

**Thomas Elementary**

10621666006514

Principal's Name: Matt Phanco

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Matt Phanco', is written over the 'Principal's Signature:' label. The signature is stylized with a large loop at the top and a horizontal line at the bottom.

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"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>                                                                                                                                                                                      |

| 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 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. |                                                                                       |
| 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**

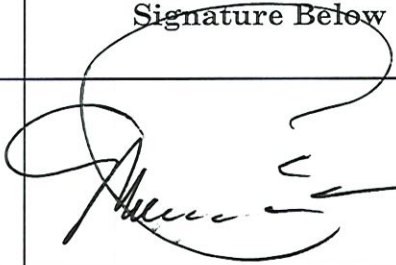
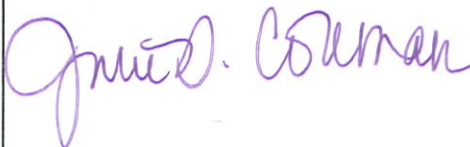
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 - Matt Phanco     | X         |                   |             |                         |                   |
| 2. Chairperson - Julie Coleman |           | X                 |             |                         |                   |
| 3. Secretary – Leslie Godia    |           | X                 |             |                         |                   |
| 4. Sandra Lopez                |           |                   | X           |                         |                   |
| 5. Livier Padilla              |           |                   |             | X                       |                   |
| 6. Catherine Gonzalez          |           |                   |             | X                       |                   |
| 7. Maricela Martinez           |           |                   |             | X                       |                   |
| 8. Fidelina Orozco             |           |                   | X           | X                       |                   |
| 9. Tashon Smallwood            |           |                   | X           |                         |                   |
| 10.                            |           |                   |             |                         |                   |
| 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: February 13, 2025 .

## Required Signatures

| School Name: Thomas 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                                                                                                                                                                                                                                                                                                                                                                                                                                         | Matt Phanco      |    | March 11, 2025 |
| SSC Chairperson                                                                                                                                                                                                                                                                                                                                                                                                                                   | Julie Coleman    |  | March 11, 2025 |

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

Thomas - 0450

**ON-SITE ALLOCATION**

|      |                                   |             |
|------|-----------------------------------|-------------|
| 3010 | Title I                           | \$106,950 * |
| 7090 | LCFF Supplemental & Concentration | \$333,558   |
| 7091 | LCFF for English Learners         | \$52,206    |

**TOTAL 2025/26 ON-SITE ALLOCATION**

**\$492,714**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

|                                     |         |
|-------------------------------------|---------|
| Parent Involvement Budget - Minimum | \$3,100 |
|-------------------------------------|---------|

|                |           |
|----------------|-----------|
| Program Budget | \$103,850 |
|----------------|-----------|

|                          |           |
|--------------------------|-----------|
| Total Title I Allocation | \$106,950 |
|--------------------------|-----------|

**ESSA Assistance Status: Not Identified for Assistance**

January 28, 2025

# Thomas 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) | ✓        |                | 33.3 %     | 2023-2024 | 39 %     |
| SBAC ELA - Average distance from standard                                                      | ✓        | -67.4 pts      | -66.2 pts  | 2023-2024 | -56 pts  |
| SBAC ELA - Average distance from standard (Students w/ Disabilities)                           | ✓        |                | -155.2 pts | 2023-2024 | -145 pts |
| SBAC ELA - percentage of students met/exceeded standard                                        | ✓        | 30 %           | 25.7 %     | 2023-2024 | 30 %     |
| SBAC Math - Average distance from standard                                                     | ✓        | -77.2 pts      | -93.1 pts  | 2023-2024 | -78 pts  |
| SBAC Math - Average distance from standard (English Learner)                                   | ✓        | -84 pts        | -128.3 pts | 2023-2024 | -113 pts |
| SBAC Math - Average distance from standard (Hispanic)                                          | ✓        |                | -99.4 pts  | 2023-2024 | -84 pts  |
| SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)                   | ✓        |                | -99.5 pts  | 2023-2024 | -84 pts  |
| SBAC Math - Average distance from standard (Students w/ Disabilities)                          | ✓        |                | -178.5 pts | 2023-2024 | -163 pts |
| SBAC Math - percentage of students met/exceeded standard                                       | ✓        | 26.6 %         | 18.2 %     | 2023-2024 | 23 %     |

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.

