

Jackson Elementary

10621666006308

Principal's Name: Rodolfo Gonzalez

Principal's Signature:

A handwritten signature in black ink that reads "Rodolfo Gonzalez". The signature is written in a cursive style with a prominent 'R' and 'G'.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rodolfo Gonzalez	X				
2. Chairperson - Heidi White				X	
3. Whitney Bortz				X	
4. Mina Borders Smart		X			
5. Sharon Tevis		X			
6. Andrew Sensing				X	
7. Jose Caicedo			X		
8. Sarah Valentine				X	
9. Beatriz Vasquez				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
x <input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC.
Date <u>2/25/25</u> .

Required Signatures

School Name: Jackson Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rodolfo Gonzalez		1/28/25
SSC Chairperson	Heidi White		1/28/25

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

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

FY 2025/26

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$39,882 *
7090	LCFF Supplemental & Concentration	\$124,818
7091	LCFF for English Learners	\$46,200

TOTAL 2025/26 ON-SITE ALLOCATION	\$210,900
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,156
Program Budget	\$38,726
Total Title I Allocation	\$39,882

ESSA Assistance Status: Not Identified for Assistance

Jackson Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		55 %	2023-2024	65 %
SBAC ELA - Average distance from standard	✓	-10 pts	-58.7 pts	2023-2024	-43.7 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-84.2 pts	2023-2024	-69.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	36 %	22.4 %	2023-2024	32.1 %
SBAC Math - Average distance from standard	✓	-10 pts	-59 pts	2023-2024	-44 pts
SBAC Math - percentage of students met/exceeded standard	✓	26 %	23.9 %	2023-2024	30 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Problem of Practice

ELA

Based on the metrics in this Current Goal, 22.4% of our students demonstrate the ability to read on grade level as identified by SBAC. A drop of 7.7% from the previous year. iReady D2 data shows that 27% of students are proficient.

English Learners and SWD are specific student groups performing below grade level in ELA.

- English Learners_ DFS -84.2

Math

Based on the metrics in this Current Goal, 23.9 % of students are performing on grade level in math as identified by SBAC. iReady D2 data shows that 16% of students are proficient.

English Learners and SWD are specific student groups performing below grade level in Math .

- English Learners_ DFS -74.6

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes in ELA

1. Inconsistency in teaching foundational skills with fidelity in the primary grades.
2. Inconsistent implementation of new Professional Learning
3. Analyzing block assessment data on a consistent basis (data analysis and progress monitoring)

Causes in Math

1. The need for developing foundational skills building in fluency
2. Effective mathematical teaching strategies for staff.
3. PLCs are not consistent in the analysis of block assessment data (CFS, IABs FIABs)
4. Inconsistent targeted math instruction based on student needs

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Needs in ELA

1. Daily Schedule with Foundational Skills Block embedded
2. Follow through with implementation of extended professional development in guided reading. Utilizing LETRS - using the LETRS phonics assessments to help guide our small group instruction
3. Consistency with data analysis and progress monitoring which will include classroom observations with timely feedback.

Needs in Math

1. 30-minute Fact fluency block adhered to on a consistent basis
2. Professional learning will focus on lessons that are aligned to effective math strategies (support from site Academic Coach)
3. PLC's will analyze block assessments and upload data and next steps in grade level teams folder. Admin and academic Coach will follow through with PLCs after block assessments
4.) Math RTI (second Semester)
 - b.) Tutoring/Intervention for the identified students not on grade level.
 - c.) Consistent checking for understanding and student goal setting.

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Instruction Plan for K- 6th

Partially Implemented

There was inconsistency in establishing clear classroom structures to support Tier 1 instruction. Additionally, follow-through on PLC next steps after Block Assessment (CFA, IAB, FIAB) analysis was inconsistent. A lack of reteaching and progress monitoring after data analysis hindered students' mastery of standards.

Action 2: Math Instruction Plan for K-6th

Partially Implemented

There was inconsistency in direct foundational skills instruction across grades 2nd through 6th. Additionally, PLCs in grades 4th through 6th did not consistently apply strategies learned through MLD Professional Learning. Implementation of SVJUM math strategies alongside Tier 1 math instruction was also inconsistent within 4th to 6th grade PLCs. Additionally, follow-through on PLC next steps after Block Assessment (CFA, IAB, FIAB) analysis was inconsistent. A lack of reteaching and progress monitoring after data analysis hindered students' mastery of standards.

Action 3: English Learner Instructional Plan for K-6th

Partially Implemented

The actions were partially implemented. Designated, ELD time and structures are fully in place in our DI classrooms. Teachers have data chats with individual students. Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students. Selected EL students receive daily afterschool English intervention utilizing the Summit K12 online program. These actions were effective- The measure showed growth towards our goal. EL students made growth on ELPAC. Data chats, Designated and Integrated ELD were a focus during classroom instruction.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Instruction Plan for K- 6th

Partially Effective

The interventions implemented were partially effective. While both, Students with Disabilities and English Learner student groups experienced a decline in SBAC scores, additional targeted interventions were introduced mid-first semester to address these challenges. These interventions focused on English Learners and Students with Disabilities, with the goal of improving outcomes.

- English Learners_ 7% Met or Exceeded in last year's SBAC
 - 3rd grade ELs had a significant percentage of ELs not meeting standards_ (88%)
- SWD_ 10% Met or Exceeded in last year's SBAC

We anticipate a 10% growth in students Meeting standards in next school year's SBAC, as a result of these interventions. Typical growth is promising in 5th and 6th grade. This improvement was supported by targeted pull-out interventions and a structured small-group Response to Intervention (RTI) approach for students in grades 3rd through 6th.

- Significant Typical Growth was achieved in 5th and 6th grade
 - 6th_ 129% progress made towards Typical Growth
 - 5th_ 81% progress made towards Typical Growth
 - 4th_ 64% progress made towards Typical Growth
 - 3rd_ 60% progress made towards Typical Growth

Action 2: Math Instruction Plan for K-6th

Partially Effective

The interventions implemented were partially effective. While SBAC scores increased, the increase was minimal with a 2% increase of students meeting or exceeding. Additional targeted interventions were introduced mid-first semester, including a daily thirty-minute math fluency block, as well as ten-minute POD block, to address these challenges. These interventions focused on English Learners and Students with Disabilities, with the goal of improving outcomes

- English Learners_ 14% Met or Exceeded in last year's SBAC
 - 3rd grade ELs had a significant percentage of ELs not meeting standards_ (71%)
- SWD_ 20% Met or Exceeded in last year's SBAC

We anticipate a 10% growth in students Meeting standards in next school year's SBAC, as a result of these interventions. Typical growth is promising in 3rd and 6th grade. This improvement was supported by targeted after school tutoring and a structured small-group Response to Intervention (RTI) approach for students in grades 3rd through 6th.

- Significant Typical Growth was achieved in 3rd and 6th grade
 - 6th_ 90% progress made towards Typical Growth
 - 3rd_ 68% progress made towards Typical Growth
 - 5th_ 50% progress made towards Typical Growth
 - 4th_ 33% progress made towards Typical Growth

Action 3: English Learner Instructional Plan for K-6th

Partially Effective

The actions were partially implemented. Designated, ELD time and structures are fully in place in our DI classrooms. Teachers have data chats with individual students. Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students. Selected EL students receive daily afterschool English intervention utilizing the Summit K12 online program. These actions were effective- The measure showed growth towards our goal. EL students made growth on ELPAC. Data chats, Designated and Integrated ELD were a focus during classroom instruction.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1-

We will continue to enhance our current efforts to strengthen the Literacy program by fully implementing this year's professional learning initiatives. This includes regular progress monitoring. Progress monitoring tool acquired through LETRS professional learning. As well as the integration of Guided Reading and targeted small-group instruction using strategies from Scholastic professional learning. Additionally, we will reinforce Reciprocal Teaching strategies acquired through Regional professional learning in grades 3rd- 6th.

