

Jackson Elementary

10621666006308

Principal's Name: Rodolfo Gonzalez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP/TSI

Targeted Support and Improvement

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rodolfo Gonzalez	X				
2. Chairperson - Heidi White				X	
3. Vice- Chair- Whitney Bortz				X	
4. Secretary- Joel Caraballo			X		
5. PAC Rep.- Sarah Valentine				X	
6. DELAC Rep.- Beatriz Vasques				X	
7. Fernanda Lemus					
8. Maria Aguado		X			
9. Juan Olvera		X			
10. Ali Ruiz		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: 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		3/18/26
SSC Chairperson	Heidi White		3/18/26

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

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

FY 2026/27

Jackson - 0250

ON-SITE ALLOCATION

3010	Title I	\$43,332 *
7090	LCFF Supplemental & Concentration	\$122,496
7091	LCFF for English Learners	\$38,180

TOTAL 2026/27 ON-SITE ALLOCATION

\$204,008

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,256
Program Budget	\$42,076
Total Title I Allocation	\$43,332

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Jackson Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		18.2 %	2024-2025	19.3 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.4 %	2024-2025	48.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		68.4 %	2025-2026	69.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.2 %	2025-2026	48.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		57.9 %	2025-2026	59 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.2 %	2025-2026	64.3 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		28.2 %	2025-2026	29.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		64.1 %	2025-2026	65.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.8 %	2025-2026	48.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		65 %	2025-2026	66.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.5 %	2025-2026	64.6 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		14.7 %	2025-2026	15.8 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-43.7 pts	-55.1 pts	2024-2025	-40.1 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		30.7 %	2024-2025	35.7 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-44 pts	-61.4 pts	2024-2025	-46.4 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.8 %	2024-2025	31.8 %	↑
Goal 2	Chronic Absenteeism - (English Learner)		23.3 %	2024-2025	22.7 %	↓

Goal 2	Chronic Absenteeism - (Hispanic)		33.7 %	2024-2025	33.1 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		32.6 %	2024-2025	32 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)	27.3 %	29.8 %	2024-2025	29.2 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	28.5 %	22 %	2025-2026	21.4 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	100 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	95 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	90 %	↑
Goal 2	Suspension Rate - (English Learner)		7.7 %	2024-2025	7.37 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	3.6 %	2.2 %	2025-2026	1.87 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

POP1_ELA: The Data demonstrates that a significant number of students are not performing at grade level in ELA. Current SBAC performance data indicates that only 31% of our 3rd–6th grade students are performing at or above grade level in English Language Arts. This reflects a notable 9-point gain from the prior year; however, our site continues to perform below the 2024–25 Fresno Unified district average of 37% of students meeting or exceeding ELA standards.

POP 2_Math: The Data demonstrates that a significant number of students are not performing at grade level in Math. Based on these metrics, only 26% of our 3rd–6th grade students are performing on grade level as identified by the current SBAC data. Although we experienced a modest 3-point increase from the previous year, our performance remains slightly below the 2024–2025 district math average of 27% of students meeting or exceeding standards.

POP 3_ELD: The data shows that significant percent of EL students are not being redesignated at a significant rate with only 47.4 percent of EL students making growth on the ELPI diagnostic.

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

Causes in ELA

- 1. Inconsistency in full implementation of Foundational Skill/ Phonics instruction in grades K- 2nd.
- 2. Inconsistent implementation and analyzing block assessment data in grades 3rd- 6th. (PLC+ data analysis protocol.)
- 3. Inconsistency in implementation of a complete collective efficacy cycle around a common challenge

Causes in Math

- 1. The need for developing foundational skills building in fluency
- 2. Effective mathematical teaching strategies for staff
- 3. Inconsistent implementation and analyzing block assessment(CFS, IABs FIABs) data in grades 3rd- 6th. (PLC+ data analysis protocol.)

Causes in ELD

- 1. Inconsistent Designated ELD instruction
- 2. Low rigor in Designated ELD instruction
- 3. Inconsistent access to pre-test exposure (ELPAC IAB)

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. Provide consistent instructional support and feedback to ensure effective implementation of the Foundational Skills/Phonics Block in primary grades.
- 2. Establish consistent data-analysis practices with increased progress monitoring, aligned follow-up, and timely instructional adjustments.
- 3. Implement one full Collective Efficacy Cycle each quarter with fidelity, ensuring all components are completed.