Thomas is utilizing the District Diagnostic data, iReady, in K-6th grade along with weekly Common Formative Assessments. However, our grade level teams have acknowledged that a system for collecting and reviewing formative and summative data is needed to identify strengths and gaps in TIER 1 instruction and which groups of students are benefiting and who are not.

ACTION 1 - Based on our ELA metrics in this goal, 70% of students are not reading on grade level in 3rd - 6th grades

- English Learners and Students with Disabilities are our highest underperforming groups of students

ACTION 2 - Based on our Math metrics in this goal, 74% of students are not meeting/exceeding grade level standards in 3rd - 6th grades

- English Learners and Students with Disabilities are our highest underperforming groups of students

ACTION 3 - According to our Teacher Survey feedback on this action, teachers would like professional learning in support of Tier 2 levels of support in ELA & Math

ACTION 4 - According to our ELL data, 33% of our LTELs are moving at least one level of improvement.

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

ACTIONS 1 & 2 have similar causes.

1. Other than iReady data system, Thomas does not have a one-stop location for administrators, Lead Teachers, or teams to access data.
2. Lack of access to data does not give a clear picture of strengths and gaps to inform instructional decisions that benefit all students.
3. Access to disaggregated data makes it difficult to determine which groups of students are benefiting from Tier 1 and 2 instruction and who are not.
4. Teachers have acknowledge a need for Professional learning to tighten Tier 1 instruction in both ELA & Math
5. Students are not showing a level of reading or math fluency

ACTION 3

1. We do not currently have an effective way to assess the effectiveness of our TIER 2 supports.

ACTION 4

1. There is a need for curricular support for English newcomers
2. Professional Development is needed to support teachers in meeting the needs of our ELL students
3. While we began an extended learning opportunity for ELLs in our After-School Tutoring, the person supporting was a paraprofessional and not a credentialed teacher.

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. Data collection system, like ESGI, that can be viewed by Administrators, Lead Teachers and grade level teams.
2. Clear testing calendars by grade level and when assessment data will be reviewed to identify strengths and gaps.
3. PLC teams will utilize data to drive instructional decisions

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: ELA

Partially Implemented

The actions were partially implemented. While we made significant growth in some grade levels according to iReady and SBAC data, we still have a number of students who are not benefiting from TIER 1 instruction. Further data needs were identified by PLCs, teachers, and Admin and the use of a data collection system will be implemented next year to access progress of students and identify trends. We will continue to focus on TK-1st Reading by 1st grade initiative and expand our focus on comprehension from 3rd grade to 4th grade. We have also set fluency goals for K-6th grades and will initiate a writing goal K-6th.

Action 2: Math

Partially Implemented

The actions were partially implemented. While we made significant growth in some grade levels according to iReady and SBAC data, we still have a number of students who are not benefiting from TIER 1 instruction. Further data needs were identified by PLCs, teachers, and Admin and the use of a data collection system will be implemented next year to access progress of students and identify trends. Number Sense will continue to be a focus in grades K-6th grades. Grades 3rd-6th will continue to use the SWUN Math Lesson Design protocol and we will add fluency goals in grades K-6th.

Action 3: RTI - Tiered Levels of Support

Partially Implemented

All grade levels implemented RTI in ELA/Math. We will set growth target goals for students participating in RTI and review identified data points to monitor progress.

Action 4: ELL - Redesignation

Partially Implemented

The actions were partially implemented. Designated and Integrated ELD time and structures are in place at all grade levels. We will be adding 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. We added after-school tutoring for newcomers and LTELs in quarter 3 of this year and will continue next year offering a supplemental contract to a certificated teacher.

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

Partially Effective

The actions were partially effective- Students with Disabilities and ELL student groups were our two groups that did not meet adequate growth in Distance From Standard. We did make significant growth this year in our redesignation of students. Additional supports were added this year for 2nd - 6th grade in reading fluency and comprehension. The following are the % of students meeting their stretch goal on iReady.

- K - 49%
- 1st - 58%
- 2nd - 48%
- 3rd - 34%
- 4th - 46%

5th - 42%  
6th - 33%  
3rd and 6th grades did not meet our expected growth targets.