Furthermore, we plan to implement a school-wide writing program, potentially "The Write Tools," to ensure consistency and effectiveness in writing instruction.

Action 2-

We will continue to enhance our current efforts to strengthen math by fully implementing a full 30-minute math fluency block in grades 1st through 6th and a ten to fifteen minutes POD block, in grades K through 6th. POD block will reflect CFA, IAB and FIAB data results, with PLCs implementing consistent progress monitoring of essential standards. Grades 3rd through 6th will continue to implementation around Conceptual & Procedural Lessons and Application using the MLD template and Go-Math lessons.

Section D: 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.

SSC:

- School Site Council was in agreement with current real-world learning experiences and performing arts opportunities for primary
- level students and encourages additional opportunities for our students.
- Ensure EL students receive push-in and pull-out support
- Provide more after school tutorial and intervention opportunities
- Improve communication to families regarding academic performance and grades

ELAC:

- Ensure EL students receive push-in and pull-out support
- Provide opportunities for parents of EL students to get information about areas of improvement for their child

Staff:

- Increase focus group support and opportunities for small group instruction embedded in daily lessons
- Contact parents earlier and more often when students are struggling.
- Provide opportunities for teachers to engage in PL and observe other colleagues

Action 1 :

ELA Instruction Plan for K- 6th

Action Details:

Action Details:

Jackson Elementary will implement a structured, three-tiered comprehensive reading program to enhance Foundational Reading Skills and improve students' comprehension of complex texts. Admin and Academic Coach will utilize a site-based data form housed in a TEAMS Data folder. Form includes data analysis, action plan, next steps and timelines to respond to analysis.

Data-Driven Instruction: Professional Learning Communities (PLCs) will regularly analyze Common Formative Assessments (CFAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs). Student progress will be consistently monitored using Progress Monitoring Tools to assess mastery of standards and guide targeted instruction.

Assessment and Response Framework: PLCs will establish and maintain an assessment calendar outlining the administration of CFAs. Based on CFA data, PLCs will develop a structured response plan to provide timely interventions and enrichment opportunities for students. This approach ensures that instruction is responsive, data-driven, and aligned with student learning needs.

Jackson Elementary will continue to utilize Teaching Fellows, along with the Wonders and Maravillas curriculum, to provide differentiated reading intervention in reading Foundational Skills and comprehension strategies.

Goal: By June 2025 Jackson Elementary will decrease the distance from meeting standards in ELA from -58.7 to -43.7 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Tier 1:**
 - Quality, first teaching based on standards, student goal setting, and checking for understanding
 - Implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments
 - Utilize Exit Tickets, and CFA/CSAs ensuring the alignment to the CLAIMS/TARGETS utilizing CASSP teacher tools.
 - CFAs (IAB, FIABs) per quarter in ELA. Admin will monitor PLC agendas and uploaded CFA data with fidelity

- PLCs will work through assessment cycles with CFAs, FSA(Kinder), Interim Block Assessments (IABs), and Focused Interim Block Assessments (FIABs); analyzing data and planning for responses as PLCs and individually
- Exit tickets, FSA, BAS, iReady Diagnostics, and CFA results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 and 3 intervention and/or acceleration
- Build the capacity of teachers in both English and Spanish strands through the Coaching Cycle (Planning, Co-Teach, Teach, Reflect, Repeat) with our Site Academic Coach.
- All students will conference with teachers and set learning goals based on performance data on Fall/Winter/Spring i-Ready Results, and SBAC Results.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards.
- All students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning based on site need.

Tier 2:

- Teaching Fellows to provide RTI and additional support in classrooms and after school After school tutoring/homework help
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for the identified student groups
- BAS, DIBELS, and iReady Diagnostic assessment results will lead to the identification of Tier 2 and 3 intervention students supported by TSA and one Teaching Fellow in grades K- 2
- PLCs will work through assessment cycles with CFAs, FSA(Kinder), Interim Block Assessments (IABs), and Focused Interim Block Assessments (FIABs); analyzing data and planning for responses as PLCs and individually
- Jackson (TF and TSA) will continue to implement a comprehensive reading support program through a daily 45-minute RTI block, with continued emphasis on reading foundational skills and Guided Reading for K-2. vocabulary development

Tier 3:

- TST to meet monthly to support Tier 3 struggling students
- Social Emotional support through Social Worker to provide support to students, families, and staff
- Referrals for mental health services
- Parent conferences, attendance conferences, and the SARB process to support families who are habitually truant or chronically absent

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

- SST Substitutes
- ILT/CCT substitutes for site planning
- Books and References
- 4 Teaching Fellows
- Clinical Social Worker
- Conferences and travel, training for teachers, support staff and admin
- Classified Tech digital support
- Online Supplementary Programs: Scholastic magazine, Achieve3000, Math Reflex
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics
- Direct Services-for Food Services for professional learning of teachers and parent engagement
- Purchase Orders provided to Vendors, such as Vallarta, etc. to support student/parent engagement/activities, staff professional learning, and building a positive school culture for all stakeholders.
- Funds to provide incentives and awards for students' academic progress and achievements
- Supplemental classroom materials, supplies, and resources such as: tablets, projectors, headphones, and other technology items required/needed to support instruction and intervention for students chart tablets, notebooks, dry-erase boards, dry-erase pens, and other items to support reading, math, and language instruction and intervention

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Daily Designated and Integrated ELD(Tier1) from Certificated Teacher
- Newcomer's support (tutoring)
- ELD support through small group instruction and after school program
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames
- Professional Learning and support from EL Services
- LTEL- additional support-targeted reading intervention opportunities
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs
- Implementation of ELPAC IABs
- Teachers attending Designated ELD PL
- Teachers attending Dual Immersion PL/PLC

Student Groups

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

- **English Learner (EL):**
- **Students with Disabilities (SWD):**
Students with Disabilities (SWD):Planned student conversations, Planned parent meetings, Teacher professional Learning.

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

- **English Learner (EL):**
- **Students with Disabilities (SWD):**
English Learners (ELs) and Students with Disabilities (SWD):
 - Professional learning for paraprofessionals to support students in the classrooms.
 - Digital literacy programs, tutoring, and small group instruction.
 - ELPAC Assessors
 - After School Tutoring

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

- **English Learner (EL):**
- **Students with Disabilities (SWD):**
ELs and SWD: Increase the use of differentiation by teachers (more small group instruction). After school tutoring and targeted RTI.
 - Students with Disabilities (SWD):Data Chats with RSP teachers to discuss ways to address the needs of our SWD in a timely manner.
 - Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:
- Outcomes measured by walkthrough data focused on site commitments from PL and school focus areas.
- 100%of classroom observations will show implementation of foundational skills lessons.
- 100% of classroom observations will show implementation of Designated ELD lessons

Outcomes monitored by Principal, VP, and Academic Coach.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Dibbles, CFAs, Interim assessments, IABs, FIABs, District benchmark; BAS and iReady Diagnostic Reading Assessments,
- Outcomes measured by growth CFA, IAB, FIAB to CFA, IAB, FIAB and through iReady Personalized Learning Lessons.
- 50% of students meeting their stretch growth will increase by10% comparing last year's data to this year's data
- Outcomes monitored by teachers, grade level PLCs, Academic Coach and admin

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from -58.7 to -43.7
- students will increase percent of met/exceeded standards from 22.4% to 33%
- Outcomes monitored by Principal, VP, Academic Coach and PLCS

Action 2 :

Math Instruction Plan for K-6th

Action Details:

Jackson Elementary will implement a structured, three-tiered comprehensive math program to enhance Math Foundational Skills and improve students' academic outcomes.

