

The Single Plan for Student Achievement

School: Jackson Elementary School
CDS Code: 10-62414-6007132
District: Sanger Unified School District
Principal: Debra Santos
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Jackson Elementary School 's Vision and Mission Statements

Mission Statement: Jackson School is to have every student be successful to their best ability. The faculty and staff are committed to providing your child with the finest education possible in all area of curriculum. Our educational strategies must meet the individual needs of all students while developing their talents and potentials.

Instructional Vision Statement: Our Jackson Family is committed to building collaborative partnerships and a growth mindset to implement rigorous curriculum, create innovative real-life experiences, and develop opportunities to become self-reflective in their academic, social, and personal growth resulting in lifelong learning.

School Profile

Jackson has a variety of academic, athletic, leadership, and social programs to meet the diverse needs of our population. Among our social programs is the "Community of Caring," used to help students adjust to school and create a "safe –friendly" environment. The character traits of family, caring, respect, responsibility and trust are emphasized throughout the school and in every classroom. The "Community of Caring" program is coordinated by a classroom teacher and supported by a team made up of teachers, parents and students. The "Second-Step" program is taught in the classroom and provides all students with the opportunity to learn social and emotional skills along with understanding the subject matter of "bullying", Students are taught what is meant by bullying, recognizing the traits, find help when needed, and support anyone who is being bullied. "Special Friends" and the "Friendship Club" are specialized programs that work with our most at-risk students. These programs are facilitated and coordinated by a trained para-professionals. Jackson offers a wide- variety of athletic opportunities, including football, cross country, volleyball, track, basketball, softball, and cheerleading. Staff members coach all sport teams. Leadership activities include a School Jr. Firemarshal, who assists with school fire drills and provides fire safety tips. Student Council is made up of officers and classroom representatives. Student Council coordinates school activities such as food drives, change drive, and other activities that supports families in our communities, and also sells newspapers to support with Valley Children's Hospital, and contracts with an outside private program, "FunWorks," to provide activities for our students.

To ensure that the needs of all students are met and that we continue to make academic gains, the District and Jackson have implemented a variety of instructional strategies, programs and interventions. The Sanger Unified School District has adopted the "Houghton Mifflin Reading Series," a comprehensive language arts program. It also has adopted the standards-based math program "Go Math" These programs are the foundation for SUSD standards-based curriculum. Teachers are supported by Jackson's Curriculum Support Provider with supplemental instructional resources to support teachers along with the adopted curriculum. All Jackson teachers make use of these programs as their core curriculum. All students have access to these programs, and every student has his/her own textbook. Jackson Elementary has "Accelerated Reader" and has purchased a contract with "Lexia". Both programs are a supplemental computer based program TK-fifth. This program is a computer based curriculum that provides individualized and differentiated instructional support. Students also receive additional time on these programs during the LEAP after school program and also at home. Jackson School also provides a morning tutorial for students to access Lexia for additional support before school. Students are deployed based on their CELDT scores for ELD instruction. Sanger Unified also uses "Scott Foresman Social Studies" for use in classrooms in the area of Social Studies. Through grade-level PLC meetings, teachers develop their own lessons and units to cover the California Academic Content Standards in this content area. Students use our school library as a resource for additional information. Student progress in math, reading, language arts, and writing is monitored and instruction is adjusted to ensure all students make academic progress towards achieving proficiency levels on District Assessments and common formative assessments created by the teachers. Jackson's Repsonse to Intervention program is available to all students. Students are placed according to need and they are monitored to ensure growth in literacy skills. Jackson has two full-time intervention teachers, a RSP teacher, and a part time RSP Para to assist in this program. Students are referred to the intervention program based on their reading and language performance. Students in grades TK-3rd receive Guided Reading Instruction daily to ensure that they are being provided the support to meet their individual needs.