Needs in Math

- 1. 30-minute Fact fluency block adhered to on a consistent basis in grades K -6th
- 2. FCSS Problem Solving Strategies to be implemented in grades 3rd- 6th with fidelity
- 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

Needs in ELD

- 1. Full implementation of Designated ELD instruction with fidelity
- 2. Increase Rigor of ELD instruction
- 3. Align tier 1 instruction to support EL Students

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Instruction Plan for K- 6th

Partially Implemented

These actions were partially implemented to meet the desired student outcomes.

Math Instruction Plan for K-6th

Partially Implemented

These actions were partially implemented to meet the desired student outcomes.

English Learner Instructional Plan for K-6th

Partially Implemented

These actions were partially implemented as we were not able to provide Designated ELD instruction with fidelity.

Increase Goal 2 Participation Rate

Fully Implemented

These actions were fully implemented to meet the desired outcome.

Decrease Chronic Absenteeism

Partially Implemented

This action was only fully implemented in our 2nd semester by Jackson's Attendance Team.

Social Emotional Learning/Decrease Suspensions

Fully Implemented

These actions were fully implemented to meet the desired outcome.

Recruitment and Retention of Dual Language Immersion Staff

Fully Implemented

This goal is no longer a concern.

Inclusive Opportunities for Families

Fully Implemented

These actions were fully implemented to meet the desired outcome.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA Instruction Plan for K- 6th

Partially Effective

Efforts to establish clear classroom structures to support foundational skills and phonics instruction were initiated in grades K through 2nd. Nonetheless, full implementation continues to be an area of need. There was also inconsistency in completing full Cycles of Collective Efficacy, and Common Challenge were not systematically identified. Additionally, Learning Intentions and Success Criteria were not consistently evident across all classrooms. A clear expectation for their use was not established until the second quarter.

Math Instruction Plan for K-6th

Partially Effective

There was inconsistency in the direct instruction of foundational math skills across grades 2nd through 6th . In grades 5th and 6th, Professional Learning Communities did not consistently implement the strategies introduced during FCSS professional development with Coach Shannon Crass. Additionally, PLCs showed inconsistent follow-through on identified next steps after analyzing Block Assessments (CFA, IAB, FIAB). The lack of a structured math RTI process following data analysis further limited students’ ability to master grade-level standards.

English Learner Instructional Plan for K-6th

Partially Effective

Designated, ELD time and structures are not fully in place. Teachers inconsistently provide designated instruction based on ELD levels.

Increase Goal 2 Participation Rate

Effective

These actions were fully implemented to meet the desired student outcomes.

Staff/Teachers actively promoted opportunities for students to participate in targeted programs, activities, and academic supports aligned to Goal 2. Teachers and support staff consistently encouraged involvement, monitored participation, and communicated expectations with students and families to ensure access and accountability.

As a result, participation increased through structured field trips for all grade levels, K-6th , Clubs, Sports, leadership clubs, Music, and Dance classes with consistent monitoring of student involvement, and intentional encouragement from all participating staff. These efforts contributed to stronger student engagement and progress toward the objectives outlined in Goal 2.

Decrease Chronic Absenteeism

Partially Effective

This action was fully implemented in our 2nd semester by Jackson’s Attendance Team, consisting of the Administrative Team, Intern Social Worker Andrea Valtierra Gongora, Office Assistant/Attendance Specialist Jessie Valdez, HSL, Joel Caraballo, La Monica Hall, Tier II, and Child Welfare and Attendance Specialist Darrian Alcorn. Current data indicates a slight decrease in chronic absenteeism, for targeted students.

- Attendance Campaign Components
- Monthly SART parent meetings_ 5 to 10 students
 - September is National Attendance Awareness Month
 - Informational Flyers distributed during family events
 - Principal letters to tier 2 and tier 3 families
 - Parent informational meetings
 - Student–parent–school attendance contracts

- Weekly classroom recognition
- Quarterly bicycle raffle for strong attendance
- Individual student attendance cards
- Home visits; HSL, Attendance specialist, Social Worker

Social Emotional Learning/Decrease Suspensions

Effective

Strategies such as restorative practices, morning check-ins, and explicit SEL instruction were implemented to support student emotional regulation and reduce behavior incidents. Suspension rates continue to stay below the 3.6% rate set last year. We currently stand at 2.2 % as of our 2025-2026 data with All students. This contributed to the following strategies.