Data-Driven Instruction: Professional Learning Communities (PLCs) will regularly analyze Common Formative Assessments (CFAs), Interim Assessment Blocks (IABs), and Focused Interim Assessment Blocks (FIABs). Student progress will be consistently monitored using Progress Monitoring Tools to assess mastery of standards and guide targeted instruction.

Assessment and Response Framework: PLCs will establish and maintain an assessment calendar outlining the administration of CFAs. Based on CFA data, PLCs will develop a structured response plan to provide timely interventions and enrichment opportunities for students. This approach ensures that instruction is responsive, data-driven, and aligned with student learning needs.

Jackson Elementary will continue to utilize District adopted Curriculum, Go Math as well as utilize MLD, BBF and implement SWUM math strategies. Jackson will also include a structured daily thirty-minute fluency block in grades 1st-6th and a ten minute POD to support fluency and mastery. PLCs will continue to Collaborate within to ensure that instructional practices are aligned with student needs and best practices.

Goal: By June 2025 Jackson Elementary will decrease the distance from meeting standards in ELA from -59 to -44 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Tier 1:**

- Quality, first teaching based on standards, student goal setting, and checking for understanding
- Implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments
- PLCs in grades K to 6th will plan PODs at grade level standards aligning questions and tasks in daily instruction
- Utilize Exit Tickets, and CFA/CSAs ensuring the alignment to the CLAIMS/TARGETS utilizing CASSP teacher tools.
- CFAs (IAB, FIABs) per quarter in Math. Admin will monitor PLC agendas and uploaded CFA data with fidelity
- PLCs will work through assessment cycles with CFAs, FSA(Kinder), Interim Block Assessments (IABs), and Focused Interim Block Assessments (FIABs); analyzing data and planning for responses as PLCs and individually
- Exit tickets, FSA, BAS, iReady Diagnostics, and CFA results will be used to assess, monitor student progress, adjust instruction, and identify students for Tier 2 and 3 intervention and/or acceleration
- All students will conference with teachers and set learning goals based on performance data on Fall/Winter/Spring i-Ready Results, and SBAC Results.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning sessions based on need.

- **Tier 2:**

- Supplemental contracts for teachers and classified staff to provide additional tutoring services for the identified student groups
- iReady Diagnostic assessment results will lead to the identification of Tier 2 and 3 intervention students supported by TSA and one Teaching Fellow in grades K- 2
- PLCs will work through assessment cycles with CFAs, Interim Block Assessments (IABs), and Focused Interim Block Assessments (FIABs); analyzing data and planning for responses as PLCs and individually

- **Tier 3:**

- TST to meet monthly to support Tier 3 struggling students
- Social Emotional support through Social Worker to provide support to students, families, and staff
- Referrals for mental health services
- Parent conferences, attendance conferences, and the SARB process to support families who are habitually truant or chronically absent

- PLCs will work through assessment cycles with Exit Tickets, CFAs, IABs, and F-IABs; analyzing data and planning for responses as grade levels and individually ensuring that all the elements and tenets of the Math Instructional Practice Guide (IPG) are evident during instruction.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- Every student will engage in individualized learning pathways on iReady and Reflex in Math to support intervention with their identified deficiencies, based on diagnostic results.
- All teachers will strengthen tier 1 classroom instruction by intentionally designing tasks that are aligned to the rigor of grade level standards and require meaningful use of technology.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- Students who are non-responsive to tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- RSP Teachers and SPED Paraprofessionals will assist in providing extra support to identified students through intensive intervention. TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning sessions based on need.

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

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- Site Instructional Coach
- Teacher on Special Assignment
- Clinical Social Worker

- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Technology Equipment & Other Equipment
- Math Lesson Design support for Grades 3th - 6th will continue in 2024-2025_ provided by site Academic Coach
- Website Resources: Math Reflex
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Daily Designated and Integrated ELD(Tier1) from Certificated Teacher
- Newcomer's support (tutoring)
- ELD support through small group instruction and after school program
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames
- Professional Learning and support from EL Services
- Teachers attending Designated ELD PL
- Teachers attending Dual Immersion PL/PLC

Student Groups

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

- **Students with Disabilities (SWD):**

English Learner (EL):

Students with Disabilities (SWD):Planned student conversations, Planned parent meetings, Teacher professional Learning.

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

- **English Learner (EL):**

Students with Disabilities (SWD):

English Learners (ELs) and Students with Disabilities (SWD):

- Professional learning for paraprofessionals to support students in the classrooms.
- After School Tutoring

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

- **English Learner (EL):**

Students with Disabilities (SWD):

ELs and SWD: Increase the use of differentiation by teachers (more small group instruction). After school tutoring and targeted RTI.

- Students with Disabilities (SWD):Data Chats with RSP teachers to discuss ways to address the needs of our SWD in a timely manner.
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Outcomes measured by walkthrough data focused on site commitments from PL and school focus areas.
- 100%of classroom observations will show implementation of a math math fluency block.
- Outcomes monitored by Principal, VP, and Academic Coach.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- CFAs, Interim assessments, IABs, FIABs, District benchmark; BAS and iReady Diagnostic Reading Assessments,
- Outcomes measured by growth CFA, IAB, FIAB to CFA, IAB, FIAB and through iReady Personalized Learning Lessons.
- Outcomes monitored by teachers, grade level PLCs, Academic Coach and admin

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in Math from -59 pts to -44 pts
- students will increase percent of met/exceeded standards from 23.9% to 30%
- Outcomes monitored by Principal, VP, Academic Coach and PLCS

Action 3 :

English Learner Instructional Plan for K-6th

Action Details:

Jackson Elementary will implement standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are redesignated. With the support of all instructional staff, English Language Learners will advance at least one proficiency level a year towards the goal of Reclassification. Jackson will continue to implement instructional strategies from the Teaching Learning Cycle training from English Language Services. Jackson's goal for English Learners is to move a minimum of one proficiency level per year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- EL students will receive high quality, effective Literacy instruction, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.