The Jackson principal communicates with parents regularly through a monthly newsletter and calendar, important dates on the marquee, Parent Pride Team Meeting(with focused events to support CCSS, homework, early literacy, PBIS, LCAP, Attendance, and any other areas that the parents express concern). Quarterly School Site Council, ELAC, meetings are scheduled and monthly meetings with the PTO. School events are advertised and reminded in both English and Spanish with either flyers or phone dialers, parents are reminded of events, parent-teacher conferences, and minimum days. Translators are provided for parent events and parent teacher conferences.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A School Wide Survey was conducted at the end of the 16-17 school year. 90.1% of Valid Scans were returned. We have a goal of 100% for the school year 2017-2018.

Below are the results from parent surveys that were sent home in March. This annual survey provides us with important data as to how parents view the job we are doing, suggestions for improvements, and things that are going well. We want to thank all the parents who took the time to complete and turn in the survey and share with you our plans on how we will continue to strive to meet all expectations. The following percentages reflect the A & B Responses, which represents Excellent and Good.

Topics

1. Overall quality of the school 88.0%
2. Overall academic growth of your child 84.5%
3. Child's growth in reading and writing 81.6%
4. Child's growth in mathematics 75.8%
5. Student challenged to full ability 81.9%
6. Parent Informed of Child Progress 82.3%
7. Quality of school to home communication 86.3%
8. Safe school environment 82.4%
9. Addressing bullying and harassment 75.3%
10. Support for Positive behavior and Character 84.9%
11. Maintenance and cleanliness 83.9%
12. Parent Involvement 86.2%

Responses to Comments:

Our entire staff is very pleased by the positive comments of support, praising the work that we do to create a positive and caring environment for your child. We also take to heart all suggestions.

Positive Comments:

- 1) Very happy with all staff
- 2) Communication (Teacher/Parent and School)
- 3) Happy with everything - Great School

Areas of Improvement

1. **Maintenance of School-** The good news is, we will be under construction during the 2017-2018 school year for the building of our MPR!!!!Our school will receive a beautiful fresh look!!! Go Jaguars!!!
2. **Parking/ Student Drop Off/Pick up Zone** – Parking will be part of the school remodel and improvements of loading and unloading will also be addressed!
3. **Cafeteria Food-** Our food service staff continually looks for ways to improve the menu while working within federal guidelines and restrictions.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All Probationary and Temporary teachers receive three (2) formal observations and two (2) evaluations during the school year. Tenured Teachers receive two (2) formal observations and one (1) evaluation during the school year. Informal observations and classroom walk throughs are done periodically throughout the year. These walkthroughs are opportunities of coaching and side by side coaching when needed. Teachers receive feedback. The Curriculum Support Provider (CSP) and Literacy Specialist Teacher (LST) also provide coaching and observations to provide coaching opportunities for instruction and instructional strategies. The CSP and LST also can provide modeling practices in the classroom to support teachers.

This year our walk throughs will focus on: ELD instructional Strategies and delivery of lessons, Implementation of Guided Reading, Higher Level cognitive demand tasks effectively, rigor of lessons, student collaborative conversations (active/passive engagement), evidence of UDL instruction, posting of Language targets, essential questions, and the use of the DOK levels.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Jackson School all staff is part of a Professional Learning Community. We have grade level PLC teams, and RtI PLC Teams. all grade levels PLC's meet weekly to discuss the Key Questions: 1. What do we want the students to know? 2. How do we know they learned it? 3. What do we do for those who didn't get it? 4. What do we do for those who learned it? Each PLC develops common formative and summative assessments which are used to modify instruction. District Assessments have been developed and the district continues to provide ongoing of development assessments to support the teachers to determine how the students are progressing