Action 2: Math

Partially Effective

The actions were Partially Effective- Our metrics show growth in all grade levels meeting their stretch growth targets except for 3rd grade on iReady D2:

K - 61%  
1st - 56%  
2nd - 48%  
3rd - 35%  
4th - 44%  
5th - 54%  
6th - 41%

Action 3: RTI - Tiered Levels of Support

Partially Effective

According to our D2 iReady data all grade levels showed growth from D1-D2. 3rd grade was the only grade that did not meet our stated stretch growth target.

Action 4: ELL - Redesignation

Effective

The actions were effective- The measure showed growth towards our goal. EL student made growth on ELPAC .Data chats , Designated and Integrated ELD were a focus in Professional Learning this year and 33% of ELL students were redesignated. We also added after-school tutoring support for our newcomer in Quarter 3. We will continue this next year offering a certificated staff person a supplemental contract to support LTELs and newcomers.

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 strengthen our current actions to support our Literacy program, including professional learning opportunities. We will also implement a school-wide implementation of a writing program, fluency, and an emphases on early literacy in grades TK - 2.
- ACTION 2

We will continue to build our teacher capacity using SWJN Math Lesson Design and supporting Math Fluency. Our instructional coach will provide support to grade level teams and individual teachers.

ACTION 3

We will begin to capture assessment data in ESGI where all PLCs, Teachers, and Admin can view data to identify areas greatest need for students to implement Tiered levels of support. We will also be able to identify groups of students who are not benefitting from TIER 1 instruction.

ACTION 4

We will continue our emphasis on meeting the needs of our ELL students and LTELs We have made significant growth and will continue to have an emphasis on additional professional learning to build teacher capacity and offer extend support after-school for LTELs and newcomers.

**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:                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Reviewed current 2024-25 schoolwide data: TK FSA and K-6th iReady D1/D2 and SBAC Data</li><li>Reviewed ELL redesignation data</li><li>Reviewed current budget and moved unused monies in object lines to best support student achievement and meet schoolwide goals and actions</li><li>Look for additional supports for extended learning</li></ul> | <ul style="list-style-type: none"><li>Tutoring opportunities</li><li>Extended learning</li><li>EL Learning Programs</li><li>Parent resources and classes</li></ul> | <ul style="list-style-type: none"><li>Training for staff to support ELLs and LTELs</li><li>Planning days to align work to Goals and Actions</li><li>Leveled libraries for small and guided reading groups</li><li>Better headphones for student laptops</li><li>Student incentives</li><li>Community School Advisory Committee provided voice to all stakeholders.</li></ul> |

Action 1 :

ELA

Action Details:

Thomas Elementary will implement a comprehensive language arts program with a three tiered approach to improve foundational reading, writing, listening/speaking skills utilizing comprehension and complex text. Professional Learning Communities will analyze Common Formative Assessments to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment. Our school Instructional Coach will support grade levels and individual teachers using cycles of inquiry to build collective teacher efficacy. RCA and Mentors will support students with academics, behavior, and social emotional needs. Site professional learning will be driven by the results of data aligned with a focus on effective tier 1 instruction. ILT will continue to address and find ways to support and build staff and student capacity in our four areas of focus for equity, diversity, and inclusion. TK- 1st grade will continue to follow our Hoover Regional Literacy Plan to support our Reading by 1st grade initiative.

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

Thomas will maximize its use of financial and human resources to address this action through the following:

#### **TIER 1 -**

- Regular Professional Learning Community Meetings will utilize the 5 guiding questions in PLC+ to guide work and design lesson progressions and intentions for clarity.
  - PLC grade-level teams will plan instruction on tier 1 good first teachings, what supports and resources they will put in place for tier 2 through small group instruction, along with planning side by side with SPED teachers to support students receiving SPED services.
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
  - Our ILT team will include a representative from TK-6th grades
  - The team will meet monthly to support the site, region, and district's instructional goals.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
  - When PLC grade-level teams or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction.
- Common Formative Assessments will be utilized to identify student progress towards meeting/exceeding standards
  - Once data is collected and analyzed by the teacher and PLC grade-level team, they will determine next steps on how to support all students through the tiered levels of support.
- TK - 2nd grade will continue to use Basic Phonics Skills Assessment to identify student strengths and gaps (ESGI).
- TK - 1st grade will utilize Heggerty strategies