- All EL students will receive integrated ELD in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- All EL students will receive small group designated ELD instruction in their classroom, that targets their academic and language proficiency needs through reading, writing, listening, and speaking.
- EL students will engage in daily individualized learning pathways on i-Ready in ELA to support intervention with their identified deficiencies, based on diagnostic results.
- EL students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- All teachers will utilize the Teaching Learning Cycle for instructional planning through the implementation of the ELA/ELD Framework and implement Keystone Pedagogies to support EL students in Speaking, Listening, Reading Comprehension and Writing.
- All teachers will utilize the EL reclassification goal setting report and the ELD standards to identify needs, plan instruction and goal set with students.
- All teachers will implement culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
- All PLCs will create and administer a minimum of 3-4 CFAs per quarter in ELA that are aligned to essential ELA/ELD standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers in grades 3-6 will consistently administer ELA IABs and/or FIABs, and adjust instruction based on identified trends.
- Supplemental curriculum, instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language proficiency needs of English Learners.
- Academic Instructional Coach will work side by side with teachers, professional learning communities, and site leadership to improve knowledge of ELA/ELD Framework
- Academic Instructional Coach will provide Cognitive Coaching Cycles to ALL teachers: demonstrate, model, or co-teach lessons or instructional strategies, hold planning sessions, and lesson reflection. Provide on-site professional learning sessions based on need.
- TSA will monitor and support staff in completion of quarterly RFEP Monitoring Tool Grades 1st - 6th.
- All PLCs will identify EL students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention within their classroom/grade level.
- PLCs will provide on-going progress monitoring of all students, including all EL students' response to intervention to ensure the progress of language objectives and learning objectives
- Substitutes to support Professional Learning and Planning needs of PLCs, Teachers, ILT, Data Chats, RTI Progress Monitoring meetings and attendance of conferences and professional development, assessment and data analysis for BAS, FSA/DIBELS, and Spanish DLI testing.
- EL students who are non-responsive to Tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented. Support staff (i.e. RSP Teacher, SPED paraprofessionals) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring EL student progress through iReady and block assessments, to ensure adequate growth is being made and that prescribe interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

English Learner student population is performing at the **Orange** level in area of English Language Arts and Math as indicated on the CA Dashboard. EL students continue to make progress in reclassification with 12 percent of all

English Learners reclassifying. This is an increase of 2.7 percent from last year 2023-2024.

Student Groups

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

English Learner (EL):

English Learner (EL):

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

- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will be used to provide pre ELPAC tutoring opportunities.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

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

English Learner (EL):

English Learner (EL):

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

- The 7090 and/or 7091 funds will support with the TK-K Reading Foundational Skills Tutoring after school including English learners.
- 7090 and/or 7091 funds will be used for a dinner to celebrate students that RFEP and their home support system.
- 7090 and/or 7091 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Additionally, with 7090 and/or 7091 funds, we plan to purchase necessary instructional online licenses and technology, such as tablets/laptops, document cameras, etc., to support English learner students' academic and social-emotional success.
- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners.

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

- **English Learner (EL):**

English Learner (EL):

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

- Teachers provide additional reading support for students including English Language Learners through the 45-minute Blended Learning Block.
- ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELs.
- Tutoring Program Support provided by Migrant Education including our ELLs & LTELs
- Designated (minimum of 20-30 minutes daily) ELD instruction aligned with ELD standards Daily use of scaffolds during instruction aligned with ELD standards
- Conferencing with students on EL assessments and goal setting based on reclassification criteria
- Visual Supports (Charts to support Instruction of Content) Leading with Learning Strategies will continue to be implemented
- 1 District provided Home School Liaisons (8 Hours) Spanish
- Supplemental materials/supplies along with technology will be used to support ELLs during instruction.

- ELPAC assessors will be used to support student success on the ELPAC
- Development based on their proficiency levels and provide additional tutoring for LTELs and ELs at risk of becoming LTELs.
- TSA will provide ELD focused PL for staff (4 per year)
- TSA will provide intervention to targeted students
- English Learners 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 and i-Ready diagnostic assessments.
- 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning;

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Outcomes measured by walkthrough data focused on IPG and PL school focus areas.

70% of classroom observations will show implementation of site foundational skills commitments

Outcomes monitored by Principal, VP, and Academic Coach

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Site, Regional and District benchmark will be utilized to measure growth:

iReady Diagnostic reading assessments, SBAC Interim

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons.

Outcomes will be monitored by teachers, grade level PLCs, and Admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

increase the percent of students meeting standards as measured by SBAC Results:

Decrease the distance from meeting standards in ELA from by 15 points

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal and teachers.

2025-2026 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	Bks & Ref			: Achieve 3000 \$6,650, Scholastic Magazines \$2,224.28, Math Reflex \$4000. SPSA G1A1, G2A1, G3A1, G4, G5A1.	4,876.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4450	TSA split .50/.50 between Lane and Jackson - Kristin Voss # ID 1015503 SPSA G1A1, G2A1, G3A1, G4A1, G5A1	75,850.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Peer planning / embedded learning /CCI planning/ILT SPSA G1 A1, G3A1, G4A1	9,541.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST's Sub release teachers for students Study Referrals **No IEPs**	2,747.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Tech support for all students and staff. G1A1, G1A2, G3A1, G4 A1	3,116.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000, \$6,650, Scholastic Magazines \$2,224.28 Math Reflex \$4,000 SPSA G1A1, G2A1, G3A1, G4,1, G5A1	8,049.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies for students	11,515.00
G1A1	Sup & Conc	Instruction	Travel			Travel Conference SPSa G1A1, G2A1 , G3A1, G4A1, & G5 A1	1,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Color Lease SPSA G1A1, G2,A1, G3 A1, G4 A1, G5 A1 For all staff, Parents. and Family	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			District Maintenance repairs/tech repairs for color copier SPSA G1A1, G2A1, G3A1, G4A1, G5A1	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			For signage , students Awards, teachers, & Parents SPSA G1A1, G2A1 G3,A1,G4A1, G5A1	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.0550	TSA split .50/.50 between Lane and Jackson - Kristin Voss # ID 1015503 SPSA G1A1, G2A1, G3A1, G4A1, G5A1	9,375.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC ASSESSORS for EPAC SPSA G3A1, G1A1, G1A2	4,292.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Student materials and supplies SPSA G1A1, G2A1, G3A1, G4A1,&G5A1	451.00

\$143,812.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	96 %	83.6 %	2024-2025	93.6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, identify the problem(s) of practice. Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain on the Fall Climate & Culture student survey decline overall by 2%_from Fall 2024. For specific student groups, two groups' results are significantly lower: Students with Special educational Status (61%) and Males students (67%)

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Shortage in staffing to support with mentoring
2. We were unable to get volunteers to head our mentors' program
3. Shortages in staffing; couldn't hire extra social emotional support (lost our Tier 2 Intervention Specialist)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1.Hire an Intervention Specialist, due to district freeze of position
- 2.Parent informational meetings to discuss the opportunities to mentor our young Males and Females.
- 3.Increase extracurricular activities with neighborhood partnerships.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Goal 2 Participation Rate

Partially Implemented

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

We also implemented for primary grades CTE Bricks 4 Kidz, Ballets, Cross grade P.E. filled with lots of activities for those students to experience real-world learning experiences for students in grade K-2.

Grades 3-6 have a higher participation rate with sports, Clubs and school leadership committees such as the following: student council, Girl Power, Young men of character, and Yearbook club.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Goal 2 Participation Rate

Partially Effective

The actions were partially ineffective- The decrease in the Fall Climate & Culture 2024 student survey data shows that students don't feel safe 20 percentage points lower than result for same question in Spring 2024. Again 67% responded favorably with students who have been bullied or harassed with Special educational status in particular are male and females students however, male were lower.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will provide more opportunities for real-world experiences such out-of-town field trips.
- We will host a meaningful Job Fair for all students to participate.
- We will increase the number of activities available for students to choose from. Such as, clubs after-school programs.
- We will begin regular monthly meetings between social worker, School Psychologist, Principal, VP, CTE Coordinator, and outside mentors to analyze data and calibrate student support.

Section D: 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.

SSC:

ELAC:

Staff:

- The School Site Council was in agreement with current real-world learning experiences performing arts opportunities for primary level students and encourages additional opportunities for our students through Art and Dance.
- Have speakers talk with students about their careers.
- Community service/meaningful work opportunities
- After school tutoring for Math /Reading/ELD

- ELAC agreed with current real-world learning experiences and performing arts opportunities for primary grade level K-2 students and encourages additional opportunities for our students.
- More field trip opportunities
- Educational and enrichment assemblies, Such as Echo Man, Fire stations, ect.