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student Achievement Meetings (SAMs) are held monthly with each grade level PLC along with the Principal, CSP, and LST to discuss student data from DIBELS, BAS, CAASPP, IABs, ICAs, Writing, EL student progress, and CFAs. Each PLC also meets weekly to look at the implementation of their common assessments, progress monitoring, and district assessments. Teachers use this data to modify their instruction to determine if they need to reteach or move forward.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Jackson Elementary are highly qualified teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Jackson Elementary teachers have all been provided professional development on how to use State Board of Education adopted instructional material for all of its core subjects.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers have received professional development through the district for both Math, ELA, and ELD instruction. Teachers continue to receive professional development at Jackson School from our CSP, LST, DIS (from district) and the Principal. Our focus is to continue to grow as professionals and to focus our instruction to the District Vision and Jackson's Instructional Vision.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Jackson Teachers receive ongoing support from the Curriculum Support Provider (CSP) and the Literacy Specialist Teacher (LST). Both the CSP and LST work with teachers daily. The CSP works along side with teachers to support teachers on a daily basis with lesson design, lesson delivery, coaching through observations and providing resources and instructional strategies to support them within the instructional day. The LST supports our TK-5th grade teachers on guided reading, which supports our district's early literacy initiative, writing strategies, and Balanced Literacy supports. The LST provides coaching, PD, and lesson modeling to support our teachers in the implementation of Guided Reading.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet with their Professional Learning Community on a weekly basis. Teachers meet to share best practices, design lessons, assessments, look at data, and share in the collective commitments to ensure that they are meeting the needs of their students.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level PLCs meet to align curriculum, instruction, and materials to the content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Jackson Elementary meets the required instructional minutes for both Math and English Language Arts

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Jackson School's master schedule has built in designated instructional blocks for Response to Intervention and ELD instruction

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials used at Jackson Elementary have been approved by the State Board of Education

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Jackson School has developed a master schedule that includes designated blocks of instruction that supports all under performing students to have the opportunity to meet the standards. Teachers also provide small group instruction during Tier 1 instruction that will support the students during CORE instruction

14. Research-based educational practices to raise student achievement

All students requiring intervention receive research-based instruction in order to raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Jackson Elementary has the Learning Enrichment Activity Program (LEAP) which provides tutoring services for students at Jackson. Jackson also provides before school a reading lab that learning through a computer based reading program (LEXIA).

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Jackson Elementary School has used funds to hire one CSP and one full time intervention teacher to provide direct services to under performing students.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Jackson students showed minimal growth in ELA and Math on the CAASPP in grades 3-5. Minimal growth in district data with our TK-2nd grade in ELA. Students will receive more small group instruction with an emphasis in Guided Reading and a balanced Literacy block. We will analyze BAS and DPA data in grades TK-2nd and begin using the Interim Comprehensive Assessments, and Interim Block Assessments to support our students in grades 3-5. Technology support will become more embedded during instruction to provide the supports that are needed to be successful on the district and state assessments.

Jackson Elementary has 87 (19.6%) of its students classified as English Learners. We provide a designated ELD time and an Integrated ELD throughout the day. Our goal is to provide a high level of intensive instruction which will correlate the ELD standards into the instruction. Our teachers will continue to receive PD throughout the year to support the learning of our students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	76	73	67	75	72	66	75	72	98.5	98.7	98.6
Grade 4	65	66	74	65	66	74	65	66	74	100.0	100	100
Grade 5	61	62	69	61	61	69	61	61	69	100.0	98.4	100
All Grades	194	204	216	193	202	215	192	202	215	99.5	99	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2381.5	2369.7	2396.5	9	5	11.11	21	12	22.22	22	33	34.72	46	49	31.94
Grade 4	2429.9	2426.0	2408.3	6	12	6.76	23	20	21.62	28	23	20.27	43	45	51.35
Grade 5	2426.8	2431.7	2443.9	0	2	10.14	16	15	17.39	20	28	26.09	64	56	46.38
All Grades	N/A	N/A	N/A	5	6	9.30	20	15	20.47	23	28	26.98	51	50	43.26

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	8	12.50	41	39	50.00	45	53	37.50
Grade 4	9	18	8.11	52	39	47.30	38	42	44.59
Grade 5	5	3	7.25	28	36	43.48	67	61	49.28
All Grades	9	10	9.30	41	38	46.98	50	52	43.72