SEL Actions to Decrease Suspensions

1. Morning check-ins or classroom circles where students share feelings and practice respectful communication.
2. Teaching conflict-resolution strategies so students learn how to solve problems without fighting or arguing.
3. Implementing calm-down spaces or reflection areas where students can regulate emotions before situations escalate.
4. Using restorative conversations or restorative circles instead of immediate punishment when conflicts occur.
5. Explicit lessons on empathy, self-management, and responsible decision-making.
6. Positive behavior recognition systems that reward students for demonstrating respect, responsibility, and kindness.
7. Counselor or SEL small groups/ Clubs for students needing additional support with anger management or social skills and self-esteem.
8. Staff modeling positive communication and emotional regulation.
9. Regular teacher-student relationship building activities to strengthen trust and connection.
10. Holding Monthly TST meetings to identify students in need and act accordingly to their needs.
11. Holding school wide Behavior Assemblies to refresh students with our Jackson Guidelines for success and provide Gator bucks as an incentive to following the Guidelines for success.
12. School wide incentives at the end of each month (SOM) Attendance/ Spirit wear

Recruitment and Retention of Dual Language Immersion Staff

Effective

This goal is no longer a concern.

Inclusive Opportunities for Families

Effective

Jackson is committed to increasing inclusive opportunities for families to engage in their students' education. We prioritize creating a welcoming and inclusive environment where families feel valued and encouraged to participate in the school community. We offer a variety of opportunities for families to engage on campus through weekly and monthly activities, such as our weekly Fitness Class and the Success Together Family Book Club, where families are invited to participate together and dinner is provided to support accessibility.

Through the Community Schools Advisory Council, parents are able to attend meetings, share input, and help guide decisions that impact the Jackson community.

Parents can also participate in our monthly Family Engagement Participation Hour, where topics such as mental well-being, healthy habits, improving attendance, and ways to support students at home. Jackson also hosts several family-centered events throughout the year, including Family Literacy Night, Pastries with a Loved Ones.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Admin will support implementation of foundational skills and phonics instruction in grades K- 2nd
- Admin will support full implementation of full Cycles of Collective Efficacy around identified Problems of Practice

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:
• Keep and fund TSA • Keep and fund Social Worker	• Keep and fund TSA • Keep and fund Social Worker	• Keep and fund TSA • Keep and fund Social Worker



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA/ Literacy

Action Details

Early Literacy

Action Details:

Jackson Elementary will continue to implement a structured, non-interrupted Literacy block. K through 2nd graders will continue to receive Foundational skills/ Phonics instruction in alignment with district's Goals and Guardrails, goal one (Early Literacy). We will continue to enhance our current efforts to strengthen the Literacy program by fully implementing this year's CORE professional learning initiatives. This includes Foundational Skills/ Phonics in K-2nd and Comprehension, Vocabulary/Morphology in 3rd- 6th. PLCs will complete Cycles of Collective Efficacy around Common Challenges.

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, IABs and FIAB 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 2026 Jackson Elementary will decrease the distance from meeting standards in ELA from -55.1 to -43.7 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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
- 3rd- 6th will Utilize Exit Tickets, and CFAs ensuring the alignment to the CLAIMS/TARGETS utilizing CASSP teacher tools.
- K- 6th will utilize CFAs (IAB, FIABs) 2 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
- All students will conference with teachers and set learning goals based on performance data on Fall/Winter/Spring iReady 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 identified 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:

- 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
- Identified SWD/ RSP students will be pulled out for support

• **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
- Classified Tech digital support
- 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 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, 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
- ELD support through small group instruction
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames
- Professional Learning and support from EL Services
- Use ELPAC data in Elevation 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 Learners:
 - ELPAC Assessors
 - Tutoring
- 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 Learners (ELs)
 - ELPAC Assessors
 - After School Tutoring
- Students with Disabilities (SWD):
 - Tutoring, and small group instruction.