- Certificated Staff was in agreement with current real-world learning experiences and performing arts opportunities for primary grade level students and encourages additional opportunities for our students. Such as CTE, Brick 4 Kidz
- Bring additional experiences and presentations to the school site

Action 1 :

Increase Goal 2 Participation Rate

Action Details:

- Jackson School is committed to increasing student engagement in real-world learning experiences by engaging students in a variety of curricular activities.
- 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.
- Jackson is also committed to increasing visual and performing arts, and field trips, that enhance the Performance Arts, Music, dance and visual arts with class presentations.
- Students in grades TK-6 will engage in a variety of learning experiences, field trips, and clubs based on student interest and leadership opportunities to expand student real world learning opportunities.
- We will continue to encourage students and parents to participate in the opportunities (exposure to career/field trips) provided by the site and the district.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All students will have opportunities to participate in school assemblies and rallies provided by Fun Works, activities, and enrichment trips to foster school participation, interest, and connections to school and their community.
- All students will have opportunities to participate in cultural dance activities.
- All students will have the opportunity to participate in Peach Blossom and/or the Spelling Bee competition.
- All students in grades 2-6 will have opportunities to participate in formal Music classes provided by District Music teachers.
- All students in grades 3-6 will be encouraged to participate in after school athletics. All students will have opportunities to participate in Student Clubs during recess and/ or after school.
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities.
- All students will have opportunities to earn student of the week/month recognition. The Climate and Culture Team will continue to develop plans to increase opportunities for student groups and/or individuals who are lacking engagement.
- Students demonstrating a need for increased school involvement and connections to peers and adults will be identified and highly encouraged to participate in a club, sport, school jobs, or music class.
- Assemblies, presentations, and field trips will provide real-world learning experiences and foster awareness of career opportunities
- Transportation to events or activities, Supplemental contracts for Certificated and Classified staff to support with community events
- Guest speakers from diverse backgrounds
- Volunteers from a variety of careers will be invited to speak to classes about their career

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

- PO of Outside Vendors (Fun Works, School Spirit Wear, Awards, Incentives, EL reclassification, Academic, Sport, YMOC Recognition)
- ILT/CCT Substitutes for site planning
- Clinical Social Worker
- Teacher and Classified Supplementary Contracts for Clubs, Athletics, Activities
- Classified Tech digital support

- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Teachers provide additional reading support for students including English Language Learnings through the 45-minute Blended Learning Block.
- ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELS.
- Tutoring Program Support provided by Migrant Education including our ELLs & LTELS Designated (minimum of 20-30 minutes daily)
- ELD instruction aligned with EL standards Daily use of scaffolds during instruction aligned with EL standards Conferencing with students on EL assessments and goal setting based on reclassification criteria Visual Supports (Charts to support Instruction of Content)
- Leading with Learning Strategies will continue to be implemented 1 District provided Home School Liaisons (8 Hours) Spanish Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC.
- ELPAC assessment Supplemental Contracts for TSA is willing to support ELs language development based on their proficiency levels and to provide additional tutoring for LTELS and ELs at risk of becoming LTELs. TSA will provide ELD focused PL for staff
- TSA will provide intervention to targeted students.
- Students that are economically disadvantaged, are English Learners or possibly in Foster Care, will receive targeted language instruction tailored specifically to meet their needs during integrated and/or designated ELD.
- This includes enrichment if they are possibly meeting and exceeding grade level standards. Students will be assessed throughout the year to monitor progress as evidenced by BAS and DIBLES.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress. Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms. ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- EL students will be provided opportunities to receive after-school ELD tutoring for extra support.
- Student groups will be monitored to ensure all students are encouraged to attend and participate in real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

Student Groups

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

- Support English learner students by providing material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher events.
- Funds will also provide for babysitting and translation interpreters to support parent engagement.
- Support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitation

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

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

- To build the capacity of staff, funds will be provided for conference and travel fees to support the needs of English learners.
- We will hire an Home School Liaison HSL to improve service and communication with the parents of our ELs.
- We will utilize some of the 7091 funds for HSL to improve services and communication with the families of our student groups. Such as, translation support, communication flyers and posters for advertising.
- Translation services to communicate with parents regarding these experiences.

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

- Teachers provide additional reading support for students including English Language Learners through the 45-minute Blended Learning Block.
- ELD Afterschool Tutoring Program Support provided by English Learners Services including our LTELs.
- Tutoring Program Support provided by Migrant Education including our ELLs & LTELs Designated (minimum of 20-30 minutes daily)
- ELD instruction aligned with EL standards Daily use of scaffolds during instruction aligned with EL standards Conferencing with students on EL assessments and goal setting based on reclassification criteria Visual Supports (Charts to support Instruction of Content)
- Leading with Learning Strategies will continue to be implemented 1 District provided Home School Liaisons (8 Hours) Spanish Supplemental materials/supplies along with technology will be used to support ELLs during instruction.
- ELPAC assessors will be used to support student success on the ELPAC.
- ELPAC assessment Supplemental Contracts for TSA is willing to support ELs language development based on their proficiency levels and to provide additional tutoring for LTELs and ELs at risk of becoming LTELs. TSA will provide ELD focused PL for staff
- TSA will provide intervention to targeted students.
- Students that are economically disadvantaged, are English Learners or possibly in Foster Care, will receive targeted language instruction tailored specifically to meet their needs during integrated and/or designated ELD.
- This includes enrichment if they are possibly meeting and exceeding grade level standards. Students will be assessed throughout the year to monitor progress as evidenced by BAS and DIBLES.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress. Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms. ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- EL students will be provided opportunities to receive after-school ELD tutoring for extra support.
- Student groups will be monitored to ensure all students are encouraged to attend and participate in real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Outcomes measured through ATLAS reports and monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Outcomes measured through ATLAS reports and monitored by Principal, VP, and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Outcomes measured through ATLAS reports and monitored by Principal, VP, and Climate & Culture Team.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		29.5 %	2023-2024	28.5 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		28.3 %	2023-2024	27.3 %
Suspension Rate	✓	1 %	4.6 %	2023-2024	3.6 %
Suspension Rate - (Students w/ Disabilities)	✓		8.7 %	2023-2024	7.7 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Absenteeism is our focus. Chronic Absenteeism has increased slightly over the last year. Identified student groups are SWD at 32.3%. Suspensions have increased over the last two years from 1.08% in semester 1 of 2022-2023 to 2.08% of semester 1 of 2023-2024 to our current 1st semester of 2.42%. Identified student groups are Hispanics at 69.2%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. High transiency of families
2. High percentage of students exposed to trauma
3. Lack of transportation to and from school
4. Low participation at attendance meetings

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Monthly attendance incentives

2. More home visits
3. Increased adult supervision in common areas

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Decrease Chronic Absenteeism

Partially Implemented

The action was partially implemented- HSL was able to make home visits. Parent transportation issues and lack of resources for parent follow up to support family needs continues to be a contributing factor.

Action 2: Social Emotional Learning/Decrease Suspensions

Partially Implemented

The action was partially implemented- Students come with a lack of social skills and coping strategies. IS met with small groups of students needing support with social and coping skills. Alternative recess room was implemented for students unable to function successfully on the playground.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Decrease Chronic Absenteeism

Partially Effective

The action was partially effective- We were successful in decreasing Severe Absenteeism from 8.5% to 6.1%, however, Chronic Absenteeism still remains a concern with a .01% increase overall from 19.7% to 19.8% with SWD being the largest subgroup.