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	4	11.11	36	45	48.61	53	51	40.28
Grade 4	9	12	10.81	55	48	29.73	35	39	59.46
Grade 5	7	3	17.39	33	48	36.23	61	49	46.38
All Grades	9	6	13.02	42	47	38.14	49	47	48.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	6.94	67	69	66.67	27	24	26.39
Grade 4	9	8	8.11	66	64	58.11	25	29	33.78
Grade 5	3	5	5.80	64	64	68.12	33	31	26.09
All Grades	6	6	6.98	66	66	64.19	28	28	28.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	5	18.06	45	57	48.61	39	37	33.33
Grade 4	8	12	9.46	54	52	56.76	38	36	33.78
Grade 5	11	8	17.39	56	56	33.33	33	36	49.28
All Grades	11	8	14.88	52	55	46.51	37	37	38.60

Conclusions based on this data:

- Overall ELA Standard:** 29.77% of our students met or exceeded the ELA overall standard, 26.98% Nearly met the ELA standard, and 43.26% scored below the ELA standard.

Standard of Reading: 9.30% of our students scored above the standard, 46.98% scored at or near the standard, and 43.72% scored below the standard.

Standard of Writing: 13.02 % of our students scored above the standard, 38.14% scored at or near the standard, and 48.84% scored below the standard.

Standard of Listening: 6.98% of our students scored above the standard, 64.19% scored at or near the standard, and 28.84% scored below the standard.

Standard of Research & Inquiry: 14.88 of our students scored above the standard, 46.51% scored at or near the standard, and 38.60% scored below the standard.
- Students scored best in the area of Listening, with 71.17% scoring at, near, and above the standard, with the following areas following in order from highest score to lower: Research & Inquiry with 61.39% scored at, near, and above the standard, Reading with 56.28% scoring at, near, and above the standard, and Writing with 51.16% scoring at, near, and above the standard. All 4 areas need to continue to be a focus for this school year through SAM meetings, district, and school site professional development.
- Supports will be provided to support oral fluency, writing, comprehension strategies and instructional practices in Tier 1 and Guided Reading. All teachers will be receiving support and training in writing and ELD, and Balance Literacy instruction. All teachers have been involved in ELD training, Guided Reading, and continued training with the district and our CSP and LST in both areas at our school site. Evidence of implementation is in lesson plans, PLC minutes, and scope and sequence.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	68	76	73	66	75	73	66	75	73	97.1	98.7	100
Grade 4	65	66	74	65	66	74	65	66	74	100.0	100	100
Grade 5	61	62	69	61	61	69	61	61	69	100.0	98.4	100
All Grades	194	204	216	192	202	216	192	202	216	99.0	99	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2405.5	2380.6	2393.7	8	0	4.11	23	20	24.66	35	33	30.14	35	47	41.10
Grade 4	2441.6	2440.3	2418.3	0	8	0.00	20	14	18.92	52	42	36.49	28	36	44.59
Grade 5	2429.2	2429.4	2429.7	0	0	0.00	3	7	13.04	26	30	21.74	70	64	65.22
All Grades	N/A	N/A	N/A	3	2	1.39	16	14	18.98	38	35	29.63	44	49	50.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	20	11	10.96	38	36	41.10	42	53	47.95	
Grade 4	12	9	8.11	45	30	27.03	43	61	64.86	
Grade 5	2	2	0.00	20	20	27.54	79	79	72.46	
All Grades	11	7	6.48	34	29	31.94	54	63	61.57	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	7	9.59	41	44	52.05	45	49	38.36
Grade 4	3	11	5.41	51	44	36.49	46	45	58.11
Grade 5	0	0	5.80	16	25	36.23	84	75	57.97
All Grades	6	6	6.94	36	38	41.67	58	56	51.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	5	9.59	55	63	49.32	26	32	41.10
Grade 4	5	14	4.05	48	44	48.65	48	42	47.30
Grade 5	0	0	5.80	28	41	30.43	72	59	63.77
All Grades	8	6	6.48	44	50	43.06	48	44	50.46

Conclusions based on this data:

- Overall Math Standard:** 1.39% of our students exceeded the standard, 18.98% met the standard, 29.63% nearly met the standard, and 50% did not meet the standard.