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

- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translate serves for parents of English Learners
- Monthly Engagement Hour
- Promote the use and build parents' capacity to use Parent Square
- Quarterly Newsletters

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities for tutors supporting Tier II and Tier III on teaching Foundational skills/ Phonics and Phonemic Awareness

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- Maintain a structured, non-interrupted Literacy block. K through 2nd graders will continue to receive Foundational skills/ Phonics instruction in alignment with district's Goals and Guardrails, goal one (Early Literacy). 100%of classroom observations will show implementation of foundational skills lessons.
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:
- 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.

- Measured growth; Dibbles, CFAs, Interim assessments, IABs, FIABs, District benchmark; BAS and iReady Diagnostic
- over 60% of students meeting their stretch growth will increase by10% as compared to this year's data (Currently: D2 data at 64.1%)
- 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 -55.1 to -43.7
- students will increase percent of met/exceeded standards from 30.7% to 35.7%
- Outcomes monitored by Principal, VP, Academic Coach and PLCS
- Full implementation of Foundational Skills/ Phonics in K- 2nd and Comprehension, Vocabulary/Morphology in 3rd- 6th. PLCs will complete Cycles of Collective Efficacy around Common Challenges.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math

Action Details

College & Career Readiness

Jackson Elementary will continue to utilize District adopted Curriculum, Go Math, as well as utilize BBF and implement FCSS strategies. 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. Grades 3rd- 6th will implement Word Problem Solving lessons in alignment with learning from FCSS professional learning.

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.

Goal: By June 2026 Jackson Elementary will decrease the distance from meeting standards in ELA from -61 to -44 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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 identified 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, FSA(Kinder),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
- Identified SWD/ RSP students will be pulled out for support

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

- SST Substitutes
- ILT/CCT Substitutes for site planning
- Books and References
- Teacher on Special Assignment
- Clinical Social Worker
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- 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.

- Daily Designated and Integrated ELD(Tier1) from Certificated Teacher
- Newcomer's support (tutoring)
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames
- 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 Learners:
 - Tutoring
- 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 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?

- - 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translate serves for parents of English Learners
- Monthly Engagement Hour
- Promote the use and build parents' capacity to use Parent Square
- Quarterly Newsletter

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities for paraprofessionals and tutors supporting Tier II and Tier III on teaching Foundational skills/ Phonics and Phonemic Awareness

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence ☒ Strong 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 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.

- Measured growth; CFAs, Interim assessments, IABs, FIABs, District benchmark; and iReady Diagnostic
- over 60% of students meeting their stretch growth will increase by10% as compared to this year's data (Currently: D2 data at 63.5%)
- 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 26.8% to 31.8%
- Outcomes monitored by Principal, VP, Academic Coach and PLCS

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			SUBS FOR CCT, SST, PLANNING SPSA G1A2,G2A1G2A2,G2A3, G3A1 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	2,388.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			PARENT TRAINERS AND FACILITATORS, BABYSITTING G1A2,G2A1,G2A2,G2A3 **Budget lines for personnel include salaries and related benefits	332.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	Split funded: 0.50 Jackson G1A1, 0.50 Lane G1A2 **Budget lines for personnel include salaries and related benefits	95,046.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			TECH SUPPORT FOR ALL STUDENTS AND STAFF G1A2, G2A1,G2A2,G2A3,G3A1 **Budget lines for personnel include salaries and related benefits	3,094.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies G1A2. G2A1, G2A2, G2A3,G3A1 for food, incentives, rewards, special events, and student supplies	9,756.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A1, G1A2, G2A1,G2A2,G2A3, G3A1 RICOH COLOR COPIER LEASE	7,300.00
G1A1	Sup & Conc	Instruction	Direct-Maint			SPSA G1A1,G1A2, G2A1, G2A2,G2A3, G3A1 DISTRICT MAINTENANCE REPAIRS, TECH REPAIRS	6,300.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : GRAPHICS Dept closing, moved from object 5725 to 5899. SPSA G1,A1, G1A2, G2A1,G2A2,G2A3, G3A1	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC ASSESSORS SPSA G1A2,G2A1,G2A2,G2A3,and G1A3 **Budget lines for personnel include salaries and related benefits	3,682.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Material & Supplies SPSA G1A1, G1A2, G2A1,G2A2, G2A3 G3A1,	1,040.00
G1A1	LCFF: EL	Instruction	Direct-Maint			: Direct Maintenance repairs and tech repairs on technology G1A2, G2A1, G2A2	3,200.00

\$133,138.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement_ Decrease Suspensions

Action Details

Health & Wellness

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.

