with administration. All other assessments will be administered as per the district testing calendar and results will be analyzed by teachers in collaboration with administration.</p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I): Teachers will review students' progress and scores during parent conferences and on an as-needed basis. Teachers will also send home progress reports at mid-quarter to inform parents of the students' progress. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext.</p>			
<p>Describe related professional learning: Teachers will receive ongoing professional development in creating and administering common formative assessments on the Illuminate platform. Teachers will also receive professional learning and continuous practice in deconstructing standards and the implementation of comprehensive reading and ELD strategies in mathematics instruction.</p>			
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students will receive high quality mathematics instruction that incorporates a balance of comprehensive reading and ELD strategies. Students will also be assessed through the use of the Illuminate platform, which will give them ample practice on how to navigate through online assessments to attain computer literacy as well.</p>			
<p>Specify additional targeted actions for EL students: All English Learners will further develop their English language skills through this high quality mathematics instruction that will incorporate the deconstruction of language as well as other comprehensive reading strategies.</p>			

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p>Detail the action: Teachers will continue to provide and refine integrated and designated ELD instruction applying the teaching and learning cycle through the implementation of the ELA/ELD Framework and the CORE Six reading</p>					

<p><i>strategies. Teachers will also utilize the EL redesignation goal setting report and the ELD standards to identify needs, plan instruction and goal set with students.</i></p>			
<p>SQII Element: EL Redesignation</p>	<p>SQII Sub-element(s): Continuously enrolled redesignation rate (#6338)</p>	<p>Site Target: 50%</p>	<p>Vendor (contracted services) Ace Trophy</p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>	<p>Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>		
<p>Write a SMART Goal to address each data point: By the end of May 2017, the number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year will increase from 48.65% to 50%.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • CELDT • ELA Interim Assessments • EL Monitoring Forms • DRP & BAS • AC Created Common Formative Assessments 		<p>Owner(s) Teachers TSA Principal Vice Principal</p>	<p>Timeline All EL students will be assessed with CELDT in the fall by trained teachers. Teachers will monitor student progress on a monthly basis with the EL monitoring forms and through ongoing AC created common formative assessments and results will be analyzed in collaboration with administration. All other assessments will be administered as per the district testing calendar and results will be analyzed by teachers in collaboration with administration.</p>
<p>Explain the Targeted Actions for Parent Involvement (required by Title I): Teachers will discuss the progress of their EL students during parent teacher conferences and on an as-needed basis. Administration will keep parents informed of the progress of English Learners, their redesignation rates, and strategies on how to help these students at home through ELAC meetings held every other month. Parents will also be able to access student information through the parent portal and will also receive updates of their child's grades through Edutext.</p>			
<p>Describe related professional learning: Teachers will receive ongoing professional learning focused on ELD instruction (Designated and Integrated ELD) through presentations, planning, peer observations and feedback based on the training from the i3 WestEd grant and the CORE Six book. Teachers will identify, prepare and encourage all English Learners through differentiated instruction and goal setting chats for redesignation.</p>			
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students will receive high quality instruction to help further develop their language skills through targeted ELD instruction, thus enabling them to meet the rigorous demands of the language and speaking and listening standards. Students who obtain redesignation will receive a medal at the quarterly awards assembly to recognize their efforts and encourage other students to achieve this goal.</p>			

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub Release time for Guided reading training / BAS / Prof Dev / Planning.	\$9,600
5	1	Sup & Conc	Instruction	Copier Maintenance				Copier Maintenance.	\$1,500
5	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors.	\$1,600
Total									\$12,700

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 6	<i>Detail the action: The school will continue to have bi-weekly truancy prevention meetings with DPI & DA’s office with parents of students who are chronically absent. School will also present quarterly awards to students with perfect attendance and do monthly drawings for school t-shirts for perfect attendance in order to decrease the percentage of TK-6th grade students who are at-risk according to attendance criteria.</i>					
SQII Element: Chronic Absenteeism	SQII Sub-element(s): Attendance Growth (#5959)		Site Target: 20%		Vendor (contracted services) Capture it Imprinting	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: <i>By the end of May 2017, the number and percentage of TK-6th grade students who are no longer chronically absent at the end of previous semester who are no longer chronically absent in the current semester will increase from 11.11% to 20%.</i>						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)				Owner(s) Administration Truant Officer Office Assistant		Timeline <i>Perfect attendance will be monitored on a monthly basis by teachers and administration.</i> <i>Perfect attendance awards will be given on a quarterly basis by teachers.</i>
<ul style="list-style-type: none"> • Bi-weekly meeting with parents • Quarterly awards for perfect attendance • Monthly drawings for t-shirts for perfect attendance 						