#### **TIER 2 -**

- Create a Tiered level of support to support all Grade-Levels.
  - The tiered level of support will consist of tools/resources to support students at different levels of tiered instruction
- Tier 2 and 3 interventions
  - Tier 2: Grade level teams will identify a RTI time along with materials such as the Tiered Intervention books to support struggling students.
  - Tier 3: The SPED team will work closely with general education teachers to support the instruction these students need to meet their IEP goals through the general ed classroom
- 2nd grade will utilize Heggerty strategies
- After-school tutoring
  - Will be aligned to good first teaching (Tier 1) Tier 2 instruction will support students needing additional support in ELA/
- Supplemental supports utilized to support all students
- Paraprofessionals and support staff will be utilized to support Tiered levels of support
- African American Academic Acceleration, A4, provided to identified students: Spring after-school tutoring, Summer sessions in ELA and Math.
- Expand after-school tutoring opportunities for all student groups not meeting standards.
- TST team will screen students D's & F's. Teachers will submit referrals to TST for academic concerns.

#### **Additional ideas to support**

- Professional books
  - Books will be purchased to support professional learning in identifying areas of need.
- Substitute release time for PLCs to long-range plan learning progressions and intentions and build CFAs
- Computers and other hardware/software that supports GVC
  - Students will be able to use online resources that support their level based on the iReady diagnostic results and based on their level of instruction.
- Rewards/Incentives
  - Set goals for students to work towards both academically and social emotionally
  - Social emotional incentives through our school's guidelines for success (R.O.A.R.)
  - Academics: quarterly academic assemblies to receive recognition and a certificate, and End of the Year medals and trophies
- Copy/Equipment lease and maintenance
  - Being able to provide paper pencil resources for students to support their individual academic needs
- Professional learning opportunities made available.
- Materials and supplies will be utilized to support GVC and supplemental programs.
  - The use of manipulatives, online subscriptions, tools for teachers and students to meet the needs of all levels of learning.
- Support significant student groups using data protocols to monitor progress:

1. African American
2. Students with disabilities

- 3. Socioeconomically disadvantaged youth
- 4. English Language Learners
- 5. Hispanics
- 6. White
- 7. Asian
- 8. Foster Youth/Homeless

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

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

Currently our English Learner student population is performing at the low level (Orange) in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing additional support to our early learning programs through the use of paraprofessionals.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers, materials/supplies, and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Thomas will identify ELL students and utilize the following to monitor and support growth:

- Grade levels will identify ELLs in August and monitor progress during all formative assessments and prescribe the appropriate intervention to support progress towards growth target.
- Meetings with ELL students will be utilized to set learning goals for each student.
- PLC identify ELLs needing intervention support.
- Teachers will support the ELD standards through designated and integrated ELD instruction.
  - Integrated ELD will be embedded daily through the use of the adopted curriculum
    - Paraprofessionals and student teachers can help support this instruction with the lead of the classroom teacher
- PLCs/ILT disaggregate academic data to identify ELL students and monitor progress quarterly.

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

The following supports are being utilized to support our Goal and Action:

- 1. 4 additional paraprofessionals to support early learning in Kindergarten.
- 2. Online subscriptions and materials/supplies to support Math & ELA fluency and student engagement.

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

**Students with Disabilities (SWD):**

**African American (AA):**

The following supports are being utilized to support our Goal and Action:

1. Subs for PLC Planning
2. Subs for SST, IEP, & 504 meetings
3. Subs for Peer Observation
4. Subs for Data Chats
5. Supplemental Contracts
6. Materials and Supplies to support Goal and Action
7. SEL Mentors to support students identified through TST or SST
8. ELD Intervention
9. ELPAC Assessors
10. Resource Counseling Assistant

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

**The following supports are being utilized to support our Goal and Action.**

**Students with Disabilities (SWD):**

- Data chats to monitor student progress
- Additional paraprofessional support in early learning grades

**African American (AA):**

- Continue partnership with A4 reading and math tutoring
- Black Student Union supplemental contracts for Certificated staff to support
- Data chats to monitor progress