Direct Instructional Services

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 Morning Meetings, Classroom Meetings and Second Step lessons focused on social emotional learning that teaches various social and emotional skills such as emotion recognition, problem solving strategies, bullying prevention and goal setting 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 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 culturally responsive practices to increase student engagement and connection between staff and students, validating and bridging students' home culture with school culture.
- A wide array of materials will be necessary for activities during the Anti- Bullying launch, Kindness Campaign in addition to the incentives for Character Counts and Student of the Month.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures for safety and civility, rules, and expectations will be designed and posted in a variety of school campus settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior for school success.
- Tiered responses for student misbehavior will be implemented consistently by all staff.
- All students with good citizenship (social skills and work habits) will be recognized with quarterly awards.

Tier 2:

- Students who demonstrate increasing misbehavior will be identified by Classroom Teachers 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.
- Identified students will receive opportunities for alternative recess locations, structured play, and/or support with appropriate social interactions, as needed.
- Students exhibiting frequent misbehavior will receive extra support in their classroom through informal behavior support contracts/interventions and incentives, developed through parent-teacher-student collaboration, to promote change in behavior to positive behavior.

- TST and CCT teams will implement a referral process, criteria to identify students in need by utilizing Quarterly Power BI data for Misbehaviors Level II and Level III and Attendance. TST and CCT will progress monitor students referred to TST team for social emotional needs, attendance, and behavior.
- Identified student groups will be more closely monitored by the TST and CCT teams and proactive/preventative approaches to misbehavior will be employed by staff.
- 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 supports.
- Young Men of Character and Girl Power

Tier 3:

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

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

- SST Substitutes
- ILT and CCT Substitutes for site planning
- Books and References
- 4 Teaching Fellows
- Clinical Social Worker
- Paraprofessional, Instructional Assistant
- Teacher Supplementary Contracts for tutoring
- 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.

- Daily Designated and Integrated ELD(Tier1)
- Newcomer's support (tutoring)
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames

- 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?

Students with Disabilities (SWD):

English Learner (EL):

- English Learners:
 - 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 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.
- 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?

Students with Disabilities (SWD):

English Learner (EL):

- Fund Social Worker to support EL's ESL needs.
- English Learners:
 - 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 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.
- Students with Disabilities (SWD):
 - Planned student conversations, Planned parent meetings, Teacher professional Learning.

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

Students with Disabilities (SWD):

English Learner (EL):

- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translate serves for parents of English Learners
- Monthly Engagement Hour
- Promote the use and build parents' capacity to use Parent Square

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities for Tutors supporting Tier II and Tier III

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

Life Skills

This action was fully implemented in our 2nd semester by Jackson's Attendance Team, consisting of the Administrative Team, Intern Social Worker Andrea Valtierra Gongora, Office Assistant/Attendance Specialist Jessie Valdez, HSL, Joel Caraballo, La Monica Hall, Tier II, and Child Welfare and Attendance Specialist Darrian Alcorn. Current data indicates a slight decrease in chronic absenteeism, for targeted students.

Attendance Campaign Components

- Monthly SART parent meetings_ 5 to 10 students
- September is National Attendance Awareness Month
- Informational Flyers distributed during family events
- Principal letters to tier 2 and tier 3 families
- Parent informational meetings
- Student–parent–school attendance contracts
- Weekly classroom recognition
- Quarterly bicycle raffle for strong attendance
- Individual student attendance cards
- Home visits; HSL, Attendance specialist, Social Worker

Direct Instructional Services

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, Admin will communicate the importance of great attendance
- Attendance certificates will be awarded to students with perfect attendance.
- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- 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 will make home visits, and send email and mail correspondence to chronically absent families
- IS and HSL will 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 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 as tier III, will be supported by our Attendance Team
- 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
- Clinical Social Worker
- Intervention Specialist
- Teacher Supplementary Contracts for tutoring
- Classified Tech digital support
- Materials & Supplies
- 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.
- 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):

- English Learners:
 - 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 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.
- 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?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

- English Learners:
 - 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 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.
- Students with Disabilities (SWD):
 - Planned student conversations, Planned parent meetings (IEPs)

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translate serves for parents of English Learners
- Monthly Engagement Hour
- Promote the use and build parents' capacity to use Parent Square

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities for paraprofessionals and tutors supporting Tier II and Tier III
- Professional learning opportunities around differentiated instruction and Universal Design for Learning and Multi-Tiered System of Support

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope 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

And ultimately achieve these impacts.