Standard of Concepts and Procedures: 6.48% of our students scored above the standard, 31.94% scored at or a near the standard, and 61.57% scored below the standard.

Standard of Problem Solving and Modeling/Data Analysis: 6.94% scored above the standard, 41.67% scored at or near the standard, and 51.39% scored below the standard.

Standard of Communicating Reasoning: 6.48% scored above the standard, 43.06% scored at or near the standard, and 50.46% scored below the standard.
- Students scored best in the area of Communicating Reasoning with 49.54% scoring at, near, and above the standard with Problem Solving and Modeling/Data Analysis next with 48.61% scoring at, near, and above the standard, and the lowest area was in Concepts and Procedures with 38.42% scoring at, near, and above the standard. All 3 areas will continue to be a school focus with Professional Development at both the district and school site level.
- Teachers will continue to be involved in district math training with Lesson Design and Delivery, Explicit Instruction and continue to work on the High Leverage Team Action 2 and 6 by learning to apply the knowledge the higher level cognitive demand tasks effectively through both the analysis of data and during the planning and delivery of instruction. Evidence will be collected through walk throughs, looking at implementation of number talks, use of manipulatives, use of DOK appropriate levels of instruction and common formative assessments. Monthly Student Achievement meetings will focus on student data, best practices, and data analysis of each student and the subgroups.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							***	75			25				
1	6			35	22		47	56		12	22				
2	13	6		25	28		63	39			17			11	
3		14		33			25	57		25	29		17		
4	64			29	56			44					7		
5	46	58		23	33		31				8				
Total	26	15		29	27		32	39		8	15		5	3	

Conclusions based on this data:

1. 27.37% of our EL students scored at the beginning and early intermediate level. 6 students with the score of "B" and 9 students with the score of "EI"
2. 38.09% of our students scored I with each grade level represented for a total of 29 students with a total of 13 students in grades 3rd & 4th.
3. 34.52% scored EA and A - a total of 29 students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					4		31	29		31	29		38	39	
1	6			33	22		44	56		17	22				
2	11	5		22	26		56	37			16		11	16	
3		10		38			23	70		23	20		15		
4	53	9		35	45		6	36					6	9	
5	43	62		29	31		29				8				
Total	20	12		27	19		30	34		12	18		11	17	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement for ALL Students
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Provide quality Professional Development on site to support teachers with Tier 1 first time instruction by utilizing Effective Instructional teaching strategies. Training will be provided by both the CSP and LST, and Principal to Support Early Literacy instructional supports and curriculum. Professional Development will focus in the areas of Balanced Literacy, Writing, Integrated ELD, Designated ELD, Number talks, High Leverage Team Actions to strengthen the PLC in looking at data and how to evaluate student learning.
Data Used to Form this Goal:
Data conversations will focus around Common Formative Assessments, BAS Assessment, DPA results, District Math Fact Fluency Assessments, Interim Comprehensive Assessment (ICA) and the Interim Assessment Blocks (IBA). These conversations will be evident in grade level PLC minutes. The goal of these data conversations is to increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
There was minimal growth in ELA and Math on the CAASPP for grades 3rd-5th. Students will receive more opportunity to practice using Interim Comprehensive Assessments, and Interim Block Assessments to support the technology support which was not practice in the tested grade levels. Teachers will use PLC time to look into the data of our District BAS assessment, DPA, Math Fact Assessments, ICA & IBA assessments to determine small group instruction, flex grouping, and intervention supports.
How the School will Evaluate the Progress of this Goal:
This will be evident through data analysis of the assessments, Monthly Student Achievement meetings with Principal, CSP, LST, and CSP, evidence of the reteaching for those students who did not reach the instructional goal. The action steps will also be monitored through walk throughs by both the principal and CSP. Coaching from the CSP and LST will also provide support and evidence that implementation is taking place. Lesson Plans will indicate the instructional standards that are being addressed and daily evidence in the classroom through the posting of the Learning objectives, essential questions, and language targets. Discussions during the SAM (student achievement meetings) will provide focused conversations on instructional goals, student achievements of goals, and data evidence of student performance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to have in place a Curriculum Support Provider (CSP), Literacy Specialist Teacher, (LST), Instructional Teacher (IT), to support teachers with coaching, small group instruction, intervention support, ELD, Early Literacy support,	August 2017 until June 2018	Principal, CSP, and IT	Salary for CSP and IT	1000-1999: Certificated Personnel Salaries	Title I	48,939.00
				1000-1999: Certificated Personnel Salaries	Title I	51,939.00
			Hold Problem Solving Meetings to determine placement of students who need to receive Tier II and Tier III intervention - No funds needed since the CSP/IT salaries are included in Title 1			
			Provide professional development at site to support teachers with instructional practices, use of instructional tools, Lesson design, analyzing data from district and SBAC assessments - These Professional Development days will come from the CSP salary as indicated in the Title 1 total amount			
			Library support; Identify high quality instructional material in both books (guided reading - novels)	4000-4999: Books And Supplies	LCFF - Supplemental	8,587.00
Provide Professional development Identify high quality supplemental material	4000-4999: Books And Supplies	LCFF - Supplemental	7,000.00			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CSP/LST will continue Teacher Supports in individualized PD suited to teachers' area of need, testing support, co-teaching, and peer coaching</p> <p>Implementing Rigorous Differentiated Literacy Centers</p> <p>Revisit balance between Fiction and Non-Fiction texts</p> <p>BAS data analysis and build on action plans and best practices</p> <p>Increase peer observations</p> <p>Differentiated Homework</p> <p>PLC SAM Meetings to review data after each DPA and continue with vertical articulation with all K-2 teachers.</p> <p>Student Goal Setting – addressing student goals through differentiated instruction through small group instruction and FLEX grouping based on DPA/BAS</p> <p>Continue to focus on HLTA 2 & 6 with an emphasis on the rigor of CFAs.</p> <p>*Provide PD on HLTA 3 to have a clear focus on what students need to learn – Backwards planning Map</p> <p>Focus on “Beyond the text and author’s purpose” to support student achievement</p> <p>Provide time for teachers to meet and discuss data analysis and revisit action plans and update as needed</p> <p>Set student goals/meet and revisit with students</p> <p>Increase Grade Level Writing through all subject areas and with the use of technology (iPads 4-5 and laptop carts in 3</p>	August 2017-June 2018	Principal, CSP, LST, Teachers	Provide on site PD on a monthly basis to support staff.			