		Meetings with parents will be held on a bi-weekly basis by principal and vice principal.
Explain the Targeted Actions for Parent Involvement (required by Title I): In collaboration with DPI and the DA's office, administration will conference with parents of students who are chronically absent on a bi-weekly basis. Parents will also be able to access student information through the parent portal as needed.		
Describe related professional learning: Teachers will receive ongoing professional learning on the Safe and Civil Schools initiative focusing on strategies to enhance the social/emotional well-being of all students.		
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will be recognized quarterly for having perfect attendance by receiving a certificate during the awards assemblies. There will also be a monthly drawing for a school t-shirt. All students who have perfect attendance will be entered in the drawing to have an opportunity to win the t-shirt.		
Specify additional targeted actions for EL students: All English Learners will have the same opportunities to enter the drawing and they will all be recognized equally during the awards assemblies.		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	Detail the action: The school will provide ongoing professional learning on the Safe and Civil Schools initiative and classroom management strategies. Teachers will continue to implement and refine these strategies as well as the implementation of OLWEUS and classroom meetings to promote positive behavior and prevent out of school suspensions. On-site counseling will also be available for students displaying social/emotional challenges. In addition, there will an annual anti-bullying launch that will have a wide array of activities for students to get involved and be aware of the effects of bullying and learn strategies to prevent it. School will also implement a rewards system where students are recognized by being given a "character counts" slip. The top two students with the most character count slips each month will be recognized as students of the month and receive incentives.		
SQII Element: Suspension	SQII Sub-element(s): Suspension Rate (#6109)	Site Target: 1%	Vendor (contracted services) On-Site Counseling
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of May 2017, the number and percentage of students who have been suspended and/or expelled will decrease from 4.63% to 3.63%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)		Owner(s) Teachers Principal Vice Principal	Timeline Classroom Meeting verification forms will be turned into administration by teachers on a quarterly basis Teachers will receive ongoing classroom walk-through feedback from administration on the implementation of classroom meetings
<ul style="list-style-type: none"> Quarterly OLWEUS and Classroom Meeting verification Ongoing classroom walk-through feedback on implementation of classroom management strategies Monthly suspension data 			

							Administration will monitor suspension data on a monthly basis.		
Explain the Targeted Actions for Parent Involvement (required by Title I):									
Teachers will conference with parents regarding their student's behavior during parent conferences and on an as-needed basis. Administration will keep parents informed of the progress of school suspension and review strategies on how to help these students at home through SSC/ELAC meetings held every other month.									
Describe related professional learning:									
Teachers and support staff will receive ongoing professional learning on the Safe & Civil Schools initiative, classroom management strategies, OLWEUS, and classroom meetings. In addition, there will also be site based professional development on the book "Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It".									
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):									
All students will take part in classroom meetings and instruction that incorporates classroom management strategies that promote positive behavior. A wide array of materials will be necessary for activities during the Anti-Bullying launch, in addition to the incentives for character counts and student of the month. T-shirts and medals will also be needed to recognize perfect attendance.									
Specify additional targeted actions for EL students:									
English learners will participate in the same activities, same instruction and receive the same type of incentives as the other students.									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	EL	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	On-Site Counseling.	\$7,300
7	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: On-Site Counseling/FPU	On-Site Counseling.	\$7,300
7	2	EL	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee	\$146
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				REA 2% Evaluation Fee	\$146
								Total	\$14,892

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates	
Action # 8	<p>Detail the action: The school will implement an enrichment program with activities in the arts and athletics to provide all students with the opportunity to participate in Goal 2 activities. Students will also continue to take part in extra-curricular activities outside of the enrichment program, such as peer-mediation, traffic patrol, sports and the Spelling Bee. School will also participate in the Destination Imagination competition to encourage more students to participate in innovative activities. School will also hold a Barnyard Dance as a culminating activity to a unit on folk music and dancing.</p>			
SQII Element: Student Engagement	SQII Sub-element(s): Overall Student Participation (#2080)	Site Target: 50%	Vendor (contracted services) Destination Imagination Evo Bluestein Peace Works	
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning:	<input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<p>Write a SMART Goal to address each data point: By the end of May 2017, the number and percentage of unique students who are engaged in any Goal 2 activities will increase from 25.93% to 50%.</p>				
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Will monitor the percentage of student participation in extra-curricular activities on a quarterly basis via SQII data. Any teacher or coach working with students will submit names of students participating in extra-curricular activities to administration on a quarterly basis. 		<p>Owner(s) Teachers Coaches Principal Vice Principal</p>	<p>Timeline Student participation will be monitored on a quarterly basis by teachers, coaches and administration. The enrichment program will be 8 weeks long three times a year (Sept.-Nov., Jan-Feb., April-May) and will be implemented by teachers.</p>	
<p>Explain the Targeted Actions for Parent Involvement (required by Title I): Parents will be invited via flyers, letters and school messenger to attend any performances, activities or events that are scheduled to showcase student talent acquired from the extra-curricular activities.</p>				
<p>Describe related professional learning: Professional learning will consist of teachers brainstorming different activities to offer during the enrichment program.</p>				
<p>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students will participate in the enrichment program, which will include a wide array of activities involving arts, athletics and all other type of extracurricular activities. A wide array of materials will be necessary depending on the type of enrichment instruction. Funds to purchase Destination Imagination will also be required as well as funds to purchase folk dancing lessons from Evo Bluestein.</p> <p>Specify additional targeted actions for EL students: English learners will have the same opportunity to participate in all extra-curricular activities offered at school.</p>				