Action 2: Social Emotional Learning/Decrease Suspensions

Partially Effective

The action was partially effective- Suspension increased overall from 2.08% to 2.42%, including our low performing student group (Hispanic).

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Tier 2 Specialist, Community School Coordinator, Office Assistant and Home School Liaison will collaborate in strategies for continued improvement in attendance and reducing suspension rates.

- Develop alternative discipline practices to address misbehaviors and suspensions.
- Part of each TST meeting will focus on attendance and the HSL will be included in these meetings.

Section D: 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.

SSC:

School Site Council requested increase after School clubs and activities for all students.

ELAC:

ELAC requested possible afterschool dance clubs

Staff:

Staff is in agreement with an increase in after school clubs and activities for all students.

Action 1 :

Decrease Chronic Absenteeism

Action Details:

Jackson will increase school attendance of students' who are chronically absent by implementing individual incentives/rewards to encourage students to come to school on time and every day, holding regular conferences with parents of chronically absent students about the importance of good attendance, and ensuring resources and on-going communication with families. In collaboration with IS, HSL, and OA Jackson will continue to have truancy prevention meetings with parents of students who are chronically absent. Jackson will continue to conduct TST and SST meetings on a case-by-case basis to discuss attendance concerns and provide strategies to support students and families. Jackson will continue to hold weekly and quarterly class and student recognition for good attendance.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Students will receive weekly class incentives to class that has highest attendance percentage that week, as well as another incentive to classes with most attendance progress
- Phone calls are made by office staff to verify absences
- During behavior assembly, Vice Principal will communicate the importance of great attendance
- Attendance certificates will be awarded to students with perfect attendance.
- PL on entering/modifying attendance codes for students arriving late/tardy on ATLAS
- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- All students and their families will be informed about the importance of good attendance, school and classroom attendance practices via teacher parent compact.
- School-wide tardy practices will be implemented in an effort to deter students from being tardy/late.
- All students with perfect attendance will be recognized with quarterly awards. All students will participate in classroom attendance incentives to recognize good/improved attendance.

Tier 2:

- IS and HSL made home visits, and sent email and mail correspondence to chronically absent families
- IS and HSL hold weekly incentives to motivate chronically and severely absent/tardy students.
- Students who have increasing absences/tardies will be identified monthly and strategies/interventions will be implemented to support students in improving their attendance/tardies, including bi-weekly parent-staff-student attendance conferences to discuss improving attendance to avoid truancy and the SARB process.

- Students with improved attendance will receive incentives/rewards.
- Identified student groups with high rates of absenteeism/tardies will be targeted
- interventions will be developed, including increased opportunity for connection to school, communicating the importance of good attendance more frequently in a variety of formats, including attendance rallies, ELAC, and Family Engagement Hour with students and parents, and providing resources to address student/family needs.

Tier 3:

- Students who have been identified based on data, TIER3 referrals to CWAS for students who met criteria for Chronic and Severe Absenteeism.
- The Office Assistant with support from Home School Liaison, Intervention Specialist and VP will make weekly parent contact with families of chronically absent students to address continuing concerns about absences and discuss a plan for improvement.
- Intervention Specialist and Home School Liaison will conduct individual student conferences with chronically absent students to establish goals for improvement and incentive contracts.
- Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Students/parents who do not respond positively to tier 1 and 2 interventions by improving attendance will be referred to the SARB process.

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

- PO of Outside Vendors to support with School Connectiveness (Fun Works, School Spirit Wear, Awards for Good/Most Improved Attendance & Academics, Incentives, Reclassification Dinner, Academic and Sports)
- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- 4 CA Teaching Fellows
- Clinical Social Worker
- Intervention Specialist
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic News, Achieve3000, ELA iReady Toolbox,
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- English Learner students will be offered an After School Support Program where they will be monitored using an English Proficiency program called Summit K12 to assist with language acquisition.
- Teachers will be provided PL regarding Designated ELD rigor and resources, as well as a refresher of the keystone pedagogies.
- Teachers will monitor student participation of new Spanish MyPath resources.
- ELPAC tutoring support
- Reclassification dinner for students that reclassify and their families

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

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

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

- All EL and Socio-economically Disadvantaged 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.
- English Learner students will be offered an After School Support Program where they will be monitored using an English Proficiency program called Summit K12 to assist with language acquisition.
- Teachers will be provided PL regarding Designated ELD rigor and resources, as well as a refresher of the keystone pedagogies.
- Teachers will monitor student participation of new Spanish MyPath resources.
- ELPAC tutoring support
- Reclassification dinner for students that reclassify and their families

Reasoning for using this action Strong Evidence Moderate Evidence Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by Panorama Data, Attendance Data, and Dessa Data and monitored by Principal and TST Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by Panorama Data, Attendance Data, and DESSA and monitored by Principal, TST and Teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by Panorama Data, Attendance Data, and Dessa Data and monitored by Principal and TST Team.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

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

Tier 2:

- Students who demonstrate increasing misbehavior will be identified by PLCs bi-weekly and goal setting will be done with students/parents for improvement.

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

Tier 3:

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

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

- SST Substitutes
- ILT and CCT Substitutes for site planning
- Books and References
- 4 CA Teaching Fellows
- Clinical Social Worker
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Online Supplementary Programs: Scholastic News Magazine, Achieve3000, ELA I-Ready Toolbox, Reflex Math
- Materials & Supplies
- Technology Equipment & Other Equipment
- Copier Maintenance & Services
- Direct Maintenance
- Direct Graphics

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- English Learner students will be offered an After School Support Program where they will be monitored using an English Proficiency program called Summit K12 to assist with language acquisition.
- Teachers will be provided PL regarding Designated ELD rigor and resources, as well as a refresher of the keystone pedagogies.
- Teachers will monitor student participation of new Spanish MyPath resources.
- ELPAC tutoring support
- Reclassification dinner for students that reclassify and their families

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

With Title I funds, we plan to support English learner students by providing 4 Teaching Fellows to support Tier 2 and 3 reading foundational skills development utilizing the push-in and pull-out model during the RTI Block.

- Title 1 funds will provide material and supplies to support parent communication and engagement in school events and activities such as SSC, ELAC, and Parent-Teacher Conferences.
- Title 1 funds will also provide for babysitting to support parent engagement.
- Additionally, with Title 1 funds, we plan to support English learner students by increasing parent engagement, having HSLs connect with parents/families, and conducting home visitations.

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

Students with Disabilities (SWD):

English Learner (EL):

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

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

Students with Disabilities (SWD):

English Learner (EL):

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by Panorama Data, Attendance Data, and Dessa Data and monitored by Principal and TST Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by Panorama Data, Attendance Data, and Dessa Data and monitored by Principal and TST Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Outcomes will be measured by Panorama Data, Attendance Data, and Dessa Data and monitored by Principal and TST Team.

