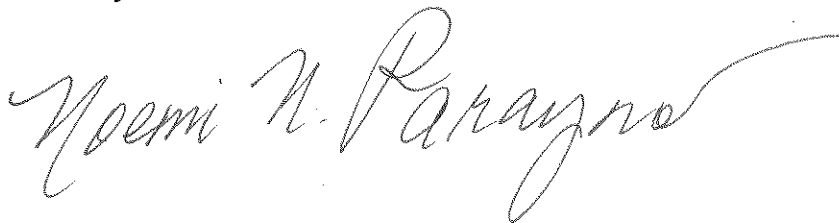


Jackson Elementary

10621666006308

Principal's Name: Noemi Parayno

Principal's Signature:

A handwritten signature in cursive script that reads "Noemi N. Parayno". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:". The signature is fluid and matches the name of the principal listed above.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

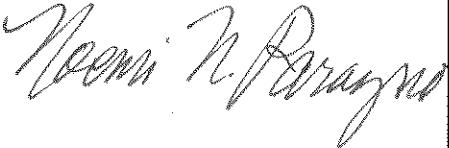

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Noemi Parayno	X				
2. Chairperson – Heidi White				X	
3. Vice Chairperson - Maria Aguilar				X	
4. Rafael Chavez		X			
5. Sonia Jauregui		X			
6. Alejandra Garcia-Diaz		X			
7. Marcela Orozco			X		
8. DAC Representative - Irma Zamorano				X	
9. Irene Sanchez				X	
10. Viviana Aguirre				X	

Check the appropriate box below:
X 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	Noemi Parayno		4/8/2022
SSC Chairperson	Herdi White		4/8/2022

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 2022/23

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$41,418 *
7090	LCFF Supplemental & Concentration	\$138,960
7091	LCFF for English Learners	\$50,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$75,960
TOTAL 2022/23 ON-SITE ALLOCATION		\$307,138

* 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	\$1,416
	Remaining Title I funds are at the discretion of the School Site Council	\$40,002
	Total Title I Allocation	\$41,418

Jackson Elementary 2022-2023 - 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
ELPAC - percentage of students who scored 4			5.83 %	2020-2021	12.93 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		25 %	2021-2022	32.1 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		11.47 %	2021-2022	18.57 %

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.

I-Ready ELAD2 On Level

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 in reading, writing, speaking and listening.

- PLCs implemented quarterly Common Formative Assessments and semester IABs in grades 3-6.
- PLC Teams utilized the cycle of continuous improvement to analyze results from CFA and planned next steps for instruction based on the results.
- PLC Teams were provided planning days during the year to backwards map ELA instruction using the district's quarterly planners, scope and sequence and formative/summative assessments.
- Due to the shortage of substitutes during the 2021-2022 school year, PLC Team did not have the opportunity to utilize planning days.
- Classroom teachers provided Tier 1 and 2 intervention. Tier 3 intensive support is provided by 6 Teaching Fellows using Wonders Intervention Resources for students significantly below grade level in grades 1-4.
- Students in 5th and 6th grade received reading comprehension intervention and support.

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
- Access to technology/WiFi Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning
- Lack of student engagement and participation with students on Quarantine

- Students were provided 1 to 1 technology in grades K-6 to fully participate in distance learning.
- There is evidence of K-2 and 3rd - 6th Instructional Alignment to the Regional ILT training and learning.
- ELA SBAC 2019, showed a decrease of -1.2% of students meeting/exceeding standards from 40.5% to 39.3%
- Jackson's Dual Language Immersion Classrooms in Grades 1st and 2nd did not take the Fall ELA-I-Ready Diagnostic I.
- ELA iReady Results: Fall 2021, 13% of students performing on or above Grade Level. Winter 2021, 26% of students performing on or above Grade Level. Spring 2022, 31% of student performing on or above Grade Level.