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>Weekly Common Formative Assessment data will monitor effectiveness of Tier 1 and 2 instruction.</li><li>Data will be housed using ESGI data collection</li><li>Weekly PLC meetings will be scheduled to review student work or assessment data to identify strengths and gaps in student understanding.</li><li>Weekly admin walks will be utilized to provide feedback to grade level teams on identified "Look Fors"</li><li>TK - 1st grades will utilize Lit 6 practices for a balanced literacy program</li><li>Outcomes monitored by Principal, VP, and teachers.</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>TK - Will utilize FSA and CFA data to inform instructional decisions.</li><li>K-2 will utilize Assessment Council Test, CFA weekly data and iReady to inform instructional decisions.</li><li>3rd - 6th will utilize weekly CFA, iReady, and FIAB data to inform instructional decisions.</li></ul> <p>K - 6th</p> <p>Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 40% of students meeting their stretch growth will increase by 12% comparing last year's data to this year's data.</p> <p>Outcomes will be monitored by teachers, grade level PLCs, and administrators.</p> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>As a result of increased formative and summative assessment data results, review, and planning for student achievement,</p> <p>The following are expected:</p> <ol style="list-style-type: none"><li>Students iReady results will increase to 70% meeting or exceeding grade level in K-2nd</li><li>Students in 3rd- 6th SBAC Results: decrease the distance from meeting standards in ELA from -66 to -56</li></ol> <p>Outcomes measured by growth from distance from standard.</p> <p>Outcomes monitored by Principal and teachers.</p> |

Action 2 :

Math

Action Details:

Thomas will have a school wide focus in math instructional strategies that address the rigors of the standard and lessons will consistently incorporate the following: teaching the concept, providing practice, building fluency, and application.

Professional learning will focus on ensuring that lessons utilize and require students be responsible for their thinking through using the mathematical practices. Lessons developed will reflect a deeper understanding of the math content presented, thus increasing student ownership. Professional development will build teacher understanding of these practices to ensure that teachers are using strategies to develop student proficiency (conceptual understanding, procedural skill and fluency, application) in math.

In addition, our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.

SMART GOAL - Thomas will increase the number of students meeting or exceeding standards by 8-10% as measured by District Interim and SBAC assessments in the 2025-26 school year.

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

Thomas will utilize the following to support student achievement:

#### **TIER 1 -**

- Regular Professional Learning Community Meetings utilizing the 5 guiding questions and PLC+ to guide work and design lesson progressions and intentions for clarity.
- Grade-level PLCs will plan instruction for tier 1, good first teachings. They will put in place tier 2 interventions to support struggling students
- Utilize our site Instructional Leadership Team to create and maintain academic focus.
- Our ILT team will include a representative from TK-6th grades
- The ILT team will come together with a focus on the site, region, and district's instructional goals.
- Release time will be made available for Peer Observations. Grade level teams will tighten their work by observing each other to assist their alignment of work.
- When PLC or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction
- Common Formative Assessments will be utilized frequently to identify student progress towards meeting/exceeding standards
- Once data is collected and analyzed by the teacher and PLC, they will determine next steps on how to support all students through the tiered levels of support

#### **TIER 2 -**

- Create a Tiered levels of support
  - The tiered level of support will consist of tools/resources available for teachers to refer to and use.
- Tier 2 and 3 interventions
  - Tier 2: Designated RTI time will occur Monday-Thursday.
  - Tier 3: The SPED team will work closely with our SST to identify students 2 or more years below and determine if further testing is needed.
- After-school tutoring
  - Data will be used to identify students.
- Support staff will be utilized to support Tiered levels of support.

#### **Additional Supports**

- Supplemental materials and programs will be used to support tiered levels of support during and after-school tutoring when needed and appropriate.
- Professional books purchased to build capacity.
- Computers and other related hardware/software will be purchased as needed.
- Substitute release time for PLCs to long-range plan and build CFAs
- Materials and supplies will be purchased to support grade-level PLCs in moving students towards meeting/exceeding standards.
- Progress monitoring to be completed through the IEP process and progress of IEP goals (quarterly at min).
- Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.
- Support significant subgroups by using data protocols to monitor progress:
  - 1. African American
  - 2. Students with disabilities
  - 3. Socioeconomically disadvantaged youth
  - 4. English Language Learners
  - 5. Hispanics
  - 6. White
  - 7. Asian
  - 8. Foster/Homeless

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.