			Teachers Sharing best practices from attendance of PD.			
			Instructional Rounds, Walk Throughs, visitation of other sites	1000-1999: Certificated Personnel Salaries	Title I	5,000.00
			Substitute Teachers			
			Monthly SAMs with grade level PLCs, CSP, LST. Data focus.	1000-1999: Certificated Personnel Salaries	Title I	5,000.00
			Substitute Teachers			
			Library resources for AR reading levels and Novels	4000-4999: Books And Supplies		
Bring in Author to work with students at school assembly and also attend the Family Literacy Night and work with our families.	0000: Unrestricted	LCFF - Supplemental	1,000.00			
Incentives for student attendance of events - Books, Gift cards at Book store	4000-4999: Books And Supplies	LCFF - Supplemental	600.00			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of Lexia for 1 year and Purchase of equipment to support supplemental reading program (Lexia)	August 2017- June 2018	Principal and Staff	Purchase of Lexia contract and supporting materials	4000-4999: Books And Supplies	Title I	9,000.00
				4000-4999: Books And Supplies	Unrestricted	5,000.00
Purchase Early Literacy supplemental materials including technology for all students	August 2017-March 2018	Principal and Staff	Supplementary Materials, technology supports and printing for supplementary material	0000: Unrestricted	None Specified	
Literacy Specialist will ensure that teachers have adequate material to successfully support the Guided Reading program.	August 2017-March 2018	Principal	Provide ongoing professional development at school site. Schedule classroom coaching sessions and work with small groups on a daily basis Identify high quality materials and instructional practices needed to support Guided Reading Instruction	0000: Unrestricted	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Refine Math Centers to allow for more use of manipulative use and active student engagement/student discourse</p> <p>PLC SAM Meetings to review data after each DPA and continue with vertical articulation with all K-2 teachers.</p> <p>Student Goal Setting – addressing student goals through differentiated instruction through small group instruction and FLEX grouping based on DPA</p> <p>Continue to focus on HLTA 2 & 6 with an emphasis on the rigor of CFAs.</p> <p>Provide PD on HLTA 3 to have a clear focus on what students need to learn – Backwards planning Map</p> <p>Set student goals/meet and revisit</p> <p>Modeling of exemplars of higher level student responses – Use of higher DOK levels – implementation of more IAB/ICA style questions</p> <p>Daily math fact practice and Number Talks</p> <p>Jackson Math Fact Fluency Data (Monthly)</p> <p style="padding-left: 20px;">Weekly shout outs</p> <p style="padding-left: 20px;">Trimester Recognition</p> <p>Share out of Best Practices at Staff Meetings</p>	2017-2018 School Year	Principal, CSP, LST, DIS, Teachers	<p>Student Achievement Meetings- Substitutes 3 daily - rotate grade levels every 2 hrs.</p> <p>PD on Minimum Days</p> <p>Supplemental Materials and printing</p>			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: MTSS
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Develop a High Quality Tier II and Tier III program to service students who need extra support.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics. Teachers will use DIBELS NEXT, Common formative assessments, and ILP data to support our students growth in MTSS.
Findings from the Analysis of this Data:
AMAO 1 (Students making annual progress in Learning English) 61.11% of our students met the criteria out of 62% that was needed. AMAO 2(a) (Students attaining English Proficient on the CELDT - students in schools less than 5 years) 22.22% proficient out of 25.4% needed. AMAO 2(b) (Students attaining English Proficient on the CELDT - students in schools more than 5 years) 58.33%.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to have in place two Intervention Teachers to provide intervention instruction and conduct Problem Solving Meetings. 1 pull out teacher, and 1 push in daily.	August 2017-June 2018	Principal	Provide roving substitute teachers while ITs meet with Teachers during PLCs and Problem Solving Meetings to discuss students who are making progress or not making progress.	1000-1999: Certificated Personnel Salaries	Other	1,100.00
			Meet with teachers to determine student placement and curriculum use	1000-1999: Certificated Personnel Salaries	Title I	466.00
			Identify high quality materials and instructional practices needed to meet the needs of all of our students instructional needs.	0000: Unrestricted	LCFF - Supplemental	6,227.00
			Dry erase boards, maps, apps for iPads, Teacher suppelemenal instructional needs - UDL			