I-Ready Math D2 On Level

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

- PLCs implemented Quarterly Common Formative Assessments and semester IABs in grades 3-6.
- PLC Teams utilized the cycle of continuous improvement to analyze assessment data and and planned next steps for instruction based on the results.
- PLC Teams were provided planning days during the year to backwards map Math instruction using the district's quarterly planners, scope and sequence and formative/summative assessments.
- Due to the shortage of substitutes during the 2021-2022 school year, PLC Team did not have the opportunity to utilize planning days.
- Classroom teachers provided Tier 1 and 2 intervention. Tier 3 intensive support is provided by Teaching Fellows in Mathematics in Grades 5th and 6th.
- Students were provided 1 to 1 technology in grades K-6 to fully participate in distance learning.
- Math SBAC 2019, showed an increase of 5% of students meeting/exceeding standards from 29.7% to 34.7%
- Math iReady 2021-2022: Overall students performing on or above grade level showed an increase of 9% from Fall Diagnostic I to Winter Diagnostic II. Spring Diagnostic III results have not been completed.

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 2021-2022 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Allocations for conferences, training and travel were not utilized due to COVID-19 restrictions.

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 2022-23 SPSA.

Changes/ Actions planned for the 2022-2023 school year:

- Full Time positions include CWAS II, Home School Liaison, School Psychologist, Site Instructional Coach (all positions 100% District Funded).

- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups.
- An intentional focus of actions will address our largest gaps in student achievement pertaining to English Learners and Students with Disabilities.
- Additional funds will be utilized to support Social Emotional needs of students transitioning back to brick and mortar learning environment.

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 recommended to continue funding academic supports such as Teaching Fellows, Paraprofessionals, and on-site counseling services.
- The School Site Council also recommended funding additional technology.

2 ELAC:

- The School Site Council recommended to continue funding academic supports such as Teaching Fellows, Paraprofessionals, and on-site counseling services.
- ELAC members also recommended funding additional technology.

3 Staff:

- Jackson Certificated Staff recommended to continue funding academic supports such as Teaching Fellows, Paraprofessionals, on-site counseling services, and supplemental online resources for ELA and Mathematics.

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

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

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

Owner(s):

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

Timeline:

- Daily Checking for Understanding
- Aug. 2022, Nov. 2022, & Mar. 2023 (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
- Monthly i-Station Assessment

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

Tier 1:

- All students in grades Kindergarten through 6th will receive high quality reading 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 2 CFAs per quarter in ELA that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- All Teaching Fellows and Instructional Assistants/Paraprofessionals will support small group differentiated instruction through flexible groupings and provide feedback of student learning progress with daily recording logs.
- Supplemental curriculum, materials and supplies, aligned to Literacy and ELD standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology. All students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- 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 pull out intervention model for grades 4th - 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.

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 Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Dual Immersion Conferences & Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, Achieve3000, Smarty Ants, ELAMATH 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 EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students. EL students will be provided opportunities to receive after school ELD tutoring for extra support.

Specify enhanced services for low-performing student groups:

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

- Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive math instruction that is tailored specifically to meet their needs. This includes enrichment if they are possibly meeting and exceeding grade level standards. SPED students will be closely monitored as evidenced by their progress towards their IEP Goals.
- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing the adopted ELA/ELD curriculum.
- All students with RSP services will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- Adopted supplemental curriculum (MathWorld) will be utilized to provide tier 3 intervention.
- Progress monitor through Assessment Data, social emotional data, SSTs.
- Students with Disabilities will receive monthly monitoring with RSP Teachers in collaboration with Administration on formative assessments to move students toward progress on District Interim and State

Assessments.