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

- Full implementation of Jackson's Attendance Team's campaign to decrease chronic absenteeism, for targeted students.
- Attendance Campaign Components
 - Monthly SART parent meetings_ 5 to 10 students
 - September is National Attendance Awareness Month
 - Informational Flyers distributed during family events
 - Principal letters to tier 2 and tier 3 families
 - Parent informational meetings
 - Student–parent–school attendance contracts
 - Weekly classroom recognition
 - Quarterly bicycle raffle for strong attendance
 - Individual student attendance cards
 - Home visits; HSL, Attendance specialist, Social Worker
- Outcomes monitored by Principal and attendance Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Jackson Elementary will continue to augment music, and Arts Education with the Dance program we have started as a catalyst for a whole- child development, reinforcing academics through creativity, movement, and critical thinking. Integrating dance helps students learn better, think deeper, and connect more meaningfully with their studies.

Direct Instructional Services

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

- Classroom materials and supplies will be purchased to support music and dance, like flooring and music system, mirrors
- Materials and classroom supplies needed for production
- Musical Instruments
- Mariachi Attire Accessories
- Basic costumes and shoes that can be used repeatedly

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.

not required to speak to this section for prop 28

Student Groups

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

not required to speak to this section for prop 28

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

not required to speak to this section for prop 28

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

not required to speak to this section for prop 28

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various engagement events like:

- Monthly engagement hours
- Concerts
- Open house

Professional Learning

Describe Professional Learning related to this action.

not required to speak to this section for prop 28

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Increase student engagement:

- Students show enthusiasm, participation, and joy in movement -based learning
- Measured by teacher observations, attendance, and student surveys
- Monitored by dance teacher and site administrator

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 student focus and self -regulation:

- Students demonstrate greater ability to concentrate. follow multi-step directions, and manage energy levels appropriately
- Measured by teacher observations, reduction in redirection or behavior incidents
- Monitored by dance teacher and classroom 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.

Enchanted school culture and climate:

- The school fosters a positive inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by school climate surveys, student attendance and family engagement data
- Monitored by site administrator

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2175	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	39,289.00
G2A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.1675	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	30,258.00

\$69,547.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Inclusive Opportunities for Families

Action Details

Community Engagement

Jackson is committed to increasing inclusive opportunities for families to engage in their students' education. We prioritize creating a welcoming and inclusive environment where families feel valued and encouraged to participate in the school community. We offer a variety of opportunities for families to engage on campus through weekly and monthly activities, such as our weekly Fitness Class and the Success Together Family Book Club, where families are invited to participate together and dinner is provided to support accessibility.

Through the Community Schools Advisory Council, parents are able to attend meetings, share input, and help guide decisions that impact the Jackson community.

Parents can also participate in our monthly Family Engagement Participation Hour, where topics such as mental well-being, healthy habits, improving attendance, and ways to support students at home. Jackson also hosts several family-centered events throughout the year, including Family Literacy Night, Pastries with a Loved Ones, Lotería Night, Mother's Day events, Easter celebrations, Saturday Sports, and other activities that bring families together and strengthen community connections.

Direct Instructional Services

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 be include recorded narrations in Spanish and English for parent who are unable to attend the scheduled Title I meeting.
 - Phone Calls, Social Media Platforms, School Site website, School Marquee, 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 to 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. Meeting agendas will be posted and shared with community to help increase the number of parent participants.
 - 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

- 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 accommodated our working families.
- Administration will personally invite parents to attend SSC Meetings, and ELAC Meetings to increase the number of parent participants attending Schoolwide meetings.
- Through the Community Schools Advisory Council, parents are able to attend meetings, share input, and help guide decisions that impact the Jackson community.
- Parents can also participate in our monthly Family Engagement Participation Hour, where topics such as mental well-being, healthy habits, improving attendance, and ways to support students at home. Jackson also hosts several family-centered events throughout the year, including Family Literacy Night, Pastries with a Loved Ones, Lotería Night, Mother's Day events, Easter celebrations, Saturday Sports, and other activities that bring families together and strengthen community connections.

