

Jackson Elementary

10621666006068

Principal's Name: Rodolfo Gonzalez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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	
<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


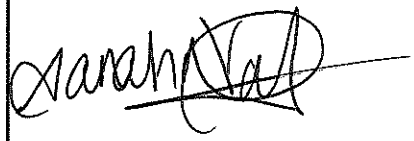
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (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 - Rodolfo Gonzalez	X				
2. Chairperson – Sarah Valentine				X	
3. Brett Mason				X	
4. Beatriz Vazquez				X	
5. Alicia Crispin				X	
6. Juan Olvera		X			
7. Mina Smart Borders		X			
8. Sharon Tevis		X			
9. Jose Caicedo Contreras			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/15/2024</u> .

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	Rodolfo González		4/15/24
SSC Chairperson	Sarah Valentine		4/15/24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$41,715 *
7090	LCFF Supplemental & Concentration	\$130,728
7091	LCFF for English Learners	\$49,248

TOTAL 2024/25 ON-SITE ALLOCATION

\$221,691

* 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	\$1,236
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$40,479</u>
	Total Title I Allocation	\$41,715

Jackson Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-10 pts	-45.5 pts	2023-2024	-10 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35.9 %	30.1 %	2023-2024	36 %
SBAC Math - Average distance from standard	✓	-10 pts	-59.7 pts	2023-2024	-10 pts
SBAC Math - percentage of students met/exceeded standard	✓	25.07 %	21.9 %	2023-2024	26 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- 30 % of students performed on or above grade level on the 2022-2023 ELA SBAC modified Diagnostic.
- 22 % of students performed on or above grade level on the 2022-2023 modified Math SBAC.
- ELA iReady Results: Fall 2023; 10% of students performing on or above Grade Level. Winter 2023; 23% of students performing on or above Grade Level.
- Math iReady Results: Fall 2023; 5% of students performing on or above Grade Level. Winter 2023; 16% of students performing on or above Grade Level.
- 26 out of 26 eligible English Learners met reclassification criteria. (100% rate) in ELPAC
- K-6 students received balanced English Language Arts intervention support via Response to Intervention (RTI) structures.
 - Six Teaching fellows provided additional targeted Tier 2 intensive in class support in grades K- 2nd utilizing Wonders Intervention Resources focused on foundational skills (RTI).
 - Teaching Fellows also supported grades 3rd through 6th by targeting specific student needs based on SBAC and iReady data through a push in and push out process (RTI) structures.
 - TSA and Teaching fellows utilized Orton Gillingham, iReady toolbox and GVC (Wonders) to

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

Key factors that contributed to this disproportionality are Attendance/Chronic absenteeism. Current data shows a drop of 7% points from last year, removing Jackson from ATSI status. Current data: **Severely Chronic 8.5% and 19.7% Chronic.**

Targeted English Learners are currently receiving intense support via after school tutoring.

Currents status: 128 students took the 2022- 2023 ELPAC. 26 students meet the criteria. 26 students were reclassified.

102 students took the ELPAC this year 2023-2024. 40 students currently meet the criteria for reclassification in English Language Arts and only need to pass the ELPAC assessment to reclassify.

provide intervention.

- Students are currently being monitored utilizing Dibels mClass.
- 4th through 6th grade PLCs will continue to implement MLD strategies.
- Site and district coaches continue to work with individual teachers in grades K- 6th on fluency and foundational skills in math to build student capacity.
 - Number Talks in k-3rd
 - Reflex Math in K-6th
 - BBF in 3rd- 6th

Jackson teachers continue to build capacity through PLs and the PLC work by collaborating, digging deeper, and providing each other feedback during scheduled grade level PLCs, as well as vertical articulation meetings. PLCs continue to meet and plan instruction; focused on grade level standards, Calendar CFAs, IABs and FIABs. Data analysis including student misconceptions and planning next steps are discussed to support all students, including English Learners, RSP students and students with poor attendance due to the disproportionality of learning from these student groups.

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 (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-2024 academic year. A total of five teachers and Principal will attend the Two Way & Dual Language Education Conference in June of 2024 (Literacy/DLI). Funds allocated for conferences, training and travel that were not utilized were reallocated for the purchase of instructional materials.

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 2024/25 SPSA.

Changes/ Actions planned for the 2024-2025 school year:

- Additional funds will be utilized to support Social Emotional Needs of students through social clubs such as; Girl Power, Young Men of Character, Student Council, Coding and additional social clubs.
- Gator Den and Gator Space (Social Emotional safe places for at-risk students).
 - Additional funds will be utilized to stock consumables in Gator Den and Gator Space.
 - Additional funds will be utilized to support Jackson's Intervention Specialist with the purchase of materials/ supplies to support students' social emotional needs/ Attendance.
- Professional Learning will continue to address student Academic disproportionalities.
- Actions will specifically address disproportional student groups with support of our Climate Culture Specialist.
- An intentional focus of actions will continue to address our largest gaps in student achievement pertaining to English Learners. Targeted after school tutoring for ELs at level 3 with TSA, and district provided tutor to support all English Learners.
- K-6 PLCs will continue to upload instructional calendars, block assessment data, data analysis, agendas and minutes to PLC TEAMS folders with fidelity
- Site based Academic Coach will provide teacher support on a need's basis by;
 - Planning w/ individual teachers and PLCs
 - Side by side co-teaching
 - Modeling
- Jackson will continue to work in partnership with District Departments (Math, ELA, EL, Early Learning) to provide PL based on teacher, PLC and site needs.
- Jackson will continue to utilize MLD math practices in grades 4th through 6th.