Action 2

Title: Math Instructional Plan for K-6

Action Details:

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

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

Owner(s):

Timeline:

- 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

- 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)

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

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive high quality, effective Math instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All PLCs will create and administer a minimum of 2 CFAs per Quarter in Math that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, materials and supplies, aligned to Math standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Every student will engage in daily individualized learning pathways on i-Ready in Math to support intervention with their identified deficiencies, based on diagnostic results.
- All teachers in grades 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 UnboundEd'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 5-6 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 pull out intervention model for grades 4th - 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
- 7 CA Teaching Fellows
- Site Instructional Coach
- Teacher on Special Assignment
- Family Foundations Counseling Services
- Bilingual Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Dual Immersion Conferences & Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs
- Materials & Supplies
- Technology Equipment & Other Equipment
- UnboundEd & FCOE Claims/Targets Training
- Math Lesson Design Training for Grades 5th and 6th
- Website Resources: Math Reflex, GoMATH Trainer, MATH I-Ready Toolbox
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

Action 3

Title: English Language Learner Instructional Plan for K-6

Action Details:

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

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

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

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

Owner(s):

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

Timeline:

- Daily Checking for Understanding
- Monthly EL Progress Monitoring
- Quarterly Benchmark Assessments
- Quarterly IAB/FIAB (3rd-6th)
- ELPAC language assessment Spring '23

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Designated and Integrated ELD instruction.
- EL students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.

- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL student will engage in daily individualized learning pathways on i-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- EL students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- All teachers will participate in 4 ELD Coaching Cycles (plan, co-teach, teach, and receive feedback) to focus on the advancement of language acquisition for English Learner Students.
- All teachers will utilize the Teaching Learning Cycle for instructional planning through the implementation of the ELA/ELD Framework and implement Keystone Pedagogies to support EL students in Speaking, Listening, Reading Comprehension and Writing.
- All teachers will utilize the EL Redesignation goal setting report and the ELD standards to identify needs, plan instruction and goal set with students.
- All teachers will receive ongoing professional development in the area of language acquisition. Release time and/or supplemental contracts may be utilized for professional development and/or peer observations and to assess English Learners on ELPAC. Additional instructional aide to assist in literacy the Dual Immersion Program in Kindergarten - 3rd Grade.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
- All PLCs will create and administer a minimum of 2 CFAs per quarter in ELA that are aligned to essential ELA/ELD standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.
- All Teaching Fellows and Bilingual Instructional Assistants/Paraprofessionals will support small group differentiated instruction through flexible groupings and provide feedback of student learning progress with daily recording logs.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.
- 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
- Bilingual Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant

- Paraprofessional, Bilingual Spanish Instructional Assistant
- Dual Immersion Conferences & Travel
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, 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:

- Students that are economically disadvantaged, are English Learners or possibly in Foster care, will receive targeted language instruction tailored specifically to meet their needs during integrated and/or designated ELD. This includes enrichment if they are possibly meeting and exceeding grade level standards. Students will be assessed throughout the year to monitor progress as evidenced by BAS and DIBLES.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- EL students will be provided opportunities to receive after school ELD tutoring for extra support.

Specify enhanced services for low-performing student groups:

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

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

2022-2023 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			G3A2, G1A2, G1 A3 SST's Subs for releasing the teachers for student learning and other planning meeting to support students instruction. **No IEPs**	4,093.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1A2,G1A3 ILT supplemental contracts site planning CCI to support student learning **No IEPs**	3,948.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student materials and supplies G2A1, G3A1 **No food or incentives**	938.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G2 A1, G3, A1 Teaching Fellows Instruction plan for K-6th and English Language Learners instruction	30,447.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies G2A1, G3A1 ** No FOOD AND INCENTIVES**	600.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2,G1A3 ,G2A1 ,G5 A1 Techology support	10,464.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2,G1A3, AR (Gr. 2-6th) \$2587.50 Achieve 3000/Smarty Ants/Spanish and English K-6th grade \$19,490	22,078.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2,G1A3, G2A1,G3A1,G3A2,G4A1,G5A1 Materials and supplies/incentives for students and activities for students	19,271.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: G1A2, G1A3 Materials and Supplies for supporting instruction and Health/Safety supplies / supplies of activities & music supplemental contracts for areas to support learning loss	11,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2,G1A3 Teaching Fellows K-6th Plus 1 for RTI total of 7 T.F.	40,319.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A2,G1A3 Ricoh library Copier	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G2A1, G3A1, Direct Maintenances on Technology and other	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic G2A1, G3A1	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Cullinan Conference for 3 teachers	3,300.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1 A1, G2,A1 G3, A1	11,498.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	G1 A2, G1 A3	12,719.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G2A1, G3A1 , Students Materials and Incentive Supplies	1,026.00
G1A1		Instruction	Ne-Equipment				1,000.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Nc-Equipment			G2A1, G3A1 Technology and other equipment	1,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : G2A1, G3A1 Teaching Fellows	24,557.00
G1A1	One-time School	Instruction	Teacher-Subs			Writing workshop training with monetum	4,821.00
G1A1	One-time School	Instruction	Bks & Ref			: G1A2 G1A3, Heggerty (Explicit phonemic Awareness) Kinder-2nd \$800. iReady Teachers Tool Box ELA & Math kinder -6th \$5866 Scholastics (All primary Grades K-6th) \$3213	9,879.00
G1A1	One-time School	Instruction	Mat & Supp			: G1A2,G1A3 Materials and Supplies for supporting instruction and Health/Safety supplies / supplies of activities & music supplemental contracts for areas to support learning loss **No food or incentives**	499.00
G1A1	One-time School	Instruction	Nc-Equipment			: G1A2,G1A3 Technology and other equipment	27,321.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			G1A1,G1A2 ELPAC Assessors	6,028.00
G1A3	Sup & Conc	Instruction	Travel			G1A1,G1A2 Travel and Conferences	16,000.00

\$272,306.00

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	✓		88.02 %	2021-2022	95.12 %

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 moderately 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.

During the 2021- 2022 school year, opportunities for student engagement were limited due to Covid-19 Restrictions. As a result of a high number of student on Quarantine, participation and engagement was minimal.

Due to COVID 19 restrictions, staff was limited in leading school clubs and engagement opportunities for students.

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 2022-23 SPSA.

The lifting of COVID restrictions will provide real life experiences to support an increase in student engagement. Changes that will be made in this goal may be found in Goal 3 and Goal 5.

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

2 ELAC:

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

3 Staff:

- The School Site Council 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):

- Principal
- Vice Principal
- Goal 2 Office
- Climate & Culture Team
- Child Welfare & Attendance II Specialist
- Teachers and Students
- Teacher on Special Assignment

Timeline:

- On-going August 2022 - June 2023
- Quarterly
- Fall 2022
- Spring 2023

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

Tier 1:

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

Tier 2:

- Students in grades K-1 will receive increased opportunities to engage in school activities and clubs

- Climate and Culture Team will develop new engagements for increased opportunities for student groups and/or individuals who are lacking engagement.

Tier 3:

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		55.44 %	2021-2022	48.84 %
Suspension Rate - Semester 1	✓		1.83 %	2021-2022	1.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism:

- During the 2021-2022 school year, our CWAS II was not filled until Semester 2.
- Office Assistant implemented multiple forms of communication with chronically absent families to increase connectivity during the Pandemic.
- CWAS II and Office Assistant made home visits, called homes, and sent email and mail correspondence to chronically absent families.

Suspension Rate:

During the 2021-2022 school year, the suspension data increased in comparison the 2020-2021 school year due to students returning to in-person instruction on campus.

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

Chronic Absenteeism:

- Chronic Absenteeism has increased due to impact of COVID-19 illnesses.
- Chronic Absenteeism was attributed to the following: COVID-19 illnesses and quarantine guidelines, lack of student engagement in Simultaneous Instruction/Independent Studies, inconsistent technology at home, parents' skill/knowledge of technology to support from home

Suspension Rate:

- Suspension increased due to trauma during school closure and hybrid learning from the 2020-2021 school year.
- Suspension increased during the 2021-2022 school year due to inconsistent SEL instruction in the previous school year.
- Upon returning to in-person instruction, students exhibited a need for support with social skills, conflict mediation, problem-solving skills and growth mindset.