2025-2026 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	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2000	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	32,082.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2000	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	32,082.00

\$64,164.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	100 %	88.3 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Staff participation in the Fall Climate & Culture Survey decreased from 2023 to 2024.
- Based on the metrics in this current goal, the percent of “Student Engagement” Domain on the Fall Climate & Culture student survey decline overall by 11%_from Fall 2024 as per teacher and Staff feedback in the 2025 Spring Survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- This school provides students with opportunities to be part of extracurricular activities at school. (example: sports, clubs, music, etc.)
 - 73% responded favorably, 27% drop from 2024 FALL survey
- Students have a voice and feel heard at school.
 - 75% responded favorably, 15% drop from 2024 FALL survey

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We will continue to provide opportunities for all students to voice input through; Student Council, Community Schools Council, surveys, feedback forms and open discussion meetings.
- We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.
- We will have the CC team survey students and staff so they have full buy in with the connectivity ideas.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Dual Language Immersion Staff

Fully Implemented

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Dual Language Immersion Staff

Effective

This action was effective, as we continue to vet qualified, eager candidates that want to teach at Jackson.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Recruitment and retention of Dual Language Immersion Staff will continue to be a focus for next year, with strategic focus on experienced up and coming candidates that have taught or done their student teaching in a DLI setting.

Section D: 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.

SSC:

SSC would like to maintain highly qualified DLI Teachers and continue our partnership with the Teacher Residency Program.

ELAC:

ELAC would like to maintain highly qualified DLI Teachers and continue our partnership with the Teacher Residency Program.

Staff:

Staff would like to continue to have Bilingual Aides, as well as Bilingual Teaching Fellows in support of DLI classrooms.

Action 1 :

Recruitment and Retention of Dual Language Immersion Staff

Action Details:

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

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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
- 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
- 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:

- SHOUT OUTS to teachers, staff, and students during Morning Messages, 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, 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, on-boarding Lab School Commitments, Keystone Pedagogies, Social Emotional Learning, and support with GVC and FUSD Math/ELA Planning Resources
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and Technology
- Provide opportunities to network with teachers from other FUSD DI Schools and/or Regions on best practices, common formative assessments, and lesson plans
- Professional Learning and PLC focused on the needs of English Learners will be provided for staff.
- HSLs will ensure that students and parents are able to access any resources/information that is not in their primary language. Instructional Coaching Cycle to build the capacity of staff to support English Learners.

Student Groups

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

Long Term English Learner (LTEL):

Socio-economically Disadvantaged (SED):

- Fund new learning, such as conferences to maintain a highly qualified staff.
- Paid for ELPAC Assessors
- Afterschool Tutoring
- Continue professional development to address student needs in literacy for both Math and English Language Arts.
- PL conferences or district provided training on ELA implementation including but not limited to Math Lesson Design, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement.
- Opportunities for staff to participate in cultural events that celebrate diversity.
- Process for ensuring equitable representation of Dual Immersion teachers in leadership roles and committees.
- Process for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL professional learning topics.

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

Socio-economically Disadvantaged (SED):

Long Term English Learner (LTEL):

- Continue professional development to address student needs in literacy for both Math and English Language Arts.
- PL conferences or district provided training on ELA implementation including but not limited to Math Lesson Design, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement.
- Opportunities for staff to participate in cultural events that celebrate diversity.
- Process for ensuring equitable representation of Dual Immersion teachers in leadership roles and committees.
- Process for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL professional learning topics.

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

Socio-economically Disadvantaged (SED):

Long Term English Learner (LTEL):

- Continue professional development to address student needs in literacy for both Math and English Language Arts.
- PL conferences or district provided training on ELA implementation including but not limited to Math Lesson Design, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement.
- Opportunities for staff to participate in cultural events that celebrate diversity.
- Process for ensuring equitable representation of Dual Immersion teachers in leadership roles and committees.
- Process for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL professional learning topics.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Continue to build the capacity of our current staff around academic and SEL strategies in the benefit of all our students, including English Learners and Socio-economically disadvantage students.

Will be monitored by Principal and VP.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Improve the percentage of teachers and staff members that feel like they belong and are valued, as per the 2025 Fall Climate Culture Survey.

Will be monitored by panorama Climate Culture Survey.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Recruit and retain highly Qualified Teachers and support staff.

Will be monitored by Principal and VP.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	91 %	2024-2025	100 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Jackson's Problem of Practice in this area is to increase the opportunities for families to engage in their child's education and having a voice with making decisions.

To create a school environment that makes our families feel welcomed, respected, and safe.

"I feel like I am a partner in making decisions at my child's school." 85% decreased by 7% since fall 2024. My child's school frequently updates me about my child's progress in class. 87% increased 11% since fall 2024. In need of opportunities and encourages participation.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The entire school community has seen an increase in complex social emotional needs.
- There has been an increase in chronic absenteeism where students do not want to come to school and or family dynamics are presenting barriers for student attendance.
- An increase in student misbehaviors that has also led to an increase in discipline. Low parent participation rate for attending meetings such as Family Engagement, SSC, ELAC, and general site parent meetings, which were focused on support for academic, social emotional needs, and attendance.
- This is possibly due to families being unable to attend because of meetings being held in the morning conflicting with work schedules. Non-attendance for parent meetings result in missed information pertaining to the safety and academic progress of students and school in general.
- Lack of transportation

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Ensure we have a Tier 2 Specialist to support students' SEL needs
- Ensure we have a Social Worker/ Counselor to support students' SEL needs

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Families

Partially Implemented

- This action was fully implemented but yet we had partial attendance from parents we would like to have full implementation to every parent meeting.
- Parent Involvement decrease by 6% favorable 90% number of family engagement opportunities- families were invited to participate in school events such as;
- Fall festival, Family Literacy Night, Success Together, Parents were provided the opportunity to take the Fall Climate and Culture Survey at our school.
- Increased the number of families who attend Monthly Family Engagement Hour- community members to speak about different topics, called parents to attend.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Families

Partially Effective

- Parent Involvement Metric went down. decreased 2% the number of families who took the Fall Survey.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Promote, solicit, and retain parents for site committees such as school site council and ELAC.

- Recruitment and retention of parent volunteers: With parents becoming more actively involved in their students' education, they will be able to give input during
- hard decision making that will reflect the diverse needs of our student population. They will also be able to better understand how they can support their students as they gain clarity in the meetings.
- Student Engagement: As parents are more engaged, they will be more likely to ensure that their child is also more engaged in school communication.
- Home School Liaison will support communication and organization.
- Family Goal: Back-to-School Night Open House Awards/Recognition Parent Conferences Family Dance Family Program Musical Performances/Concert School Carnival Pastries with Parents Monthly Family Engagement Hour Title I Meeting School Site Council English Language Advisory Committee Parent Surveys to address site needs Fall/Spring Climate Culture Survey for Families Parent and family workshop opportunities offered at various time frames to accommodate parent work schedules Use of social media platforms, school messenger, School Dojo, Parent Square, monthly parent newsletters, school website and marquee to ensure parents are updated on school events in target language needs
- **Resources needed:**
- Supplies for communication/advertising, incentives such as food, clothing, and other materials and supplies. Supplemental contracts for staff will also be necessary for translating, babysitting, and preparation/follow up to meetings. Technology and software licensing will also be needed to ensure parents are able to participate.
- Materials and supplies for ELAC/SSC recruitment booths at family engagement nights, back-to-school night, open house night.

Section D: 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.

SSC:

Continue Family Engagement Hours More opportunities for families to help add their input in their school. More information for families to help their children at home Continue Literacy Nights and Book Clubs.

ELAC:

Continue Family Engagement Hours More opportunities for families to help add their input in their school. More information for families to help their children at home Continue Literacy Nights and Book Clubs.