- Site Academic Coach will introduce 3rd grade to MLD strategies during the 2024-2025 academic school year.
- Opportunities will be provided for teachers to participate in conferences and embedded learning to build teacher capacity.
- We will continue to utilize community supports such as:
 - Literacy Mentors
 - Read Fresno
 - Roosevelt High School Teaching Academy students
 - Roosevelt High School Interns

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Current Jackson student performance data was shared with SSC, staff, and parent/community stakeholders at scheduled meetings (ELAC, SSC, Title 1 Parent Meeting, Staff PL Meetings) which include multiple opportunities for stakeholder input. SSC, Staff, and parent/community stakeholders were all provided an opportunity to give feedback and input regarding the writing of the SPSA needs assessment, and prioritizing funding of resources, programs and personnel. SSC and parents approved of actions to address our goals.

2 ELAC:

Current Jackson student performance data was shared to ELAC members, staff, and parent/community stakeholders at scheduled meetings (ELAC, Title 1 Parent Meeting, Staff PL Meetings) which include multiple opportunities for stakeholder input. Parents and ELAC SSC approved of actions to address our goals.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Current Jackson student performance data was shared with Staff at scheduled PL Meetings, which include multiple opportunities for stakeholder to provide feedback and input regarding the writing of the SPSA needs assessment, and prioritizing funding of resources, and personnel. The majority of the staff requested to keep all personnel such as Paraprofessional Instructional Assistant, Teaching Fellows, and Clinical Social Worker.

Action 1

Title: ELA Instruction Plan for K- 6th

Action Details:

Teachers will continue to implement and refine school-wide reading comprehension strategies from ongoing professional development in the areas of reading/language arts, language development, professional learning communities, and any other areas that enhance literacy development through various Professional Learnings and conferences including Corwin, Scholastic, PLC Plus, DLI Conferences.

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

- SBAC
- FSA/BAS/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
- On-site Instructional Coach
- Administration
- Teachers/Student Success Team
- Targeted Support Team (TST)

Timeline:

- Daily Checking for Understanding
- Nov. 2024, & Mar. 2025
- iReady Diagnostic Assessments
- Common Formative Assessments
- Quarterly FIAB/IAB(Grade 3-6)
- Quarterly FAS/BAS/DIBELS

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

- PLCs in grades 3rd to 6th will plan instruction at grade level standards aligning questions and tasks in daily instruction, Exit Tickets, and CFA/CSAs ensuring the alignment to the CLAIMS/TARGETS utilizing CASSP teacher tools. PLCs will work through assessment cycles with CFA/CSAs, FSA(Kinder), BAS(K-2), Interim Block Assessments (IABs), and Focused Interim Block Assessments (F-IABs); analyzing data and planning for responses as PLCs and individually. Spanish DLI PLCs will follow the same protocols to monitor progress for DLI students. All PLCs will create and administer a minimum of **3 CFAs (IAB, FIABs)** per quarter in ELA. Admin will monitor via PLC agendas and uploaded CFA data.
- Jackson (TF and TSA) will continue to implement a comprehensive reading support program through a daily 45-minute RTI block, with continued emphasis on reading foundational skills and Guided Reading for K-2. As well as a comprehensive reading support program for grades 3-6 with an emphasis on reading comprehension and vocabulary development.
- Exit tickets, FSA, BAS, iReady Diagnostics, and CFA results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 and 3 intervention and/or acceleration.
- BAS, DIBELS, and iReady Diagnostic assessment results will lead to the identification of Tier 2 and 3 intervention students supported by TSA and one Teaching Fellow in grades K- 2nd
- Build the capacity of teachers in both English and Spanish strands through the Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) with our Site Academic Coach.
- All students will conference with teachers and set learning goals based on performance data on Fall/Winter/Spring i-Ready Results, and SBAC Results.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards.
- All students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Funds for on-site professional development, conferences, and travel expenses for staff professional learning to build and support staff capacity in addressing the needs of all students.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning sessions based on need.
- Substitutes to support Professional Learning and the planning needs of PLCs, Teachers, ILT, Data Chats ,RTI Progress Monitoring meetings, attendance of conferences and professional development, assessment and data analysis such as FSA, BAS,DIBELS, and Spanish DLI testing.
 - 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.
 - 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.
 - School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Materials and Supplies to support Direct Services in Tier 1-3:

- SST Substitutes
- ILT/CCT substitutes for site planning
- Books and References
- 4 Teaching Fellows
- Clinical Social Worker
- Paraprofessional, Instructional Assistant
- Conferences and travel, training for teachers, support staff and admin
- Classified Tech digital support

- Online Supplementary Programs: Scholastic magazine, Achieve3000, Smarty Ants, ELA iReady Toolbox, Math Reflex
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities, staff professional learning, and building a positive school culture for all stakeholders.
- Funds to provide incentives and awards for students' academic progress and achievements
- Supplemental classroom materials, supplies, and resources such as: tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students chart tablets, notebooks, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the **Blue** level in area of English Language Arts as indicated on the CADashboard. EL students continue to make progress in reclassification with a 63.6 percent . This is an increase of 12.7 percent from last year 2022-2023.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as ELAC, Family Engagement Hour and Parent-Teacher Conferences.
- Funds will be utilized to pay for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during our RTI block.
- We plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visits.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- We plan to support English learner students by providing four Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during our RTI block.
- Afterschool Tutoring provided by EL services
- Pay ELPAC assessors.
- Provide student and parent engagement events and activities.
- Funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Funds, will pay for necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- We strategically ensure our English Language Learners are included to receive comprehensive reading support through a 45 minutes RTI model

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population (**Only RSP at JACKSON**) is performing at the lowest level in the area of English Language Arts according to the CADashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Funds will be utilized to pay for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out RTI model.
- We plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visits.
- Funds will be utilized to purchase necessary instructional technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social-emotional success.
- Funds will be utilized to provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- We plan to support English learner students by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during our RTI block.
- Funds we plan to support SWD students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis.
- Pay ELPAC assessors (SWD who are ELs).
- Provide student and parent engagement events and activities.
- Funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Funds, will pay for necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWDs' academic and social-emotional success
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of all students, including SWD

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- ELD Afterschool Tutoring Program Support provided TSA and English Learners Services including our LTELS.
- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards
- Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- One District provided Spanish Home School Liaisons (8 Hours) to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Tier 2 and 3 Interventions for 45 minutes a day
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC assessment

Identified low-performing student groups include our SWD populations. The following services will be provided:

- TST and/or IEPs will be implemented and the team will meet to establish interventions and monitor students who are low-performing or not showing adequate growth.
- Tier 3 Intervention for 45 minutes a day, specifically ensuring that SWD students are provided intervention services.
- Daily use of scaffolds during instruction aligned with standards.
- Conferencing with low-performing student populations and goal setting based on assessment data. Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Spanish Home School Liaisons (8 Hours) to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Supplemental materials/supplies along with technology will be used to support SWD students during instruction.
- PLC's will complete Data-Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach, and a plan for implementation
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 24/25 school year and at IEP meetings thereafter
- SPED (RSP teacher) will continue to rotate and attend weekly PLCs to support and ensure the alignment of core instruction for SWD population.

Action 2

Title: Math Instruction Plan for K-6th

Action Details:

Jackson Elementary Professional Learning Communities 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 via district adopted comprehensive math program, GoMath. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards. Grades 3rd through 6th grades will continue to implement conceptual strategies acquired through Swum Math training (MLD). Math supports will also include the practice of grade-level math skills presented through the instruction of Common Core State Standards including preview/review, fluency timed tests, and number talks.

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

- SBAC 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)
- Math SBAC
- SST Referrals for student academic needs

Owner(s):

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

Timeline:

- Daily checking for understanding
- Common Formative Assessments
- 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):

- PLCs will work through assessment cycles with Exit Tickets, CFAs, IABs, and F-IABs; analyzing data and planning for responses as grade levels and individually ensuring that all the elements and tenets of the Math Instructional Practice Guide (IPG) are evident during instruction.
- All PLCs will create and administer a minimum of 3-4 CFAs per Quarter in Math that are aligned to essential standards
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Every student will engage in individualized learning pathways on iReady and Reflex in Math to support intervention with their identified deficiencies, based on diagnostic results.
- 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 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.
- 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.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning sessions based on need.

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

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- Site Instructional Coach
- Teacher on Special Assignment
- Clinical Social Worker
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Technology Equipment & Other Equipment
- Math Lesson Design support for Grades 3th - 6th will continue in 2024-2025_ provided by site Academic Coach
- Website Resources: Math Reflex
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the **Blue** level in area of English Language Arts as indicated on the CADashboard. EL students continue to make progress in reclassification with a 63.6 percent . This is an increase of 12.7 percent from last year 2022-2023.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

The Students with Disabilities (SWD) student population (**Only RSP at JACKSON**) is performing at the lowest level in the area of Math according to the CADashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as ELAC, Engagement Hour and Parent-Teacher Conferences.
- We plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visits.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- Provide student and parent engagement events and activities..
- Funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Funds, will pay for necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Teachers provide additional math support for students including English Language Learnings
- ELD Afterschool Tutoring Program Support provided TSA and English Learners Services including our LTELS.
- Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- One District provided Spanish Home School Liaisons (8 Hours) to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- 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.

With Title I funds we plan to support (Specific student group) by...

- We plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visits.
- Funds will be utilized to provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- Funds we plan to support SWD students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis,
- Pay ELPAC assessors. (SWD who are ELs)
- Provide student and parent engagement events and activities.
- Funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Funds, will pay for necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWDs' academic and social-emotional success
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- TST and/or IEPs will be implemented and the team will meet to establish interventions and monitor students who are low-performing or not showing adequate growth.
- Daily use of scaffolds during instruction aligned with standards.
- Conferencing with low-performing student populations and goal setting based on assessment data. Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Spanish Home School Liaisons (8 Hours) to support and communicate with parents regarding student academic progress, reclassification, and/or attendance concerns
- Supplemental materials/supplies along with technology will be used to support SWD students during instruction.
- PLC's will complete Data-Informed Intervention Plans, identifying low-performing students, their misconceptions, strategies to intervene/reteach, and a plan for implementation
- Special Education Staff will provide and explain IEP goals to GE teacher at the beginning of the 24/25 school year and at IEP meetings thereafter
- SPED (RSP teacher) will continue to rotate and attend weekly PLCs to support and ensure the alignment of core instruction for SWD population.
- 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 Learner Instructional Plan for K-6th

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. With the support of all instructional staff, English Language Learners will advance at least one proficiency level a year towards the goal of Reclassification. Jackson will continue to implement instructional strategies from the Teaching Learning Cycle training from English Language Services. Jackson's goal for English Learners is to move a minimum of one proficiency level per year.

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

- ELPAC
- SBAC
- DIBELS
- BAS
- i-Ready Assessments in ELA
- EL Reclassification Goal Setting
- Elevation
- CFAs/ IAB/FIAB Assessments (K-6th)
- Data Chats for Teachers/Students

Owner(s):

- Teachers and EL Students
- Instructional Lead Teachers
- Professional Learning Communities
- Teachers on Special Assignment
- On-site Instructional Coach
- Teaching Fellows
- Academic Coach
- Administration
- Teachers/Student Success Team
- Targeted Support Team

Timeline:

- Daily Checking for Understanding
- Monthly EL Progress Monitoring
- Quarterly Benchmark Assessments
- Quarterly CFAs/ IAB/FIAB(K-6th)
- ELPAC-Spring '25

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and 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 students 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 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 reclassification goal setting report and the ELD standards to identify needs, plan instruction and goal set with students.
- 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 3-4 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.
- 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.
- Academic Instructional Coach will work side by side with teachers, professional learning communities, and site leadership to improve knowledge of ELA/ELD Framework
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning sessions based on need.
- TSA will monitor and support staff in completion of quarterly RFEP Monitoring Tool Grades 1st - 6th.

- 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.
- PLCs will provide on-going progress monitoring of all students, including all EL students' response to intervention to ensure the progress of language objectives and learning objectives
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings and attendance of conferences and professional development, assessment and data analysis for BAS, FSA/DIBELS, and Spanish DLI testing.
- 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 through iReady and block assessments, 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:

- ILT/CCT Substitutes for site planning
- Books and References
- 4 Teaching Fellows
- Clinical Social Worker
- Conferences & Travel
- Classified Tech digital support
- Online Supplementary Programs: Scholastic Magazine, Achieve3000, Smarty Ants, ELA iReady Toolbox, Reflex math
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities and staff professional learning
- Funds to provide incentives and awards for students' academic progress and achievements for English Learners who are reclassified, such as the end of year celebration with parents providing refreshments and awards

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the **Blue** level in area of English Language Arts as indicated on the CADashboard. EL students continue to make progress in reclassification with a 63.6 percent. This is an increase of 12.7 percent from last year 2022-2023.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- With Title I funds, we plan to support English learner students by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

The Students with Disabilities (SWD) student population is performing at the lowest level in the area of English Language Arts according to the CADashboard. In addition, compared to the schoolwide data, **0% of SWD** with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is at **30%**

2. Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support SWD student population by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.
- Title 1 funds, we plan to purchase necessary instructional technology to support SWD students' academic and social-emotional success.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Title 1 funds, we plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

With 7090 or 7091 funds we plan to support English learner students by...

- The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- We strategically ensure our English Language Learners are included to receive comprehensive reading support through a 45 minute Blended Learning Block with CT4 days a week.
- Teachers provide additional reading support for students including English Language Learners through the 45 minute Blended Learning Block.
- ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELs.
- Tutoring Program Support provided by Migrant Education including our ELLs & LTELs
- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Home School Liaisons (8 Hours) Spanish
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC
- development based on their proficiency levels and to provide additional tutoring for LTELs and ELs at risk of becoming LTELs.
- TSA will provide ELD focused PL for staff (4 per year)
- TSA will provide intervention to targeted 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.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 and/or 7091 funds we plan to support SWD students by providing Certificated Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.
- The 7090 and/or 7091 funds will support Reading Foundational Skills Tutoring after school including SWD.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- 7090 and/or 7091 funds ,we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social emotional success.
- To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of SWD students.

4. As a site: What are planned actions to support this student group?

The following services will be provided to all Identified low-performing student groups include our SWD:

- TST and/or SST will be implemented and the team will meet to establish interventions and monitor students who are low-performing or not showing adequate growth.
- Tier 3 Intervention 4 times a week for 45 minutes a day, specifically ensuring that SWD students are provided intervention services.
- Daily use of scaffolds during instruction aligned with standards.

2024-2025 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's Subs for releasing teachers for student study referrals G1A2 **No IEPs**	2,986.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Follows Site Schedule #22 for \$52,360 - split funded 3010 & 7091. G1A2, G2A1, G3A1, G4A1.	37,479.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies G1A5, G1A2 ** NO FOOD OR INCENTIVES **	1,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers peer planning/ embedded learning/CCI planning/ student support. SPSA G11A1	8,002.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000/ Smarty Ants /(Spanish)and Scholastic / Math Reflex G1A1, G1A2 , G1A3	27,771.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies SPSA G1A1, G1A2, G2A1, G3A1, G5A1	5,476.00
G1A1	Sup & Conc	Instruction	Travel			Travel for Conference/Workshops for improving ELA and Math skills and Dual Immersion G1A2, G2A1, G3A1, G5A1	9,675.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh color lease , G1A2, G2A1, G3A1, G5A1	6,357.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct -Maintenance for copier G1A2, G2A1, G3A1, G5A1	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology/Repairs/Equipment G1A2	5,369.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic for Signage, students, teachers, and parents learning G1A2, G2A1, G3A1,G3A2 G5A1	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors For EL's Students	6,927.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprofessional instructional Asst. G1A2, G1A3	13,863.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: I-Ready Tools for ELA	3,018.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for EL student incentives, improving attendance. G1A2, G2A1, G1A3, G1A5 G3A1 G3A2	566.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Follows Site Schedule #22 for \$52,360 - split funded 3010 & 7091. G1A2, G2A1.	14,881.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Technolgy support SPSA G1A1, G1A2 G2A1	4,989.00

\$153,609.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95.84 %	88.7 %	2023-2024	96 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

We provide our students with opportunities for Students in grades K-6 to engage in a variety of district funded field trips, clubs based on student interest and leadership opportunities to expand student real world learning opportunities were affected in achieving the expected outcomes for the metric in this goal. We invited guest speakers (career day), connecting with feeder schools and colleges, assemblies to promote real-life experiences. we also held a winter program and spring program.

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

None.

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 (Intended actions for the current school year vs. Actual actions that occurred).

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 2024/25 SPSA.

Jackson will ensure students are provided real life experiences, through a fieldtrips, on-site presenters, and onsite activities to support an increase in student engagement.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council was in agreement with current real-world learning experiences and performing arts opportunities for primary level students and encourages additional opportunities for our students.

2 ELAC:

ELAC was in agreement with current real-world learning experiences and performing arts opportunities for primary level students and encourages additional opportunities for our students.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Certificated Staff was in agreement with current real-world learning experiences and performing arts opportunities for primary level students and encourages additional opportunities for our students.

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 Climate and Culture Student Survey

Owner(s):

- Admin
- Goal 2 Office
- Climate & Culture Team
- Teachers and Students

Timeline:

- On-going August 2024 - June 2025
- Quarterly
- Fall 2024
- Spring 2025

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

- 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 during recesses and/ 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.
- Climate and Culture Team will continue to develop plans to increased opportunities for student groups and/or individuals who are lacking engagement.
- 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 jobs, or music class.

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

- PO of Outside Vendors (Fun Works, School Spirit Wear, Awards, Incentives, EL reclassification, Academic, Sport, YMOC Recognition)

- ILT/CCT Substitutes for site planning
- Clinical Social Worker
- 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the **Blue** level in area of English Language Arts as indicated on the CADashboard. EL students continue to make progress in reclassification with a 63.6 percent . This is an increase of 12.7 percent from last year 2022-2023.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- With Title I funds, we plan to support English learner students by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- We strategically ensure our English Language Learners are included to receive comprehensive reading support through a 45 minute Blended Learning Block with CT4 days a week.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities (SWD) student population (**Only RSP at JACKSON**) is performing at the lowest level in the area of English Language Arts according to the CADashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds, we plan to support students including SWD by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.
- Additionally, with Title 1 funds, we plan to purchase necessary instructional technology to support students including SWD academic and social emotional success.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support our SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support this student groups?

- With 7090 and/or 7091 funds we plan to support SWD students by providing Certificated Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.
- The 7090 and/or 7091 funds will support with Tutoring after school including SWD.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology to support English learner students' academic and social-emotional success.
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of SWD.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Teachers provide additional reading support for students including English Language Learners through the 45 minute Blended Learning Block.
 - ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELs.
 - Tutoring Program Support provided by Migrant Education including our ELLs & LTELs
 - Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards Daily use of scaffolds during instruction aligned with ELD standards
 - Conferencing with students on EL assessments and goal setting based on reclassification criteria
 - Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
 - 1 District provided Home School Liaisons (8 Hours) Spanish
 - Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
 - ELPAC assessors will be used to support student success on the ELPAC
 - ELPAC assessment Supplemental Contracts for TSA willing to support ELs language development based on their proficiency levels and to provide additional tutoring for LTELs and ELs at risk of becoming LTELs.
 - TSA will provide ELD focused PL for staff (4 per year)
 - TSA will provide intervention to targeted 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.
- All students, including SWD will be engaged in all activities, arts and/or athletics.
 - Participation in extra-curricular activities for all SWD 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.
 - Foster students will have the same opportunity to participate in all extra-curricular activities as measured by Goal 2 participation rates.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		27.2 %	2023-2024	15 %
Suspension Rate - Semester 1	✓	0.75 %	2 %	2023-2024	1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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/ Severe Absenteeism:

- During the 2023-2024 school year, the goal was to decrease Chronic and Severe Absenteeism rates by increasing student engagement. **We were successful in significantly decreasing Severe absenteeism; however Chronic Absenteeism still remains a concern**
- **Chronic Absenteeism decreased from 27.2%(2022-2023) to 19.7%(2023-2024)**
- **Severe Absenteeism increased from 6.43%(2022-2023) to 8.5%(2023-2024)**
- During the 2023-2024 school year IS pulled weekly Chronic and Severe Absenteeism data
- IS, HSL and Office Assistant made home visits, called homes, and sent email and mail correspondence to chronically absent families.
- IS and HSL hold weekly incentives to motivate chronically and severely absent/tardy students. Students were identified and processed through TST for social emotional intervention (Young Men of Character and Girl Power)
- IS and HSL met with families to unpack site Parent compact forms and make parents aware of school and community services
- HSL conducted TIER3 referrals to CWAS for students who met criteria for Chronic and Severe Absenteeism

Suspensions:

- Suspension rates have increased from **1.08 %** at end of first semester_ 2022-2023 to **2.08%** at end of first semester **2023-2024.**
- Second Step lessons completed with fidelity
- Class morning meetings done with fidelity
- Olweus Anti bullying lessons done with fidelity
- Anti Bully rallies

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:

- No inequities or other factors contributed to the disproportionality of low-performing groups as it relates to this goal.

Suspensions students with 1 or more

- Suspension rates have increased from 1.08 % at end of first semester_ 2022-2023 to 2.08% at end of first semester 2023-2024.
- There are outside factors which contributed to the increase of students with 1 or more suspensions. We recognize that the **same 3** students continue to have increase suspensions.

- Kindness week
- Young Men of Character
- Family Foundation Counselor
- Tier Two support to build Social Emotional Skills
- School Psychologist
- Gator Den
- Gator Space

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 (Intended actions for the current school year vs. Actual actions that occurred).

There was not many differences between the intended and actual implementation of actions and budget expenditures for this goal. Some resources that were provided for students did not make an impact on these student populations as some of our students with increased **suspensions also have chronic absenteeism**. There are Tier 3 students which we have exhausted site supports and have reached out to district and outside agencies (Prevention and Intervention/ ICET) for additional supports and services.

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 2024/25 SPSA.

Changes/ Actions planned for the 2024-2025 school year:

Chronic Absenteeism

- Continue to hold TST meetings on a bi-weekly basis to identify SEL needs and address attendance concerns earlier in the year.
- Strategically target currently identified students who met criteria for Chronic and Severe Absenteeism
- IS/ HSL will continue to pull weekly Chronic and Severe Absenteeism data
- IS, HSL and Office Assistant will continue to make home visits, call homes, and send email and mail correspondence to chronically absent families.
- Increase Admin incentives and praise for students who increased attendance
- Admin will continue to hold weekly incentives to motivate chronically and severely absent/tardy students
 - weekly class recognition_ Attendance Champs with highest percentage of class attendance
 - Quarterly Class recognition/ celebration for best attendance (pizza party)
 - Quarterly bike raffle for students with Excellent attendance
- Continue to provide social emotional intervention (Young Men of Character and Girl Power)
- IS and HSL will continue to meet with families to unpack site Parent compact forms and make parents aware of school and community services
- IS will continue to support with SSTs having to do with attendance
- HSL will continue to conduct TIER3 referrals to CWAS for students who met criteria for Chronic and Severe Absenteeism
- Have clear support structures amongst admin, and support staff PL on entering/modifying attendance codes for students arriving late/tardy on ATLAS
- Increase student engagement/awareness via quarterly raffles and assemblies
- Follow through on parent unsuccessful parent contact/communication (multiple attempts)
- IS, HSL and OA will conduct weekly attendance meetings and monitor students meeting criteria for Chronic Absenteeism for four weeks and adjust accordingly
- Hold SART meetings with parents of students who met criteria for Chronic and Severe Absenteeism to identify barriers and provide supports
- Increase School wide participation by promoting good attendance via class and grade level competitions on attendance rates
- DESSA
- Progress Monitoring through the Strategic Attendance Team

Suspension:

- Increase the amount social emotional intervention (Young Men of Character and Girl Power)
- Continue to hold TST meetings on a bi-weekly basis to identify SEL needs and address concerns earlier in the year.
- Strategically target currently identified students who have been suspended on previous occasions
- Provide differentiated approaches in response to behaviors prior to suspension

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The School Site Council would like to continue to see a decrease in absenteeism and suggested to incorporate more rallies, assemblies, meaningful work, and theme days to promote student engagement and attendance. SSC was also pleased with weekly class recognition (BELTS for weekly Attendance Champs)

2 ELAC:

The English Learner Advisory Committee would like to continue to see a decrease in absenteeism and suggested to incorporate more rallies, assemblies, meaningful work, and theme days to promote student engagement and attendance. ELAC was also pleased with weekly class recognition (BELTS for weekly Attendance Champs)

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff provided feedback and review 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 every day, 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 IS, HSL, and OA Jackson will continue to have truancy prevention meetings with parents of students who are chronically absent. Jackson will continue to conduct TST and SST meetings on a case-by-case basis to discuss attendance concerns and provide strategies to support students and families. Jackson will continue to hold weekly and quarterly class and student recognition for good attendance.

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 (Belts)
- Classroom Incentives for best Quarterly 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
- Survey Data (Parent/Staff/Student)
- SST Referrals
- IS data collection and attendance conferences with parents & students
- On-site counselor to meet on weekly basis with Administration
- Student Participation in Young Men of Character and Girl Power for chronically absent students
- Goal 2 and Goal 3 participation
- Data chats with teachers
- Goal setting student conferences
- HSL, home-school communication and home visits with IS

Owner(s):

Home School Liaison
Climate & Culture Team/VP/ Principal
Intervention 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:

- PL on entering/modifying attendance codes for students arriving late/tardy on ATLAS
- 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 via teacher parent compact.
- 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 targeted
- interventions will be developed, including increased opportunity for connection to school, communicating the importance of good attendance more frequently in a variety of formats, including attendance rallies, ELAC, and Family Engagement Hour with students and parents, and providing resources to address student/family needs.

Tier 3:

- The Office Assistant with support from Home School Liaison, Intervention 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.
- Intervention Specialist and Home School Liaison 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, Reclassification Dinner, Academic and Sports)
- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 4 CA Teaching Fellows

- Clinical Social Worker
- Intervention Specialist
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic News, Achieve3000, ELA iReady Toolbox,
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learner student population is performing at the **Blue** level in area of English Language Arts as indicated on the CADashboard. EL students continue to make progress in reclassification with a 63.6 percent . This is an increase of 12.7 percent from last year 2022-2023.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- With Title I funds, we plan to support English learner students by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.
- The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level in the area of English Language Arts according to the CADashboard. In addition, compared to the schoolwide data, **0%of SWD** with data from the 2023 CAASPP are meeting/exceeding , where as schoolwide proficiency **is at 30%**

2.Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support SWD student population by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.
- Title 1 funds, we plan to purchase necessary instructional technology to support SWD students' academic and social-emotional success.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Title 1 funds, we plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3.Using7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 and/or 7091 funds we plan to support SWD students by providing Certificated Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.
- The 7090 and/or 7091 funds will support Reading Foundational Skills Tutoring after school including SWD.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- 7090 and/or 7091 funds ,we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social emotional success.
- To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of

SWD students.

4. As a site: What are planned actions to support this student group?

All EL 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.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Attendance

Identified low-performing groups including SWD. The following services will be provided:

- TST and SST meetings will be conducted on a case-by-case basis to establish interventions and monitor students who are continuously tardy and/or absent
- Attendance data will be disaggregated to monitor all student populations.
- HSLs and/or CWAS will partner to identified students including low-performing groups such as SWD, ELs student populations to hold data chats and develop goals/benchmarks to improve daily attendance
- HSLs and other staff will connect with students and parents to build relationships to support and increase attendance

Chronic Attendance

Identified low-performing groups including SWD and EL student populations. The following services will be provided:

- TST and SST meetings will be conducted on a case-by-case basis to establish interventions and monitor SWD who are continuously tardy and/or absent
- HSLs and other staff will connect with SWD students and parents to build relationships to support and increase attendance

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
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Explain the Progress Monitoring and data used for this Action

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

- Quarterly OLWEUS Verification
- Weekly Second Step Verification
- 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 & Individual Teachers
- Climate & Culture Team
- Students & Parents
- Student Study Team
- Targeted Support Team
- Clinical Social Worker
- Intervention 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, problem solving strategies, 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 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.
- Expectations to specific zones will be posted schoolwide to reinforce zone specific expectations
- 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.
- Provide students an alternative environment other than the playground during morning and lunch recess (Gator Den)
- 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 and CCT teams 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 and 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 and CCT teams and proactive/preventative approaches to misbehavior will be employed by staff.
- Intervention 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 address the behavior.
- Teachers, Administrations, School Psychologist, Nurse, On-Site Counselor, Intervention Specialist and parents will participate in Student Success Team meetings to determine necessary intensive behavioral/social-emotional interventions for identified students.
- TIER 2 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 and CCT Substitutes for site planning
- Books and References
- 4 CA Teaching Fellows
- Clinical Social Worker
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic News Magazine, Achieve3000, ELA I-Ready Toolbox, Reflex Math
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learner student population is performing at the **Blue** level in area of English Language Arts as indicated on the CA Dashboard. EL students continue to make progress in reclassification with a 63.6 percent. This is an increase of 12.7 percent from last year 2022-2023.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- With Title I funds, we plan to support English learner students by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- With 7090 and/or 7091 funds we plan to support English learner students by providing Teachers and Classified Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA Power BI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level in the area of English Language Arts according to the CA Dashboard. In addition, compared to the schoolwide data, **0% of SWD** with data from the 2023 CAASPP are meeting/exceeding, where as schoolwide proficiency is **at 30%**

2.Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support SWD student population by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the Blended Learning Block.
- Title 1 funds, we plan to purchase necessary instructional technology to support SWD students' academic and social-emotional success.
- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Title 1 funds, we plan to support SWD students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

3.Using 7090/7091 funds only: What are the planned expenses to support this student group?

- The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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 and Intervention Specialist.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

- With 7090 and/or 7091 funds we plan to support SWD students by providing Certificated Staff supplemental contracts for tutoring, professional learning, PLC planning and data analysis, ELPAC assessment, student and parent engagement events and activities.
- The 7090 and/or 7091 funds will support Reading Foundational Skills Tutoring after school including SWD.
- Additional funds are providing for 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- 7090 and/or 7091 funds ,we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support SWD students' academic and social emotional success.
- To build the capacity of staff, funds will be provide for conference and travel fees to support the needs of SWD students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Student discipline and suspension data will be used to ensure that low-performing students are provided access to social-emotional resources.
- Tier 2 Intervention Specialist, School Psychologist, SPED team in collaboration with outside agencies, etc., will be supporting all students including SWD by connecting and building relationships.
- SWD students who have been suspended will be reviewed by RSP teacher and Administration to ensure student transitions back to school successfully.
- Increased opportunities for Social Emotional Learning in the classroom will be provided

2024-2025 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	Instruction	Mat & Supp			: Placeholder/ Social Worker cost increase for benefits	14,024.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.3413		44,065.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Placeholder/ Social Worker cost increase for benefits	2,414.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.0587		7,579.00

\$68,082.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	88.44 %	97 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- We were able to implement actions and build a positive staff culture, with 100% favorable responses in the following Panorama survey questions (Spring).
 - I feel Valued at this School
 - I enjoy being at the school
 - This school prepares me to meet my students' needs
- Dual Language Immersion PL Opportunities and Budget for Conferences
- Retention of Highly Qualified Dual Language Immersion Teachers & Bilingual Support Staff
Collaboration with Teacher Development Department to recruit Bilingual Teacher Residents
- Budget allotment for supplemental contracts, materials and supplies for Dual Language Immersion Teachers

202-2024 Certificated Staff:

- 9 teachers are BCLAD certificated
- 14 teachers are CLAD certificated
- 36 staff members are Latinos
- 2 staff members are Asian
- 3 staff members are Anglo

2023-2024 Student Ethnicity:

- 1% African American
- 1% Native American
- 3% White
- 4% Asian American
- 91% Hispanic or Latino

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

Participation in DLI PLC District meetings since the meetings are optional for DLI Teachers

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 (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-2024 academic year. A total of five teachers and Principal will attend the Two Way & Dual Language Education Conference in June of 2024 (Literacy/DLI). Funds allocated for conferences, training and travel that were not utilized were reallocated for the purchase of instructional materials.

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 2024/25 SPSA.

Changes/ Actions planned for the 2024-2025 school year:

- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups.
- Research, fund and promote conferences through the year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

SSC would like to maintain highly qualified DLI Teachers, continue Partnership with Teacher Residency Program, increase Bilingual Support staff and increase additional SEL support.

2 ELAC:

ELAC would like Dual Immersion class structures and supports to continue in an effort to grow our program.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff would like to continue to have Bilingual Instructional Aides and Bilingual Teaching Fellows in support of DLI classes.

Action 1

Title: Recruitment and Retention of Dual Language Immersion Staff

Action Details:

Jackson Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community. Our school will actively collaborate with the Teacher Development Department, the English Learner Services Department, and Human Resources to ensure we are staffing highly qualified Dual Language Immersion personnel. Our Climate and Culture Team, Jackson Staff and Administration will work collaboratively to calendar schoolwide events that promote staff connectivity and a positive school culture climate, i.e. variety of staff building activities, such as monthly grade level sponsored potlucks, staff gatherings, Monthly Birthday Celebrations, Staff Connection activities, etc.

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
- Fall Staff Climate Culture Survey
- Spring Staff Climate Culture Survey

Owner(s):

- Administration
- Site Hiring Panel (ILT/Admin)
- FUSD Human Resource Department
- Teacher Residency Program
- Jackson Certificated and Classified Staff

Timeline:

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

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

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.