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).

- During the 2021-2022 school year, COVID-19 restrictions and guidelines contributed to a lack of personnel and time to monitor and follow-through with chronically absent students. SEL support service were re-introduced to students to support with social skills, conflict mediation, problem-solving skills, and growth mindset in an effort to reduce our suspension rate.

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 2022-23 SPSA.

Changes/ Actions planned for the 2022-2023 school year:

- Full Time positions include CWAS II, Home School Liaison, School Psychologist, Site Instructional Coach (all positions 100% District Funded).
- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups.
- An intentional focus of actions will address our largest gaps in student achievement pertaining to English Learners and Students with Disabilities.
- Additional funds will be utilized to support Social Emotional needs of students transitioning back to brick and mortar learning environment.

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 drop-in sessions were planned during the week of March 14th - March 18th to review SPSA data, actions, and budget priorities. Additional feedback was sought from ILT and CCT.

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Quarterly awards for perfect attendance
- Classroom Incentives for monthly perfect attendance
- ATLAS Attendance Data Reports
- Power BI Attendance Data
- Attendance Conferences with Parents - Sign-in Sheets/Logs
- Student Goal Setting Parent contacts for students with chronic attendance
- Survey Data (Parent/Staff/Student)
- SST Referrals
- CWAS II 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 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

Owner(s):

CWAS II & HSL
Climate & Culture Team/MP
Child Welfare & Attendance II Specialist
Office Manager/Principal
Students/Parents

Timeline:

Perfect attendance will be monitored on a monthly basis.
Perfect attendance awards will be given on a quarterly basis.
Meetings with parents will be held on a bi-monthly basis.

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

Tier 1:

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

Tier 2:

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

Tier 3:

The Office Assistant with support from Home School Liaison, Child Welfare & Attendance II Specialist and VP will make weekly parent contact with families of chronically absent students to address continuing concerns about absences and discuss a plan for improvement. The CWA II Specialist 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, Redesignation Dinner, Academic and Sport, YMOC Recognition)
- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 7 CA Teaching Fellows
- Family Foundations Counseling Services
- Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Teacher Supplementary Contracts for tutoring

- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, ESGI, Achieve3000, 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 CWAII Specialist. SPED students will be a part of all school-wide initiatives and have their attendance monitored by CWAII Specialist.

Action 2

Title: Social Emotional Learning/Decrease Suspensions

[Action Details:](#)

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

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

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

[Owner\(s\):](#)

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

[Timeline:](#)

- Bi-Weekly
- Monthly
- Quarterly

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

Tier 1:

- All teachers will implement Second Step daily lessons focused social emotional learning that teaches various social and emotional skills such as emotion recognition a, problem solving, bullying prevention and goal setting.
- All teachers will continue to implement and refine these strategies as well as the implementation of OLWEUS, classroom/morning meetings and Gator Space during lunch recess to promote positive behavior and prevent out of school suspensions. On-site counseling will also be available for students displaying social/emotional challenges.
- All teachers will implement Morning Meetings, Classroom Meetings and Second Step lessons to support students with developing social emotional skills, positive peer relationships, conflict resolution, bullying prevention, and promoting positive classroom and school climate.
- All teachers will implement culturally responsive practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional teaching and learning. A wide array of materials will be necessary for activities during the Anti- Bullying launch, in addition to the incentives for Character Counts and Student of the Month.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures for safety and civility, rules, and expectations will be designed and posted in a variety of school campus settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior for school success.
- Tiered responses for student misbehavior will be implemented consistently by all staff.
- All students with good citizenship (social skills and work habits) will be recognized with quarterly awards.