---

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

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

English Learner student population is performing at the lowest level (RED) in Mathematics

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PLCs Identify ELLs in Quarter 1 and set goals for growth.
- Quarterly progress monitoring of ELLs
- Grade-level PLCs identify ELLs needing intervention support
- Students will be support with math instruction to help with vocabulary development, scaffolding when needed to those that need it, sentence frames/starters, opportunities to work with a peer and do pair share conversations, a small group pull back to support their specific needs based on their English language development
- Number Talks
- Problem of the day

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):

Hispanic (HI):

Our Title I funds will support our students in the following:

- Early Learning teams by providing additional para support for Kindergarten.
- Parent Materials and supplies
- Subs for PLC planning time
- Subs for Peer observation
- Subs for Data chats with Admin
- SEL supports
- Babysitting for parent meetings
- Online subscriptions for classroom teachers to support instruction

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

**Hispanic (HI):**

The following supports will be funded using 7090/7091:

- ELD intervention
- ELPAC Assessors
- Reading and ELD materials and supplies to support instruction
- Professional Development
- Subs for translators
- Parent meeting supplies
- Materials and supplies to support classroom and school instruction

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

**The following supports are being utilized to support our Goal and Action.**

**Students with Disabilities (SWD):**

- Data chats to monitor student progress
- Additional paraprofessional support in early learning grades

**African American (AA):**

- Continue partnership with A4 reading and math tutoring
- Black Student Union supplemental contracts for Certificated staff to support
- Data chats to monitor progress

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>Weekly Common Formative Assessment data will monitor effectiveness of Tier 1 and 2 instruction.</li><li>Data will be housed using ESGI data collection</li><li>Weekly PLC meetings will be scheduled to review student work or assessment data to identify strengths and gaps in student understanding.</li><li>Weekly admin walks will be utilized to provide feedback to grade level teams on identified "Look Fors"</li><li>Math Fluency practices</li></ul> <ul style="list-style-type: none"><li>Teachers</li><li>PLC</li><li>Instructional Coach</li><li>Administrators</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"><li>TK - Will utilize FSA and CFA data to inform instructional decisions.</li><li>K-2 will utilize Assessment Council Test, CFA weekly data and iReady to inform instructional decisions.</li><li>3rd - 6th will utilize weekly CFA, iReady, and FIAB data to inform instructional decisions.</li></ul> <p>K - 6th</p> <p>Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 40% of students meeting their stretch growth will increase by 12% comparing last year's data to this year's data.</p> <p>Outcomes will be monitored by teachers, grade level PLCs, and administrators.</p> <ul style="list-style-type: none"><li>Teachers</li><li>PLC</li><li>Instructional Coach</li><li>Administrators</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>As a result of increased formative and summative assessment data results, review, and planning for student achievement,</p> <p>The following are expected:</p> <ol style="list-style-type: none"><li>Students iReady results will increase to 70% meeting or exceeding grade level in K-2nd</li><li>Students in 3rd- 6th SBAC Results: decrease the distance from meeting standards in ELA from -93 to -78</li></ol> <p>Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.</p> <ul style="list-style-type: none"><li>Teachers</li><li>PLC</li><li>Instructional Coach</li><li>Administrators</li></ul> |

Action 3 :

RTI - Tiered Levels of Support

Action Details:

Thomas will develop and implement a comprehensive RTI program with tiered levels of support in grades Pre-K through 6th grade with an emphasis on early learning literacy development and support. An instructional coach will assist in supporting teacher instruction during a focused ELA/Math intervention time.

A priority will be given to support early learning and foundational literacy skills to students in grades TK-2 during the first quarter. Intervention/Acceleration will be provided through multi-tiered PLC/school systematic support with flexible grouping in real time. Small group support and deployment will be utilized based on student assessment data using Grade Level and District CFAs/iReady, and Reading/Math fluency. Basic Phonics Assessments will be utilized in TK-2nd as well as FIAB/IABS & SBAC data for students in grades 3-6.

PLC grade-level teams will utilize ongoing assessment data using common formative assessments to determine a focus on essential standards to meet student needs in developing instructional supports for students to promote student academic growth in ELA and Math. Ongoing formative data will be documented on student progress using the Cycle of Continuous Improvement and action plans will be developed to monitor student academic progress and the impact of supports being utilized.

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

- Kindergarten - add 2 additional instructional aides
- Purchase Professional Books to build capacity
- Substitutes for PLC planning days, observations and data chats
- Conferences for teachers to support RTI and ELA/MATH
- Materials and supplies needed to support this action, including equipment
- Professional learning - utilizing coaches from ELA/MATH

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

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

English Learner student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Targeted EL interventions for students not making adequate progress as measured by formative, CFA, iReady, ELPAC and SBAC assessments
- Grade-Level PLCs will monitor student progress towards ELL growth goals and determine interventions necessary.