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement Supplies.	\$750
8	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation Grade level in town.	\$1,500
8	3	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance (School).	\$1,000
8	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics.	\$500
8	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Destination Imagination.	\$800
8	3	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Other*	Evo Bluestein.	\$2,000
Total									\$6,550

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$33,192 *
7090	LCFF Supplemental & Concentration	\$97,255
7091	LCFF for English Learners	\$59,055
TOTAL 2016/17 ON-SITE ALLOCATION		\$189,502

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$722
Remaining Title I funds are at the discretion of the School Site Council	\$32,470
Total Title I Allocation	\$33,192

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0250 Jackson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies.	1,742.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			: Guided Reading.	15,700.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,709.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies.	14,459.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows (4)	15,800.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : DIBELS	441.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Time for Kids.	2,200.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : A-Z Reading.	1,300.00
1	1	EL	Instruction	Mat & Supp			: Materials & Supplies.	4,709.00
1	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellows (4)	15,800.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Other* : Achieve 3000	15,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Technology.	8,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Other* : iReady.	4,000.00
2	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Extra Pay Contract Tech Maintenance.	2,000.00
2	1	EL	Instruction	Nc-Equipment			: Technology.	10,000.00
2	1	EL	Instruction	Cons Svc/Oth			Other* : iReady.	4,500.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Reading and Beyond : Reading and Beyond	15,000.00
3	1	EL	Instruction	Cons Svc/Oth			Reading and Beyond : Reading and Beyond	15,000.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Sub Release time for Guided reading training / BAS / Prof Dev / Planning.	9,600.00
5	1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance.	1,500.00
5	1	EL	Instruction	Direct-Other			CELDT Assessors.	1,600.00
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: REA 2% Evaluation Fee	146.00
7	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On-Site Counseling.	7,300.00
7	2	EL	Guidance & Counseling Services	Direct-Other			: 2% REA Evaluation Fee	146.00
7	2	EL	Guidance & Counseling Services	Cons Svc/Oth			Counseling: On-Site Counseling/FPU : On-Site Counseling.	7,300.00
8	3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Supplies.	750.00
8	3	Sup & Conc	Instruction	Direct Trans			Transportation Grade level in town.	1,500.00
8	3	Sup & Conc	Instruction	Direct-Maint			Maintenance (School).	1,000.00
8	3	Sup & Conc	Instruction	Direct-Graph			Graphics.	500.00
8	3	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Destination Imagination.	800.00
8	3	Sup & Conc	Instruction	Cons Svc/Oth			Other* : Evo Bluestein.	2,000.00

\$189,502.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$33,192.00
Sup & Conc	7090	\$97,255.00
EL	7091	\$59,055.00
Grand Total		\$189,502.00

Domain Totals	Budget Totals
Academic	\$168,060.00
Culture & Climate	\$6,550.00
Social/Emotional	\$14,892.00
Grand Total	\$189,502.00

E.1. Assurances


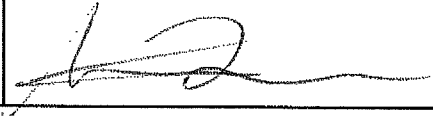
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Karina Stenfort	X				
2. Chairperson - Stephanie				X	
3. Margarita Ortega		X			
4. Audrey Spenrath		X			
5. Mary Hodges		X			
6. Cece Zuniga			X		
7. Eduardo Peralta				X	
8. Olga Uribe				X	
9. Rosalee Vasquez				X	
10. Gilbert Carrillo				X	
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Karina Stenfort		3/29/16
SSC Chairperson	Stephanie Franco		3/29/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws