

Jackson Elementary

10621666006308

Principal's Name: Rodolfo Gonzalez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
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.	
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

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

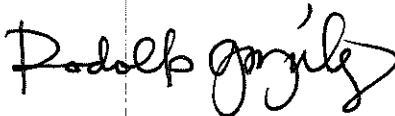
School Site Council

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. Vice-Chairperson – Brett Mason				X	
4. PAC Representative – Beatriz Vasquez				X	
5. Alicia Mota-Crispin				X	
6. Andrew Sensing				X	
7. Rafael Chavez		X			
8. Sonia Jauregui		X			
9. Alejandra Garcia		X			
10. Marcela Orozco			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rodolfo Gonzalez		3.28.2023
SSC Chairperson	Sarah M. Valentine		3-28-2023

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 2023/24

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$44,550 *
7090	LCFF Supplemental & Concentration	\$144,136
7091	LCFF for English Learners	\$57,024
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$14,104</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$259,814

* 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	\$1,320
Remaining Title I funds are at the discretion of the School Site Council	<u>\$43,230</u>
Total Title I Allocation	\$44,550

Jackson Elementary 2023-2024 - 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	✓		-41 pts	2021-2022	-10 pts
SBAC ELA - percentage of students met/exceeded standard	✓		30.8 %	2021-2022	35.9 %
SBAC Math - Average distance from standard	✓		-59 pts	2021-2022	-10 pts
SBAC Math - percentage of students met/exceeded standard	✓		21.97 %	2021-2022	25.07 %

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.

English Language Arts

Jackson Elementary implemented a comprehensive and balanced English Language Arts and intervention program in grades K-6 to support the mastery of grade level skills.

What is working:

- Classroom teachers provided Tier 1 instruction and Tier 2 interventions.
- Additional Tier 2 intensive support is provided by 7 Teaching Fellows using Wonders Intervention Resources for students below grade level in grades K-6. TF were utilized via a push in model to support struggling students.
- Additional Tier 2 intensive support is provided by TSA for student's significate below grade level utilizing Orton Gillingham and iReady toolbox
- K-6 students received reading comprehension intervention support via RTI structures being in place
- There was partial evidence of K-2 and 3rd - 6th Instructional Alignment to the Regional ILT training and learning

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 attendance data:
 - 7.0 % Severely Chronic
 - 23.6 % Chronic
- Parent engagement

- Jackson's Dual Language Immersion Classrooms in Grades Kinder to 4th took the ELAiReady Diagnostic (English) as well as the Assessment of Spanish Reading, ASR (Spanish)
- Students did not take ELA SBAC for the 2020- 2021 academic year. Students took a modified summative assessment for the 2021-2022 academic year. 31 % of students performed on or above grade level on the 2021-2022 modified Diagnostic
- ELAiReady Results: Fall 2022; 13% of students performing on or above Grade Level. Winter 2022; 22% of students performing on or above Grade Level

What is not working:

- Block assessments in grades 3-6 were not implemented with fidelity due to structures not fully in place
- Cycle of Continuous Improvement was not fully implemented amongst all grade levels. Analyzing results from Block assessments and planned next steps for instruction based on the results was not done with fidelity, due to PLC structures not fully in place
- Due to administrative planning, PLCs were not provided multiple planning days during the first semester of the year to backwards map ELA instruction using the district's quarterly planners, scope and sequence and formative/summative assessments during the first semester

Math

Jackson Elementary implemented a comprehensive and balanced Math and intervention program in grades K-6 to support the mastery of grade level skills.

What's working:

- Ongoing Math PL is being provided by District Math department and iReady trainers
- 5th and 6th grade PLCs engaged in ongoing BBF and MLD professional learning
- Classroom teachers provided Tier 1 instruction and Tier 2 interventions.
- Students did not take math SBAC for the 2020- 2021 academic year. Students took a modified summative assessment for the 2021-2022 academic year.
- 22 % of students performed on or above grade level on the 2021-2022 modified Diagnostic.
- Math iReady Results: Fall 2022; 8% of students performing on or above Grade Level. Winter 2022; 14% of students performing on or above Grade Level.

What is not working:

- Block assessments in grades 3-6 were not implemented with fidelity due to structures not fully in place
- Cycle of Continuous Improvement was not fully implemented amongst all grade levels. Analyzing results from Block assessments and planned next steps for instruction based on the results was not done with fidelity, due to PLC structures not fully in place
- Due to administrative planning, PLCs were not provided multiple planning days during the first semester of the year to backwards map math instruction using the district's quarterly planners, scope and sequence and formative/summative assessments during the first semester

English Learners

- Eight out of the Eight allegeable students reclassified (100% rate)

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 2022-2023 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Some of the funds allocated for conferences, training and travel were not utilized due to lack of teacher availability for conferences. A total of three teachers attended Orton Gillingham (Literacy).

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 2023/24 SPSA.

Changes/ Actions planned for the 2023-2024 school year:

- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups with support of Climate Culture Consultant, site
- An intentional focus of actions will 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
- 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, and additional social clubs
- K-6 PLCs will 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
 - Side by side co-teaching
 - Modeling
- Jackson will work in partnership with District Departments (Math, ELA, EL, Early Learning) to provide PL based on teacher, PLC and site needs
- Continue to utilize MLD math practices in grades 5th and 6th.
- Add 4th grade to MLD training
- Opportunities will be provided for teachers to participate in conferences and embedded learning to build teacher capacity

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

1 SSC:

- Jackson's SSC recommended to continue funding academic supports such as Teaching Fellows, one Paraprofessional, on-site counseling services, and supplemental online resources for ELA and Mathematics, increase graphics budget for school wide signage

2 ELAC:

- Jackson's ELAC recommended to continue funding academic supports such as Teaching Fellows, one Paraprofessional, on-site counseling services, and supplemental online resources for ELA and Mathematics, increase graphics budget for school wide signage

3 Staff:

- Jackson's Certificated Staff recommended to continue funding academic supports such as Teaching Fellows, one Paraprofessional, on-site counseling services, and supplemental online resources for ELA and Mathematics, increase graphics budget for school wide signage

Action 1

Title: ELA Instructional Plan for K-6th

[Action Details:](#)

Jackson Elementary Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a K-6th Grade comprehensive ELA/Literacy instructional program with an emphasis on Early Literacy and K-2 Foundational skills. Professional Learning Communities will utilize our core curriculum to implement school wide Multi-tiered System of Support to achieve our goal of students reading by 3rd Grade.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Student progress towards this goal will be monitored with multiple measures including: • SBAC • FSA/BAS/ELABPST/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 • ELASBAC(including student group data) • Student Study Referrals for Student Academic Needs	• Teachers and Students • Instructional Lead Teachers • Professional Learning Community Teams • Teacher on Special Assignment • On-site Instructional Coach • Intervention Specialist • Teaching Fellows • Administration • Teachers/Student Success Team • Targeted Support Team (TST)	• Daily Checking for Understanding • Aug. 2023, Nov. 2023, & Mar. 2024 (i-Ready Diagnostic Assessments) • Common Formative Assessments (Minimum of 1-3 CFAs per Quarter) • Quarterly FIAB/IAB (Grade 3-6) • Quarterly FAS/BAS/BPST/DIBELS(RSP) • Monthly i-Station Assessment

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

Tier 1: • Ensure uninterrupted daily instruction of 120 minutes in ELA • All students in grades Kindergarten through 6th will receive high quality tier one instruction aligned to the Common Core standards and IPG using the Guaranteed and Viable Curriculum (GVC) ensuring student ownership and challenging content. • All students will conference with teachers and set learning goals based on performance data on Fall/Winter/Spring i-Ready Results, and SBAC Results . • PLCs will continue to develop their understanding of Claims and Targets in order to refine CFA's aligned to complex text, talk and tasks aligned to grade level standards. • PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Literacy and ELD instruction. • All students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership. • All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school. • Every student will engage in daily individualized learning pathways on I-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results. • All PLCs will create and administer a minimum of 3 CFAs per quarter in ELA that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs. Admin will monitor via PLC agendas and uploaded CFA data • All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends. • All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples. • All Teaching Fellows and Instructional Assistants/Paraprofessionals will support small group differentiated instruction through flexible groupings and provide feedback of student learning progress with daily recording logs. • Supplemental curriculum, materials and supplies, aligned to Literacy and ELD standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology. All students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment. • Academic Instructional Coach will work side by side with teachers, professional learning communities, and site leadership to improve instructional strategies within content areas. • Academic Instructional Coach will provide job-embedded strategies to ALL teachers in identifying interim targets and short/long term goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal note. offering recommendations based on data collected and analysis of student work to support next steps for instruction.

- 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
- Academic Instructional Coach will provide support for literacy initiatives.

Tier 2:

- Targeted Support Team (TST) will coordinate, monitor, and support staff in implementing a Multi Tiered System of Support (MTSS) in grades K-6th.
- Bilingual Spanish Instructional Paraprofessionals and Teaching Fellows will provide small group intervention to students who are non-responsive to Tier 1 interventions. Student learning progress will be monitored and results will be shared with homeroom teacher and parents.
- TSA, Paraprofessionals and Teaching Fellows will support teachers with Tier 2 Intervention during a push in RTI model for grades K - 6th.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of students' response to intervention to ensure growth in learning.
- Data chats on a quarterly basis to establish student ownership

Tier 3:

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

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

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 7 CA Teaching Fellows
- Family Foundations Counseling Services
- Bilingual Intervention Specialist
- Paraprofessional, Instructional Assistant
- Conferences & travel, training for teachers, support staff and admin
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic magazine, Achieve3000, Smarty Ants, ELA/MATH I-Ready Toolbox
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Cullinan Training (Orton Billingham)

Specify enhanced services for EL students:

- All EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals

Specify enhanced services for low-performing student groups:

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

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings)

with students, and monitor progress.

- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students. EL students will be provided opportunities to receive after school ELD tutoring for extra support.

instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.

- Adopted supplemental curriculum (MathWorld) will be utilized to provide tier 3 intervention.
- Progress monitor through Assessment Data, social emotional data, SSTs.
- Students with Disabilities will receive monthly monitoring with RSP Teachers in collaboration with Administration on formative assessments to move students toward progress on District Interim and State Assessments.

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Jackson Elementary 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. 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.

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) /IPG Data Tool
- Math SBAC(including student group data)
- 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 (Minimum of 3-4 per Quarter)
- Quarterly IAB, FIAB Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District Interim Assessments

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

Tier 1:

- Ensure uninterrupted daily instruction of 90 minutes in Math
- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive high quality, effective Math instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All PLCs will create and administer a minimum of 3-4 CFAs per Quarter in Math that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.

- Supplemental curriculum, materials and supplies, aligned to Math standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Every student will engage in daily individualized learning pathways on i-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results.
- All teachers in grades 4th, 5th and 6th will participate in Math Lesson Design Training.
- All teachers in grades 3-6 will consistently administer Math IABs and/or FIABs, and adjust instruction based on identified trends.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology.
- All teachers have the opportunity to attend Unbound Ed's Standard's Institute training to improve content knowledge in Math Common Core State Standards.
- All teachers in grades 3-6 will engage in FCOE Claims/Target training in Mathematics to improve math instruction that targets claims/targets in a more precise way.
- All teachers in grades 4-6 will engage in FUSD's training on Math Lesson Design.
- Academic Instructional Coach will work side by side with teachers, professional learning communities, and site leadership to improve instructional strategies within content areas
- Academic Instructional Coach will provide job-embedded strategies to ALL teachers in identifying interim targets and short/long term goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal note. offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- 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
- Academic Instructional Coach will provide support for FUSD math initiatives.

Tier 2:

- TST Team will coordinate, monitor, and support staff in implementing a 3 tiered system of support in grades K-6.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- All teachers/PLCs will provide on-going progress monitoring of student response to intervention.
- TSA, Paraprofessionals and Teaching Fellows will support teachers with Tier 2 Intervention during a push in RTI model for grades K - 6th.

Tier 3:

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

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
- Family Foundations Counseling Services
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Conferences & Travel, training for teachers, support staff and admin
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs
- Materials & Supplies
- Technology Equipment & Other Equipment
- Unbound Ed & FCOE Claims/Targets Training
- Math Lesson Design Training for Grades 4th - 6th

- Website Resources: Math Reflex, GoMATH Trainer, MATH I-Ready Toolbox
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Refinement of the MTSS process with monthly meetings to identify students for Tier 2 and Tier 3 supports.
- Progress monitor through Assessment Data, social emotional data, SSTs.
- Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive math instruction that is tailored specifically to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade level standards. SPED students will be closely monitored as evidenced by their progress towards their IEP Goals.
- Students with Disabilities will receive monthly monitoring with RSP Teachers in collaboration with Administration on formative assessments to move students toward progress on District Interim and State Assessments.

Action 3

Title: English Language Learner Instructional Plan for K-6

Action Details:

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

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Teachers and EL Students
- Instructional Lead Teachers
- Professional Learning Community Teams
- ELD, Teachers on Special Assignment
- Teacher on Special Assignment
- On-site Instructional Coach
- Intervention Specialist
- Teaching Fellows
- Administration
- Teachers/Student Success Team
- Targeted Support Team

Timeline:

- Daily Checking for Understanding
- Monthly EL Progress Monitoring
- Quarterly Benchmark Assessments
- Quarterly IAB/FIAB (3rd-6th)
- ELPAC language assessment Spring '24

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Designated and Integrated ELD instruction.
- EL students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL student will engage in daily individualized learning pathways on i-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- EL students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- All teachers will participate in 4 ELD Coaching Cycles (plan, co-teach, teach, and receive feedback) to focus on the advancement of language acquisition for English Learner Students.
- All teachers will utilize the Teaching Learning Cycle for instructional planning through the implementation of the ELA/ELD Framework and implement Keystone Pedagogies to support EL students in Speaking, Listening, Reading Comprehension and Writing.
- All teachers will utilize the EL Redesignation goal setting report and the ELD standards to identify needs, plan instruction and goal set with students.
- All teachers will receive ongoing professional development in the area of language acquisition. Release time and/or supplemental contracts may be utilized for professional development and/or peer observations and to assess English Learners on ELPAC. Additional instructional aide to assist in literacy the Dual Immersion Program in Kindergarten - 3rd Grade.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
- All PLCs will create and administer a minimum of 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.
- All Teaching Fellows and Bilingual Instructional Assistants/Paraprofessionals will support small group differentiated instruction through flexible groupings and provide feedback of student learning progress with daily recording logs.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.
- 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 job-embedded strategies to ALL teachers in identifying interim targets and short/long term goals, delivering on-site professional learning sessions based on need, developing clear, data-based descriptions through observations and literal note. offering recommendations based on data collected and analysis of student work to support next steps for instruction.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, & lesson reflection
- Academic Instructional Coach will provide support for Lab School Implementation.

Tier 2:

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

Tier 3:

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

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

- SST Substitutes

- ILT/CCT Substitutes for site planning
- Books and References
- 7 CA Teaching Fellows
- Family Foundations Counseling Services
- Paraprofessional, Instructional Assistant
- Conferences & Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic Magazine, Achieve3000, Smarty Ants, ELA/MATH I-Ready Toolbox
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Cullinan Training

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

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

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

2023-2024 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 for releasing the teachers student learning and other planning meeting to support student instruction. **No IEPs**	5,671.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A2, G3A1 Student supplies. **No food or incentives**	585.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow SPSA G1A2, SPSA G3A1	36,974.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers Subs for the following embedded learning/ CCI planning Student support. SPSA G1A2,G3A1	6,003.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessor For EL's students	5,050.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Contracts for Tutoring to support students with academic needs SPSA G1A1,G1A2,G3A1 G3A2	4,312.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contract for tech support for SPSA G1A1, G1A2, G3A1 ,G5A1	7,996.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000, Smarty Ants Spanish and English/ Scholastic, SPSA G1A2 G3A1,	23,340.00
G1A1	Sup & Conc	Instruction	Mat & Supp			SPSA G1A2,G2A1,G3A1,G4A1,G5A1 Materials and Supplies	13,075.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow SPSA G1A1,G2A1,G3A1,G4A1	23,135.00
G1A1	Sup & Conc	Instruction	Travel			Travel/training /conference SPSA G1A2,G2A1,G3A1,G4A1 G5A1 teachers/ admin	20,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A2, G2A1, G3A1, G4A1 Ricoh color lease	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Repairs for Technology SPSA G1A3,SPSAG2A1,G4A1,G2A2	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for Signage, students,teachers, and parents	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Orton Gillingham Training for 3 teachers SPSA G1A1	3,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub for Admin G1A2, G2A1, G3 A1,	725.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	SPSA G1A2	12,179.00
G1A1	LCFF: EL	Instruction	Mat & Supp			SPSA G1A2, G2A1, G3A1, Material and supplies	5,405.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : SPSA G1A1, G2A1, G3A1, G4A1 Teaching Fellows	30,996.00

2023-2024 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	One-time School	Instruction	Bks & Ref			: Iready toolbox ELA/MATH G1A2, G1A1	6,035.00
G1A1	One-time School	Instruction	Nc-Equipment			SPSA G1A1, G1A2, G3A1 for technology and supplies	5,466.00

\$222,447.00

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	✓	95.12 %	85.84 %	2022-2023	95.84 %

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.

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.

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 2023/24 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1

SSC:

2

ELAC:

3

Staff:

The School Site Council recommended more real-world learning experiences and performing arts opportunities for primary level students.

ELAC recommended more real-world learning experiences and performing arts opportunities for primary level students.

Certificated staff recommended more real-world learning experiences and performing arts opportunities for primary level 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 Culture and Climate Student Survey
- Fall/Spring School Climate and Culture Parent Survey
- Fall/Spring School Climate and Culture Staff Survey

Owner(s):

- Admin
- Goal 2 Office
- Climate & Culture Team
- Intervention Specialist
- Teachers and Students
- Teacher on Special Assignment

Timeline:

- On-going August 2023 - June 2024
- Quarterly
- Fall 2023
- Spring 2024

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

Tier 1:

- All students will have opportunities to participate in school assemblies and rallies provided by Fun Works, activities, and enrichment trips to foster school participation, interest, and connections to school and their community.
- All students will have opportunities to participate in cultural dance activities.
- All students will have the opportunity to participate in Peach Blossom and/or the Spelling Bee competition.
- All students in grades 2-6 will have opportunities to participate in formal Music classes provided by District Music teachers.
- All students in grades 3-6 will be encouraged to participate in after school athletics.
- All students will have opportunities to participate in Student Clubs 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.

Tier 2:

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

Tier 3:

- Students demonstrating a need for increased school involvement and connections to peers and adults will be identified and highly encouraged to participate in a club, sport, school 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
- Family Foundations Counseling Services
- Intervention Specialist
- Teacher and Classified Supplementary Contracts for Clubs, Athletics, Activities
- Classified Tech digital support
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students:

- Economically disadvantaged, EL or Foster students will have the same opportunity to participate in all extra-curricular activities as measured by Goal 2 participation rates.
- EL students will be provided with increased opportunities to engage in school through participation in after school ELD tutoring, student clubs, and a variety of other arts, activities, and athletics that the school offers.
- Parents will receive district and school communications in English and their primary language.

Specify enhanced services for low-performing student groups:

- All students will be engaged in an activity, art or athletics.
- Participation in extra-curricular activities for SPED students will be monitored as measured by Goal 2 participation rates.
- Culture & Climate Team will engage in planning for increased engagement opportunities, monitoring student engagements, and identifying student groups and individuals who are lacking engagement.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	48.84 %	36.86 %	2022-2023	36.26 %
Suspension Rate - Semester 1	✓	1.5 %	1.08 %	2022-2023	0.75 %

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.

Absenteeism:

- During the 2022-2023 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
- IS supported with SSTs having to do with attendance
- HSL conducted TIER 3 referrals to CWAS for students who met criteria for **Chronic and Severe** Absenteeism
- Severe Absenteeism decrease from 22.3% (2021-2022) to 7.0% (2022-2023)
- Chronic Absenteeism decrease from 34.9% (2021-2022) to 23.5% (2022-2023)

Suspension

- Suspension rates have decreased from 1.83% at end of first semester_ 2021-2022 to 1.08% at end of first semester 2022-2023.

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/ Severe Absenteeism:

- Parents not following through with Parent Compact form agreements
- Unsuccessful parent contact, via phone calls and home visits
- Minimal admin incentives and praise for students who increased attendance
- Unclear support structures amongst admin, and support staff
- Attendance codes not consistently entered/modified for students arriving late/tardy on ATLAS
- Lack of student engagement (incentives)
- Independent Studies
- Unsuccessful parent contact/communication

Suspension:

- Suspension rates have decreased from 1.83% at end of first semester_ 2021-2022 to 1.08% at end of first semester 2022-2023.

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).

Chronic/Severe Absenteeism:

- During the 2022-2023 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
- Severe Absenteeism decrease from 22.3% (2021-2022) to 7.0% (2022-2023)
- Chronic Absenteeism decrease from 34.9% (2021-2022) to 23.5% (2022-2023)

Suspension:

- Suspension rates have decreased from 1.83% at end of first semester_ 2021-2022 to 1.08% at end of first semester 2022-2023.
- Second Step lessons completed with fidelity
- Class morning meetings done with fidelity
- Olweus Anti bullying lessons done with fidelity
- Anti Bully rallies
- Kindness week

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 2023/24 SPSA.

Changes/ Actions planned for the 2023-2024 school year:

Chronic Absenteeism:

- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups.
- An intentional focus will be enacted to support our English Learners, Foster Youth, and Homeless student population
- 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 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.
- IS and HSL will continue to hold weekly incentives to motivate chronically and severely absent/tardy students
- 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 TIER 3 referrals to CWAS for students who met criteria for **Chronic and Severe Absenteeism**
- Increase Admin incentives and praise for students who increased attendance
- 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

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

1 SSC: 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	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.	3 Staff: Staff provided feedback and review SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.
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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 The school will continue to have truancy prevention meetings with parents of students who are chronically absent.

Reasoning for using this action: ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

- 7 CA Teaching Fellows
- Family Foundations Counseling Services
- Intervention Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic News, Achieve3000, ELA/MATH I-Ready Toolbox
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Cullinan Training

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Social Emotional Learning/Decrease Suspensions

Action Details:

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

Reasoning for using this action: ☒ 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 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 & Teachers
- Climate & Culture Team
- Students & Parents
- Student Study Team
- Targeted Support Team
- Family Foundations Counselor
- 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.
- 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.
- 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 & 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
- 7 CA Teaching Fellows
- Family Foundations Counseling Services
- Intervention Specialist
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic News Magazine, Achieve3000, Math/ELA I-Ready Toolbox
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- All students will participate in SEL instruction and receive the same services provided to prevent suspensions on an as-needed basis.
- SPED students who have been suspended will be reviewed by SPED teacher and Administration to ensure student transitions back to school successfully.
- Increased opportunities for Social Emotional Learning in the classroom will be provided

2023-2024 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
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : SPSA G1A1, G2A1, G3A1, G4A1, G5A1 Family Foundation Services for social Emotional support Tier 3	25,000.00
G3A2	LCFF: EL	Guidance & Counseling Services	Subagreements			Family Foundation Services : SPSA G1A1, G1A2, G2A1, G3A1 G3A2 To support student Social Emotion needs	8,444.00
G3A2	One-time School	Other Pupil Services	Oth Cls-Extr			classified extra time for materials prep, office extra support and NTA extra time and ect.	2,603.00

\$36,047.00

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	✓	85.74 %	87.34 %	2022-2023	88.44 %

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.

- 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

2022-2023 Certificated Staff:

- 7 teachers are BCLAD certificated
- 1 teacher is pursuing BCLAD certification
- 11 teachers are CLAD certificated
- 1 teacher has a Provisional Internship Permit. Teacher is schedule to complete this year
- 33 staff members are Latinos
- 5 staff members are Asian
- 5 staff members are Anglo

2022-2023 Student Ethnicity:

- 1% African American
- 1% Native American
- 2% White
- 3% Asian American
- 90% 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.

- Experience Level of DLI staff
- Participation in DLI PLC District meetings since the meetings are optional for DLI Teachers
- Hiring for vacancies for paraprofessional positions is cumbersome

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).

Limited Staff availability to attend DLI conferences.

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 2023/24 SPSA.

- Changes/ Actions planned for the 2023-20234 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.
 - An intentional focus of actions will address our largest gaps in student achievement pertaining to English Learners and Students with Disabilities.

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

1 SSC: The 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: The English Learner Advisory Committee would like Dual Immersion class structures and supports to continue in an effort to grow our program.	3 Staff: Staff would like to continue to have Bilingual Instructional Aides and Bilingual Teaching Fellows.
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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.

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 Services to Staff in support of 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
- Cullinan Training

Specify enhanced services for Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

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

Action 2

Title: Inclusive Opportunities for Families

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

- On-going
- Monthly
- Yearly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

Critical Partners in moving student achievement

- Monthly Family Engagement Hour and other Success Together learning opportunities will be made available to community parents
- Planned opportunities to Engage, Empower and Connect with families in support of Student Achievements and Social Emotional Wellness will be addressed in collaboration with Parent University. A Parent Needs Survey will provide valuable information on selecting Learning Modules based on parent voice. Learning Modules will include but not limited to: 1) Differentiated Training in Technology to promote Digital Literacy for all stakeholders 2) Utilizing Parent Portal (ATLAS) to track Child's attendance, grades and assignments 3) Early Literacy Skills to Promote Reading Comprehension 4) Early Math Skills to Address the Mathematical Practices 5) Supporting our Child's Social Emotional Wellness 6) Importance of School Connectivity in support of student success. Parent University Meeting will be planned quarterly and meetings will be scheduled to best accommodate our working families. P/U Meetings will be advertised through Jackson website, Social Media, school marquee, weekly school Messenger, and monthly Parent Flyers.
- Create a monthly Gators Family Newsletter to inform Jackson families on the great things that are happening at school.
- Send out Weekly messages on Messenger for quick updates on upcoming events.
- Title I meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, parent rights under Title I and site program improvement status. Title I informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled Title I meeting. Informational Title I power points will be streamed via the internet to allow parents to play back on real time.
- Parent Square, School Messenger, Phone Calls, Social Media Platforms, School Site website, School Marquee, Parent Monthly At-A-Glance Calendar will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English and Spanish as needed.
- Personal invites, invite a friend, ELAC
- ELAC meetings will provide all stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative score and how to prepare students of ELLs to become proficient in Reading, Writing, Listening and Speaking. ELPAC meetings will be scheduled during the most convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to play back on real time. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
- Students' academic performance, social emotional needs, progress of DI program and overall site program improvement plans will be evaluated monthly with all stakeholders. SSC meetings will be scheduled during most the convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to play back on real time. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
- Administration will personally invite parents to attend SSC Meetings, ELAC Meetings, and Coffee Hour/Virtual Chats to increase the number of parent participants attending Schoolwide meetings.
- Administration will secure Spanish Bilingual Interpreters through the Department of English Language Services as needed.

Materials & Supplies in Direct Services to FAMILIES:

- CCT Substitutes for site planning
- Family Foundations Counseling Services
- Intervention Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Classified Tech Digital Support
- Classified Support/Babysitting and Translating
- Parent and Student Supplies
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

- Home School Liaison
- Bilingual resources for parents of EL students
- Family Foundations Counselor
- Child Welfare and Attendance II Specialist

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	✓	101.9 %	91.91 %	2022-2023	93.01 %

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 Engagement Hour
- Exploration Night (DI Recruitment)
- Parent University
- Literacy Mentoring
- Program Musical Performances/Concert
- School Carnival/Pastries with Parents
- Coffee 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, weekly Messenger message, parent emails, 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.

- Need for ongoing updated ATLAS contact information
- 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 2023/24 SPSA.

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

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

1 SSC:	2 ELAC:	3 Staff:

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
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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	Owner(s):	Timeline:
• Parent Sign-Ins Logs • Parent Input on Needs Assessment • Parent Questionnaire • Parent Volunteers • Count of Attendees	• Administration • Classified/Certificated Staff • Parents/Students • Parent University	• On-going • Monthly • Yearly

Describe Direct Services to Families in support of 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 playback on real time.
- Parent emails, Edu text, School Messenger, Phone Calls, Social Media Platforms, School Site website, School Marquee, Parent Monthly At-A-Glance Calendar will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English and Spanish as needed.
- Personal invites, invite a friend, ELAC
- ELAC meetings will provide all stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative score and how to prepare students of ELLs to become proficient in Reading, Writing, Listening and Speaking. ELPAC meetings will be scheduled during the most convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to playback 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 playback 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, ELAC Meetings, and Coffee Hour/Virtual Chats to increase the number of parent participants attending Schoolwide meetings.
- Administration will secure Spanish Bilingual Interpreters through the Department of English Language Services as needed.
- Create a weekly Gators Family Newsletter to inform Jackson families on the great things that are happening at school. Create a monthly Jackson Parent Towne Hall to provide a place where parents are heard and supported based on needs.

Materials & Supplies in Direct Services to FAMILIES:

- CCT Substitutes for site planning
- 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 Families of EL students:

- Home School Liaison
- Bilingual resources for parents of EL students
- On-site Counselor
- Intervention Specialist

Specify enhanced services for Families of low-performing student groups:

- Home School Liaison
- Bilingual resources for parents of EL students
- Family Foundations Counselor
- Intervention Specialist

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and translating	892.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation materials and supplies (ELAC, Family engagement hour). **No food or incentives**	428.00

\$1,320.00

2023-2024 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 for releasing the teachers student learning and other planning meeting to support student instruction. **No IEPs**	5,671.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A2, G3A1 Student supplies. **No food or incentives**	585.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow SPSA G1A2, SPSA G3A1	36,974.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers Subs for the following embedded learning/ CCI planning Student support. SPSA G1A2,G3A1	6,003.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessor For EL's students	5,050.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Contracts for Tutoring to support students with academic needs SPSA G1A1,G1A2,G3A1 G3A2	4,312.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contract for tech support for SPSA G1A1, G1A2, G3A1 ,G5A1	7,996.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000, Smarty Ants Spanish and English/ Scholastic, SPSA G1A2 G3A1,	23,340.00
G1A1	Sup & Conc	Instruction	Mat & Supp			SPSA G1A2,G2A1,G3A1,G4A1,G5A1 Materials and Supplies	13,075.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow SPSA G1A1,G2A1,G3A1,G4A1	23,135.00
G1A1	Sup & Conc	Instruction	Travel			Travel/training /conference SPSA G1A2,G2A1,G3A1,G4A1 G5A1 teachers/ admin	20,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A2, G2A1, G3A1, G4A1 Ricoh color lease	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Repairs for Technology SPSA G1A3,SPSAG2A1,G4A1,G2A2	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for Signage, students,teachers, and parents	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Orton Gillingham Training for 3 teachers SPSA G1A1	3,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub for Admin G1A2, G2A1, G3 A1,	725.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	SPSA G1A2	12,179.00
G1A1	LCFF: EL	Instruction	Mat & Supp			SPSA G1A2, G2A1, G3A1, Material and supplies	5,405.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : SPSA G1A1, G2A1, G3A1, G4A1 Teaching Fellows	30,996.00
G1A1	One-time School	Instruction	Bks & Ref			: Iready toolbox ELA/MATH G1A2, G1A1	6,035.00
G1A1	One-time School	Instruction	Nc-Equipment			SPSA G1A1, G1A2, G3A1 for technology and supplies	5,466.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : SPSA G1A1, G2A1, G3A1, G4A1, G5A1 Family Foundation Services for social Emotional support Tier 3	25,000.00

G3A2	LCFF: EL	Guidance & Counseling Services	Subagreements	Family Foundation Services : SPSA G1A1, G1A2, G2A1, G3A1 G3A2 To support student Social Emotion needs	8,444.00
G3A2	One-time School	Other Pupil Services	Oth Cls-Extr	classified extra time for materials prep, office extra support and NTA extra time and ect.	2,603.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Babysitting and translating	892.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Participation materials and supplies (ELAC, Family engagement hour). **No food or incentives**	428.00
					\$259,814.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,550.00
Sup & Conc	7090	\$144,136.00
LCFF: EL	7091	\$57,024.00
One-time School	7099	\$14,104.00
Grand Total		\$259,814.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$222,447.00
G3 - Increase student engagement in their school and community	\$36,047.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,320.00
Grand Total	\$259,814.00