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.

Student Groups

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

- - English Learners:
 - Planned student conversations, Planned parent meetings
 - Students with Disabilities (SWD):
 - Planned student conversations, Planned parent meetings

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

- - English Learners (ELs)
 - ELPAC Assessors
 - Babysitting
 - Students with Disabilities (SWD):
 - Babysitting

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translate serves for parents of English Learners
- Monthly Engagement Hour
- Promote the use and build parents' capacity to use Parent Square

Professional Learning

Describe Professional Learning related to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0250 Jackson Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Bks & Ref			Book and reference, parent/student resources SPSA G1A1 G1A2, G2A1,G2A2,G2A3, G3A1,	200.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			G1A1,G1A2, G2A1,G2A2,G2A3, G3A1 Materials and supplies for babysitting, parent involvement **No Food or Incentives**	1,123.00

\$1,323.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0250 Jackson Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0250	1110	1000	1120	Teacher-Subs					G1A1	SUBS FOR CCT, SST, PLANNING SPSA G1A2,G2A1G2A2,G2A3, G3A1 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	2,388.00
060	3010	0250	1110	2495	2960	Oth Cls-Supp					G1A1	PARENT TRAINERS AND FACILTATORS, BABYSITTING G1A2,G2A1,G2A2,G2A3 **Budget lines for personnel include salaries and related benefits	332.00
060	3010	0250	1110	2495	4200	Bks & Ref					G3A1	Book and reference, parent/student resources SPSA G1A1 G1A2, G2A1,G2A2,G2A3, G3A1,	200.00
060	3010	0250	1110	2495	4300	Mat & Supp					G3A1	G1A1,G1A2, G2A1,G2A2,G2A3, G3A1 Materials and supplies for babysitting, parent involvement **No Food or Incentives**	1,123.00
060	3010	0250	1110	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	0.2175	G2A1	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	39,289.00
030	7090	0250	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Voss, Kristin	0.5000	G1A1	Split funded: 0.50 Jackson G1A1, 0.50 Lane G1A2 **Budget lines for personnel include salaries and related benefits	95,046.00
030	7090	0250	1110	1000	2160	Ins Aide-Sup					G1A1	TECH SUPPORT FOR ALL STUDENTS AND STAFF G1A2, G2A1,G2A2,G2A3,G3A1 **Budget lines for personnel include salaries and related benefits	3,094.00
030	7090	0250	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies G1A2. G2A1, G2A2, G2A3,G3A1 for food, incentives, rewards, special events, and student supplies	9,756.00
030	7090	0250	1110	1000	5633	Copier Maint					G1A1	G1A1, G1A2, G2A1,G2A2,G2A3, G3A1 RICOH COLOR COPIER LEASE	7,300.00
030	7090	0250	1110	1000	5723	Direct-Maint					G1A1	SPSA G1A1,G1A2, G2A1, G2A2,G2A3, G3A1 DISTRICT MAINTENANCE REPAIRS, TECH REPAIRS	6,300.00
030	7090	0250	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : GRAPHICS Dept closing, moved from object 5725 to 5899. SPSA G1,A1, G1A2, G2A1,G2A2,G2A3, G3A1	1,000.00
030	7091	0250	4760	1000	1160	Teacher-Supp					G1A1	ELPAC ASSESSORS SPSA G1A2,G2A1,G2A2,G2A3,and G1A3 **Budget lines for personnel include salaries and related benefits	3,682.00
030	7091	0250	4760	1000	4300	Mat & Supp					G1A1	: Material & Supplies SPSA G1A1, G1A2, G2A1,G2A2, G2A3 G3A1,	1,040.00
030	7091	0250	4760	1000	5723	Direct-Maint					G1A1	: Direct Maintenance repairs and tech repairs on technology G1A2, G2A1, G2A2	3,200.00
030	7091	0250	4760	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	0.1675	G2A1	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	30,258.00
													\$204,008.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,332.00
Sup & Conc	7090	\$122,496.00
LCFF: EL	7091	\$38,180.00
Grand Total		\$204,008.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$133,138.00
G2 - The Whole Child (SEL and Engagement)	\$69,547.00
G3 - Operational Excellence	\$1,323.00
Grand Total	\$204,008.00