Tier 2:

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

Tier 3:

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

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

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 7 CA Teaching Fellows
- Family Foundations Counseling Services
- Child Welfare & Attendance II Specialist
- Paraprofessional, Instructional Assistant
- Paraprofessional, Bilingual Spanish Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: DIBBELS, AR, Time for Kids, 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 & CWA II Specialist.
- Parents will receive district and school communications in a language that is accessible to them, whenever possible.

Specify enhanced services for low-performing student groups:

- All students will participate in SEL instruction and receive the same services provided to prevent suspensions on an as-needed basis.
- SPED students who have been suspended will be reviewed by SPED teacher and Administration to ensure student transitions back to school successfully.
- Increased opportunities for Social Emotional Learning in the classroom will be provided that focus on other ways to respond to emotions, GE peers for models of appropriate behavior inside a classroom and appropriate responses to emotions.

2022-2023 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	One-time School	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations counselor support Tier 2 &3 social Emotional Needs	33,440.00

\$33,440.00

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	✓		78.64 %	2021-2022	85.74 %

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

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 the disproportionality of low-performing student groups as it relates to this goal:

- Experience Level of DLI staff
- Participation in DLI Academy for onboarding preparation since this is an optional Cohort
- Participation in DLI PLC District meetings since the meetings are optional for DLI Teachers
- Lack of substitutes for GE/DLI Classrooms
- Hiring for vacancies for paraprofessional positions in GE is cumbersome

2021-2022 Certificated Staff:

- 4 teachers are BCLAD certificated
- 4 additional teachers are perusing BCLAD certification
- 13 teachers are CLAD certificated
- 2 teacher have a Provisional Internship Permit
- 33 staff members are Hispanic
- 5 staff members are Asian
- 5 staff members are Anglo

2021-2022 Student Ethnicity:

- 1% African American
- 1% Native American
- 2% White
- 3% Asian American
- 90% Hispanic or Latino

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).

Due to COVID-19 Restriction, limited opportunities were available for PL and 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 2022-23 SPSA.

Changes/ Actions planned for the 2022-2023 school year:

- Full Time positions include CWAS II, Home School Liaison, School Psychologist, Site Instructional Coach (all positions 100% District Funded).
- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups.
- An intentional focus of actions will address our largest gaps in student achievement pertaining to English Learners and Students with Disabilities.
- Additional funds will be utilized to support Social Emotional needs of students transitioning back to brick and mortar learning environment.

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.

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

Increase Recruitment/Retention of BCLAD certificated teachers:

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

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

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

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 Professional Development or Staff Services to support EL students:

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

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		94.8 %	2021-2022	101.9 %

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:

- Virtual Meet and Greet
- Back-to-School Night
- Virtual Open House
- Virtual Awards/Recognition
- Virtual Parent Conferences
- Virtual Family Dance
- Off the Front
- Exploration Night (DI Recruitment)
- Parent University
- Literacy Mentoring Program
- Musical Performances/Concert
- School Carnival/Pastries with Parents
- Coffee Hour/Virtual Chats
- Title I Meeting
- School Site Council
- English Language Advisory Committee
- Parent Surveys to address site needs
- Technology Usage for Parents
- 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 emails, monthly parent newsletters pre-recorded meetings, 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.

Family 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).

Due to COVID-19 Restrictions, there were limited in-person family/parent engagement activities on campus. All family engagement activities (back-to-school, Award Recognitions, Parent Conferences, PIQE, ELAC and SSC Meetings) were made available through TEAMS and/or Zoom. Until Quarter 3, the COVID-19 Restrictions have lessened allowing parent to participate in in-person Open House with an option of on-line participation.

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 2022-23 SPSA.