Continue to build an intensive school-wide intervention program that is appropriate for all students not meeting grade level standards.	August 2017 - June 2018	Principal, CSP, ITs, Teachers	Supplemental Instructional Material (including books) & Printing Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide an event to recognize the growth of our English Learners through an awards ceremony to celebrate growth in their CELDT Growth and Reclassification</p> <p>Monitoring of EL/RFEP students through SAM data discussions and ILPs</p> <p>Continue with PD and opportunities to review and discuss best practice from Sanger Learns</p> <p>CSP, LST, Principal, and Teachers to provide PD from received trainings (Kagan ELD) Sharing of Best Practices</p> <p>Mentor Text PD for new teachers and refreshers</p> <p>CSP, LST, Principal, and Teachers to provide PD from received trainings (Kagan ELD) Sharing of Best Practices</p> <p>Mentor Text PD for new teachers and refreshers</p> <p>Students engaged in Mentor text lessons</p> <p>Celebration of RFEP students at trimester awards assembly – bring in celebration of CELDT growth</p> <p>CSP providing PD within PLCs on understanding the data from Ellevation and Goal Setting for the students</p> <p>Monitor students to meet reclassification criteria (discussion at PLC SAMs)</p> <p>Ensure that teachers are bringing writing into their daily instruction</p>	May 2018	Principal, CSP, ITS, Teachers	<p>Certificates and awards incentives</p> <p>Professional Development to provide opportunities to share best practices that teachers receive from district or out of district PD.</p> <p>Principal, CSP, and LST to provide Professional Development to provide strategies to support student academic improvement</p> <p>Provide substitute teachers during Professional development and SAMs</p> <p>Expenses in Goal 1</p>	4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development for our teachers to support ELD instructional strategies and Oral Fluency needs.	August 2017-June 2018	CSP, IT, LST, and Principal	Provide Subs for teachers during training. Supplemental/printing materials for instruction	4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Environment
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
Jackson School had 48 minor referrals, 42 major referrals, and 1 off campus suspensions, and 7 on campus suspensions.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Family Pride Team Events for Parent/family Involvement PBIS Passport Day& Pride Awards Clip Chart Monthly Shout Outs Second Step – School wide instruction (Monday) – Instructional information in newsletters and announcements Monthly PBIS Meetings with PBIS Team Monthly Review of Data with staff at Staff Meeting SAP Groups CICO Support Coaching Restorative Justice BSP – Students setting goals PRIDE Store	September 2016- June 2017	Principal, CSP, LST	Provide informative events that will include but not limited to: Early Literacy, Common Core, Homework, Importance of Attendance, PBIS, School Safety, Literacy Nights. Behavior Supports Incentives - Games for the game room	0000: Unrestricted 0000: Unrestricted	LCFF - Supplemental	1,000.00
Purchase of additional school safety radios	August 2017-2018	Principal	Provide additional radios for staff to provide extra security for events, recess duty, end of day duty.	0000: Unrestricted	Unrestricted	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide Student Incentives for attendance.</p> <p>Importance of attendance addressed during Monday announcements, School Events, Newsletters, and during lunch. Weekly random awards for perfect weekly attendance (Kona Ice ticket, Gift certificate to PTO events for free snacks etc.) Monthly Awards Assembly attendance awards. Students with perfect attendance receive awards monthly. Group SARB Meetings End of year reward</p>	August 2017-June 2018	Principal	<p>Provide monthly incentives for perfect attendance, trimester awards for trimester attendance, and most improved attendance.</p> <p>Random daily attendance prizes for students that are present for school attendance (Kona Ice - certificates to purchase items at PTO events)</p> <p>cost included above</p> <p>Attendance Rally for all Students to promote the importance of attendance.</p> <p>Movie passes, incentive prizes</p> <p>cost included above</p>	0000: Unrestricted	Unrestricted	2,221.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	31,814.00
Other	1,100.00
Title I	120,344.00
Unrestricted	8,221.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	11,448.00
1000-1999: Certificated Personnel Salaries	112,444.00
4000-4999: Books And Supplies	37,587.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF - Supplemental	8,227.00
4000-4999: Books And Supplies	LCFF - Supplemental	23,587.00
1000-1999: Certificated Personnel Salaries	Other	1,100.00
1000-1999: Certificated Personnel Salaries	Title I	111,344.00
4000-4999: Books And Supplies	Title I	9,000.00
0000: Unrestricted	Unrestricted	3,221.00
4000-4999: Books And Supplies	Unrestricted	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,065.00
Goal 2	15,193.00
Goal 3	4,221.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Debra Santos	X				
Luz Jauregui			X		
Janelle Reetz		X			
Joan McKinley		X			
Mayra De Ochoa		X			
Melinda Vega				X	
Melissa Bradford				X	
Sal Serna				X	
Mitzi Rojas				X	
Alma Hernandez				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 19, 2016.

Attested:

Debra Santos

Typed Name of School Principal

Signature of School Principal

Date

Salvador Cerna

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date