



ESSER III School Site Plan

School Name: Jackson

ESSER III Allocation: \$93,362.00

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regarding funding usage. Plans for the use of ESSER III funding were discussed in the context of school-wide needs & monetary support through traditional means: Title I, LCAP, & Unrestricted Funds for the 2022-23 School Year. On 4/28/22, a decision was made about the specific use of ESSER III funds, representing the voice of multiple stakeholders.

What are the specific stakeholder needs, priorities, or feedback at your school that this plan addresses?

The teachers, staff, and parents viewed available site funds as a total allocation, whether from Title I Funds, LCAP, Unrestricted, or ESSER III. Many ideas were introduced, and the discussion invariably turned to the most effective ways to meet our students' needs against the most practical funding options for each resulting treatment option (whether through additional personnel or by way of instructional materials).

In tough times such as these when unprecedented measures have been taken to slow the spread of COVID-19, students returned to school in the 2021-2022 School Year with a diverse set of heightened and lingering social-emotional needs. All school staff would benefit from continued professional development to respond appropriately when students display social or emotional issues. Students would benefit from consistent fidelity to our school-wide Behavior RtI Plan, Second Step SEL lessons, and the guidance of a licensed clinical social worker (LCSW). Students in need of Tier 2 and Tier 3 interventions would require either group or individual therapy provided by our LCSW, especially if they do not qualify for individual Pacific Clinics counseling.

While the Review 360 Universal Screener was not administered in the 2020-21 School Year, we resumed its administration district-wide in the Spring of 2022. Now that we have a baseline once again available, we can determine progress from the results. The Spring 2022 results were as follows using both externalizing and internalizing rating scales and reported in percentages of all students:



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EXTERNALIZING BEHAVIORS: Not at Risk ~ Green (77%); On the Radar ~ Yellow (11%); At Risk ~ Red (12%)

INTERNALIZING BEHAVIORS: Not at Risk ~ Green (82%); On the Radar ~ Yellow (9%); At Risk ~ Red (9%)

We observe substantially more externalizing behaviors among our students than we do internalizing behaviors. We need to focus our efforts especially on the students who display at risk behaviors in both categories. With an enrollment of 606 students, and early indications of enrollment increases in the 2022-23 School Year, 21% of our students who are at risk as either externalizers or internalizers represents a large number of students: at least 127 students, plus and additional 20% on the radar when both categories are combined (representing an additional 121 students) for a total of 248 students experiencing observed social-emotional issues.

At our last School Site Council meeting on April 28th, the members discussed how the funding of a site-based, licensed clinical social worker would be the biggest expense for the school and decided to use ESSER III monies for the funding of this position because the total allocation would be more than enough to pay for the salary of a new LCSW for our school.

[What specific considerations does your plan include for Foster Youth, English Learners, Low Income, Homeless, and/or Special Education students?](#)

Social-emotional issues have been observed by teachers and staff among all students including English Learners, African Americans, Students with Disabilities, Foster Youth, Homeless, and Low Income students.

Low income students across all subgroups and ethnicities were especially impacted socially and emotionally by the school closures of the 2020-21 School Year and COVID



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protocols involving isolation and quarantine in the 2021-22 School Year (resulting, in addition, in a significant decrease in annual attendance rates due to multiple exclusions from school).

The School Site Council looked at attendance data as well as the results of the Review 360 Universal Screener. The 2021-22 School Year saw a dramatic decline in its annual average daily attendance rate, decreasing by 4.3% when compared to the 2020-21 school year and resulting in a cumulative attendance rate of 93.44% in the first 8 months of the school year. Before the COVID-19 pandemic, Jackson Magnet typically demonstrated annual attendance rates between 96-97%; therefore, a 93.44% yearly attendance rate among all students represents a startling and problematic development that needs to be addressed. Students in every subgroup, especially those from low-income families, need to exhibit high attendance rates and feel accepted by the adults and peers in their school environment in order to learn at optimal levels.