Changes/ Actions planned for the 2022-2023 school year:

- Full Time positions include CWAS II, Home School Liaison, School Psychologist, Site Instructional Coach (all positions 100% District Funded).
- Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups.
- An intentional focus of actions will address our largest gaps in student achievement pertaining to English Learners and Students with Disabilities.
- Additional funds will be utilized to support Social Emotional needs of students transitioning back to brick and mortar learning environment.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

- On-going
- Monthly
- Yearly

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

Critical Partners in moving student achievement:

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

Materials & Supplies in Direct Services to FAMILIES:

- CCT Substitutes for site planning
- 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

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

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

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

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

2022-2023 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			G1A1,G1A2,G3A3 Baby sitting and translating	1,392.00

\$1,392.00

2022-2023 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			G3A2, G1A2, G1 A3 SST's Subs for releasing the teachers for student learning and other planning meeting to support students instruction. **No IEPs**	4,093.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1A2,G1A3 ILT supplemental contracts site planning CCI to support student learning **No IEPs**	3,948.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Student materials and supplies G2A1, G3A1 **No food or incentives**	938.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : G2 A1, G3, A1 Teaching Fellows Instruction plan for K-6th and English Language Learners instruction	30,447.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent materials and supplies G2A1, G3A1 ** No FOOD AND INCENTIVES**	600.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2,G1A3 ,G2A1 ,G5 A1 Technology support	10,464.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2,G1A3, AR (Gr. 2-6th) \$2587.50 Achieve 3000/Smarty Ants/Spanish and English K-6th grade \$19,490	22,078.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2,G1A3, G2A1,G3A1,G3A2,G4A1,G5A1 Materials and supplies/incentives for students and activities for students	19,271.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: G1A2, G1A3 Materials and Supplies for supporting instruction and Health/Safety supplies / supplies of activities & music supplemental contracts for areas to support learning loss	11,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : G1A2,G1A3 Teaching Fellows K-6th Plus 1 for RTI total of 7 T.F.	40,319.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A2,G1A3 Ricoh library Copier	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G2A1, G3A1, DIrect Maintenances on Technology and other	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphic G2A1, G3A1	3,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : Cullinan Conference for 3 teachers	3,300.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1 A1, G2,A1 G3, A1	11,498.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	G1 A2, G1 A3	12,719.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G2A1, G3A1 , Students Materials and Incentive Supplies	1,026.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			G2A1, G3A1 Technology and other equipment	1,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : G2A1, G3A1 Teaching Fellows	24,557.00
G1A1	One-time School	Instruction	Teacher-Subs			Writing workshop training with monetum	4,821.00
G1A1	One-time School	Instruction	Bks & Ref			: G1A2 G1A3,	9,879.00

G1A1		Instruction	Bks & Ref	Heggerty (Explicit phonemic Awareness) Kinder-2nd \$800. iReady Teachers Tool Box ELA & Math kinder -6th \$5866 Scholastics (All primary Grades K-6th) \$3213	9,879.00
G1A1	One-time School	Instruction	Mat & Supp	: G1A2,G1A3 Materials and Supplies for supporting instruction and Health/Safety supplies / supplies of activities & music supplemental contracts for areas to support learning loss **No food or incentives**	499.00
G1A1	One-time School	Instruction	Nc-Equipment	: G1A2,G1A3 Technology and other equipment	27,321.00
G1A3	Sup & Conc	Instruction	Teacher-Subs	G1A1,G1A2 ELPAC Assessors	6,028.00
G1A3	Sup & Conc	Instruction	Travel	G1A1,G1A2 Travel and Conferences	16,000.00
G3A2	One-time School	Guidance & Counseling Services	Cons Svc/Oth	Family Foundation Services : Family Foundations counselor support Tier 2 &3 social Emotional Needs	33,440.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	G1A1,G1A2,G3A3 Baby sitting and translating	1,392.00
					\$307,138.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,418.00
Sup & Conc	7090	\$138,960.00
LCFF: EL	7091	\$50,800.00
One-time School	7099	\$75,960.00
Grand Total		\$307,138.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$272,306.00
G3 - Increase student engagement in their school and community	\$33,440.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,392.00
Grand Total	\$307,138.00