Increase Staff Connectivity and Sustain a Positive School Culture Climate:

- Provide staff with 16 hours of flexible designated time to work as a Grade Level Teams to lead, plan, organize events for staff and student connectivity
- Identify dates on Master Calendar for Staff Sip and Paint Event, Mid-Morning Bowling Event (Beginning of School Event), and End-of-Awards Assembly for Teachers & Taco Truck Eatery (June 2024)
- SHOUT OUTS to teachers, staff, and students during Morning Messages, SMORES Newsletters, or Gator Weekly Bulletin
- Calendar GATOR Monthly Munchies for Jackson staff (certificated and classified staff sign-up for potlucks)
- Post Birthday Celebrations in staff lounge and morning announcements for birthday celebrations (staff and students)
- CCT and ILT Teams collaborate on schoolwide decisions and Criteria for Success to promote ownership and teacher voice on schoolwide activities and events such as school assemblies (Kindness Week, Read Across America, Campus Beautification, Red Ribbon Week, etc.) and Quarterly awards assemblies.
- All teachers create an ALL ABOUT ME power point page to share with staff on Buyback and Institute Days
- Create a STAFF OF THE WEEK bulletin board display in the main entrance of the office to highlight our staff and to learn fun facts about our staff.
- Plan daily positive messages and tokens for teachers during Teacher Appreciation Week. Conclude the Teacher Appreciation Week with a STAFF Luncheon (Catered and Theme Event)

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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
- Professional Learning and PLC focused on the needs of English Learners will be provided for staff.
- HSLs will ensure that students and parents are able to access any resources/information that is not in their primary language. Instructional Coaching Cycle to build the capacity of staff to support English Learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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
- Professional Learning and PLC focused on the needs of low-performing student groups will be provided for staff.
- HSLs will ensure that students and parents are able to access any resources/information that is not in their primary language. Instructional Coaching Cycle to build the capacity of staff to support all students.

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	93.01 %	87.6 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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:**
- Back-to-School Night
- Open House
- Awards/Recognition
- Parent Conferences
- Family Dance Family
- Program Musical Performances/Concert
- School Carnival
- Pastries with Parents
- Monthly Family engagement Hour
- Title I Meeting
- School Site Council
- English Language Advisory Committee
- Parent Surveys to address site needs
- Fall/Spring Climate Culture Survey for Families
- Parent and family workshop opportunities offered at various time frames to accommodate parent work schedules
- Use of social media platforms, school messenger, School Dojo, Parent Square, monthly parent newsletters, school website and marquee 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.

Technology constraints for parents in accessing communication platforms

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 (Intended actions for the current school year vs. Actual actions that occurred).

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 2024/25 SPSA.

Jackson will ensure Parents continue to be included in decision making as a stakeholder.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Parent engagement opportunities were shared with SSC throughout the year at SSC meetings. Actions for this goal will continue to be written in SPSA and implemented for the 23/24 school year. Parents at the SSC did not have any suggestions.

2 ELAC:

Parent engagement opportunities were shared with ELAC throughout the year ELAC meeting. Actions for this goal will continue to be written in SPSA and implemented for the 23/24 school year. Parents at the ELAC did not have any suggestions.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff had input throughout the year during scheduled PLs.

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 Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

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.
- 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. PU 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, and ELAC Meetings 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 monthly Gators Family Newsletter to inform Jackson families on the great things that are happening at school.

Materials & Supplies in Direct Services to FAMILIES:

- CCT Substitutes for site planning
- Family Foundations Counseling Services
- 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
- Babysitting and translation services

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

- Information will be sent home in English and Spanish on a timely manner.
- Parent participation data of EL students will be segregated and monitored to ensure equitable participation.
- Staff, specifically HSLs will reach out and make connections with parents not involved in Goal 5 activities.

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

- Parent participation data of low-performing student groups will be segregated and monitored to ensure equitable participation.
- Staff, specifically HSLs will reach out and make connections with parents not involved in Goal 5 activities.

2024-2025 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's Subs for releasing teachers for student study referrals G1A2 **No IEPs**	2,986.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Follows Site Schedule #22 for \$52,360 - split funded 3010 & 7091. G1A2, G2A1, G3A1, G4A1.	37,479.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies G1A5, G1A2 ** NO FOOD OR INCENTIVES **	1,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers peer planning/ embedded learning/CCI planning/ student support. SPSA G11A1	8,002.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000/ Smarty Ants /(Spanish)and Scholastic / Math Reflex G1A1, G1A2 , G1A3	27,771.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies SPSA G1A1, G1A2, G2A1, G3A1, G5A1	5,476.00
G1A1	Sup & Conc	Instruction	Travel			Travel for Conference/Workshops for improving ELA and Math skills and Dual Immersion G1A2, G2A1, G3A1, G5A1	9,675.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh color lease , G1A2, G2A1, G3A1, G5A1	6,357.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct -Maintenance for copier G1A2, G2A1, G3A1, G5A1	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology/Repairs/Equipment G1A2	5,369.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic for Signage, students, teachers, and parents learning G1A2, G2A1, G3A1,G3A2 G5A1	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors For EL's Students	6,927.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Paraprofessional instructional Asst. G1A2, G1A3	13,863.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: I-Ready Tools for ELA	3,018.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for EL student incentives, improving attendance. G1A2, G2A1, G1A3, G1A5 G3A1 G3A2	566.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Follows Site Schedule #22 for \$52,360 - split funded 3010 & 7091. G1A2, G2A1.	14,881.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Technolgy support SPSA G1A1, G1A2 G2A1	4,989.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Placeholder/ Social Worker cost increase for benefits	14,024.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.3413		44,065.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Placeholder/ Social Worker cost increase for benefits	2,414.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.0587		7,579.00

\$221,691.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,715.00
Sup & Conc	7090	\$130,728.00
LCFF: EL	7091	\$49,248.00
Grand Total		\$221,691.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$153,609.00
G3 - Increase student engagement in their school and community	\$68,082.00
Grand Total	\$221,691.00