Creating a positive, nurturing, and trusting school-wide climate for learning is essential to instill in students a desire to come to school every day and confidence among their parents in our school, its personnel, and our general policies. Our licensed clinical social worker, working alongside CWAS interns and Jackson Magnet staff, would be able to intervene in special cases where social-emotional concerns are interfering with school attendance. The LCSW would be able to reach out to the parents through multiple means and provide an action plan for the students who are exhibiting high rates of absenteeism.



Plan Expenditures

Provide a description of the services and activities funded through ESSER III. Activities should also align broadly with the identified district stakeholder priorities to the greatest extent possible.

Item Number	Service/Strategy Description	Anticipated School Year(s)	Proposed Expenditure Amount	District Priority/Theme
1	<p>The community at Jackson STEM Dual Language Magnet Academy would like to hire a licensed clinical social worker (LCSW) to meet the social-emotional needs of our students in multiple ways:</p> <p>Tier 1 Students: LCSW classroom visits focusing on monthly themes, adherence to a cohesive, school-wide Behavior RtI Plan, implementation of the Second Step curriculum, and school-wide incentives for all students to follow our 4 Bs: be safe, be respectful, be responsible, and be resilient.</p> <p>Tier 2 Students: In addition to the support for all students, the LCSW would support Tier 2 students through daily or weekly check-in/check-out sessions (depending on the severity of the need), development of individual Positive Support Plans as needed, regular communication with the parents, and small group social-emotional sessions with peers who exhibit similar needs.</p>	<p>2022-23</p> <p>Due to the high cost of an LCSW as opposed to a clinical social worker who needs supervision to earn licensing, we will be seeking an LCSW to work at Jackson with an 80% contract.</p>	<p>\$93,362.00</p>	<p>(4) Provide social-emotional learning opportunities such as counseling, mental health, and wellness resources for students, staff, and families</p>



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	<p>Tier 3 Students: In addition to the support for Tier 1 and Tier 2 students, those in need of more intensive services would be referred to individual counseling and other behavior supports as needed. The LCSW would refer Tier 3 students to Pacific Clinics counselors or provide the individual counseling herself/himself, especially the students of high need who are not covered through Medi-Cal.</p> <p>Special attention will be given to attendance rates, resulting in communication with parents to mitigate barriers to consistent school attendance.</p> <p>The LCSW would oversee and direct the CWAS intern(s) to work with students at each of the different categories.</p>			
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Ensuring Interventions are Addressing Student Needs

The district is required to ensure interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the school site plan for ensuring that the actions and expenditures in this plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Item Number	What will you use to monitor the progress of this action to know it is addressing students' SEL, Academic, or Mental Health Needs?	How do you plan to monitor if the action is addressing students' SEL, Academic, or Mental Health Needs?	How frequently will the progress monitoring occur?
1	<p>BOY, midyear, and EOY Review 360 Universal Screener results for externalizing and internalizing behaviors.</p> <p>LCSW documentation of students referred for social-emotional services among Tier 2 or Tier 3 students and/or all students demonstrating elevated social-emotional needs.</p> <p>Weekly, monthly, and annual attendance rates as monitored by our principal, attendance clerk, and LCSW.</p>	<p>School-wide Behavior RtI team will meet to review the results of the Universal Screener three times a year and to ensure that at-risk students are receiving appropriate intervention (including students requiring Tier 2 and Tier 3 supports).</p> <p>Monthly meetings among the School-Wide Leadership Team to discuss new referrals and report on the progress among students receiving intervention.</p> <p>Attendance rates will be monitored weekly, monthly, and annually using corresponding</p>	<p>Weekly, Monthly, three times per year, and annually</p>



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		reports through the Aeries databank. The results will be reviewed during the monthly Leadership meetings.	
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Review and Comments

This plan has been reviewed for allowability and has the following status.

Reviewed by

AC

Review status

Approved with requests for edits

Review comment(s):

Actual cost may be slightly higher than this allocation, so the difference will be deducted from future ESSER III allocations.

Review Entry Date:

(Fri) 2022-May-06