Staff:

- Continuing Family Book night
- Continuing carnival
- Pastries with love ones
- Family dance night
- Movie night
- SBAC celebrations

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Critical Partners in moving student achievement:

- Title I meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, parent rights under Title I and site program improvement status. Title I informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled Title I meeting. Informational Title I power points will be streamed via the internet to allow parents to play back on real time.
- Phone Calls, Social Media Platforms, School Site website, School Marquee, Parent Monthly At-A-Glance Calendar will be utilized to inform all stakeholders of school events and activities. All parent communication will be provided in English and Spanish as needed.
- Personal invites, invite a friend, ELAC
- ELAC meetings will provide all stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative score and how to prepare students of ELLs to become proficient in Reading, Writing, Listening and Speaking. ELPAC meetings will be scheduled during the most convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to play back on real time. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
- Students' academic performance, social emotional needs, progress of DI program and overall site program improvement plans will be evaluated monthly with all stakeholders.
- SSC meetings will be scheduled during most the convenient time of day for families. ELAC informational power points will include recorded narrations in Spanish and English for parent who are unable to attend the scheduled ELAC meeting. Informational ELAC power points will be streamed via the internet to allow parents to play back on real time. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
- Planned opportunities to Engage, Empower and Connect with families in support of Student Achievements and Social Emotional Wellness will be addressed in collaboration with Parent University. A Parent Needs Survey will provide valuable information on selecting Learning Modules based on parent voice. Learning Modules will include but not limited to: 1) Differentiated Training in Technology to promote Digital Literacy for all stakeholders 2)

Utilizing Parent Portal (ATLAS) to track Child's attendance, grades and assignments 3) Early Literacy Skills to Promote Reading Comprehension 4) Early Math Skills to Address the Mathematical Practices 5) Supporting our Child's Social Emotional Wellness 6) Importance of School Connectivity in support of student success. Parent University Meeting will be planned quarterly and meetings will be scheduled to best accommodate our working families. 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, and ELAC Meetings to increase the number of parent participants attending Schoolwide meetings.
- Administration will secure Spanish Bilingual Interpreters through the Department of English Language Services as needed.
- Create a monthly Gators Family Newsletter to inform Jackson families on the great things that are happening at school.

Materials & Supplies in Direct Services to FAMILIES:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

- **English Learner (EL):**

Provide books and materials needed for students that need extra literacy support.

- Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to HSL.
- Babysitting and interpreters will be provided for specified parent meetings.

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

English Learner (EL):

Socio-economically Disadvantaged (SED):

- Materials and supplies may be purchased to support parent meetings and training.
- POs to provide food and refreshments, for selected parent meetings.
- Opportunities for parent engagement through ELAC, Family Engagement hours, and other learning opportunities for all parent of EL students, and EO.
- We will provide POs, and for food and contract vendors to be used to provide food and refreshments, for those meetings.
- Interpreters and babysitting will also be provided for those events. Using their home language, the district funded Home School Liaison (Spanish) and Site Funded Bilingual Clinical Social Worker and community director (Spanish/speaking) will communicate with parents of EL students, to promote parent participation.

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

English Learner (EL):

Socio-economically Disadvantaged (SED):

- Based on our data, the Subgroups we will be addressing the following specific needs of our targeted groups (Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD)
- As the district funds an Home School Liaison (Spanish) for our site and with our funds includes a Bilingual Clinical Social worker and a community director who will Bridge communicate with the parents of target students to support and improve attendance and participation.
- To promote students' attendance and achievement, HSL will be doing home visits to follow up and prevent students who are on the verge of becoming chronic or severely chronic for absenteeism.
- We will continue to explore ways to increase the inclusion of our SPED students and their families. HSL/ Office Assistance will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based Second Step lessons to ensure instruction is addressing the academic and social-emotional needs of our diverse community.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- increased parent engagement as we promote more opportunities with success together family book club literacy nights.
- Engaging parents with financial literacy rights to promote financial awareness for the entire families.
- Provide enrichment opportunities to parents through student performance and Arts.
- Enrichment opportunities are becoming available for both parents and students.
- This will promote stronger family-school connections through continued family events, reinforcing parent involvement and community engagement.

This will be monitored by Principal, VP and Community Schools Coordinator.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.
- Strengthened club programs, fostering positive peer relationships and leadership skills.
- Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals.
- Higher family participation in school events, with new activities tailored to community needs based on parental feedback.

This will be monitored by Principal, VP and Community Schools Coordinator.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Partnering with the Jackson community development corporation to provide workshops that promote awareness of the resources being offered from the community.
- The Neighborhood Association provides resources and needs for our Jackson community, led by our community school coordinator.
- Sustained student and family growth in academics, social-emotional learning, and involvement due to a well-rounded school environment.
- Provide a diverse range of presentations for various ethnically groups and enrichment programs embedded into the school culture, ensuring long-term engagement for students and parents success.

This will be monitored by Principal, VP and Community Schools Coordinator.

2025-2026 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			Baby sitting Parent trainers and parent facilitators.	524.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			: Book and refrerrance, parent resources SPSA G1A1, G2A1, G3A1,G4A1, G5A1	400.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title One G5A1, G1A1, G3A1, G4A1, Supplies for babysitting and Parent involvement: \$1200 \$400 for Babysitting, \$400 Parent Engagement. **No food or incentives**	2,000.00

\$2,924.00

2025-2026 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	Bks & Ref			: Achieve 3000 \$6,650, Scholastic Magazines \$2,224.28, Math Reflex \$4000. SPSA G1A1, G2A1, G3A1, G4, G5A1.	4,876.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4450	TSA split .50/.50 between Lane and Jackson - Kristin Voss # ID 1015503 SPSA G1A1, G2A1, G3A1, G4A1, G5A1	75,850.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Peer planning / embedded learning /CCI planning/ILT SPSA G1 A1, G3A1, G4A1	9,541.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST's Sub release teachers for students Study Referrals **No IEPs**	2,747.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Tech support for all students and staff. G1A1, G1A2, G3A1, G4 A1	3,116.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Achieve 3000, \$6,650, Scholastic Magazines \$2,224.28 Math Reflex \$4,000 SPSA G1A1, G2A1, G3A1, G4!, G5A1	8,049.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies for students	11,515.00
G1A1	Sup & Conc	Instruction	Travel			Travel Conference SPSa G1A1, G2A1 , G3A1, G4A1, & G5 A1	1,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Color Lease SPSA G1A1, G2,A1, G3 A1, G4 A1, G5 A1 For all staff, Parents. and Family	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			District Maintenance repairs/tech repairs for color copier SPSA G1A1, G2A1, G3A1, G4A1, G5A1	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			For signage , students Awards, teachers, & Parents SPSA G1A1, G2A1 G3,A1,G4A1, G5A1	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.0550	TSA split .50/.50 between Lane and Jackson - Kristin Voss # ID 1015503 SPSA G1A1, G2A1, G3A1, G4A1, G5A1	9,375.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC ASSESSORS for EPAC SPSA G3A1, G1A1, G1A2	4,292.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Student materials and supplies SPSA G1A1, G2A1, G3A1, G4A1,&G5A1	451.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	32,082.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2000	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	32,082.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Baby sitting Parent trainers and parent facilitators.	524.00

G5A1	Title 1 Basic	Parent Participation	Bks & Ref	: Book and referrance, parent resources SPSA G1A1, G2A1, G3A1,G4A1, G5A1	400.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Title One G5A1, G1A1, G3A1, G4A1, Supplies for babysitting and Parent involvement: \$1200 \$400 for Babysitting, \$400 Parent Engagement. **No food or incentives**	2,000.00
					\$210,900.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,882.00
Sup & Conc	7090	\$124,818.00
LCFF: EL	7091	\$46,200.00
Grand Total		\$210,900.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$143,812.00
G3 - Increase student engagement in their school and community	\$64,164.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,924.00
Grand Total	\$210,900.00