Student Groups

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

The following Title I funds will be used to support the following:

- Early learning reading support paraprofessional
- Online Subscriptions to support instruction
- Materials and supplies

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

The following 7090/7091 funds will be used to support the following:

- Rewards and incentives for students
- Subs for Peer observation
- Materials and supplies

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

The following supports are being utilized to support our Goal and Action.

Students with Disabilities (SWD):

- Data chats to monitor student progress
- Additional paraprofessional support in early learning grades

African American (AA):

- Continue partnership with A4 reading and math tutoring
- Black Student Union supplemental contracts for Certificated staff to support
- Data chats to monitor progress

Progress Monitoring: Outcomes

Reasoning for using this action      ☒ Strong Evidence      ☐ Moderate Evidence      ☐ Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                                                                            | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Fluency will be checked quarterly in ELA and Math in grades 1st - 6th.</p> <p>PLC teams will monitor student progress and identify students that are not making adequate progress</p> <p>PLC teams will identify who benefited and who did not benefit from Tier 1 instruction and design Tier 2 intervention strategies. Students not making adequate progress may be referred to TST.</p> <ul style="list-style-type: none"><li>• Teachers</li><li>• PLC</li><li>• Instructional Coach</li><li>• Administrators</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>TST team will meet bimonthly to evaluate students not making adequate academic progress or have attendance issues.</p> <p>Grade level teams will conduct regular data reviews following Common and District assessments</p> <ul style="list-style-type: none"><li>• Teachers</li><li>• PLC</li><li>• Instructional Coach</li><li>• Administrators</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>PLC will identify goals quarterly for student progress and monitor the effectiveness of their TIER 1 and 2 instruction.</p> <ul style="list-style-type: none"><li>• Teachers</li><li>• PLC</li><li>• Instructional Coach</li><li>• Administrators</li></ul> |

## Action 4 :

### ELL - Redesignation

#### Action Details:

---

Thomas will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of Long Term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. A focus will be on improving language acquisition and literacy through designated and integrated ELD. Designated and integrated ELD will occur daily at appropriate EL proficiency levels for all ELLs.

Professional learning will be provided in understanding and utilizing ELD Standards.

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

---

- Home School Liaison
- ELPAC assessors for one-on-one assessment, supplemental contracts
- Substitutes to release teachers for SST and teacher/parent meetings
- Substitutes for ELL data chats
- Translators for parent/teacher meetings or parenting classes
- Babysitting
- Materials and supplies and software to support instruction and parent involvement
- Travel for professional learning

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.

---

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

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

English Learner student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

#### 2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

#### 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- English Language Learner progress monitoring and identification of students not progressing towards redesignation will be supported by additional supports and interventions.
- Grade-Level PLCs will identify and monitor progress of ELLs using formative and CFA data and implement appropriate interventions.
- Teachers will support the ELD standard through designated and integrated ELD instruction
  - Integrated ELD will be embedded daily through the use of the adopted curriculum
  - Designated will be taught a minimum of 30 minutes a day through the use of the PLI model that Thomas has developed
    - One of the pull back groups for PLI will be a designated ELD group to support ELL goals and based on their level of ELD standards
    - TF and student teachers can help support this instruction with the lead of the classroom teacher

Student Groups

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

The Following Title I funds will be utilized for the following:

- Online Subscriptions to support instruction
- Materials and Supplies

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

The following 7090/7091 funds will be utilized for the following:

- ELPAC Assessors
- ELD Intervention
- ELD Materials and Supplies

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

The following supports will be utilized to support:

**ELL and LTELs:**

- Afterschool Tutoring Certificated Teacher contract to support **ELL, LTELs** and newcomers
- On-going professional learning for staff
- Continued designated and integrated **ELD** daily
- **ELPAC** assessors

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.

---

Grade level PLC will identify ELL and LTELs and plan to support through TIER 1 & 2 levels of support.

- Teachers
- PLC
- Instructional Coach
- Administrators

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.

---

ELLs and LTELs will be monitored quarterly by PLC teams and TST team and students not making adequate progress will be identified for additional supports.

- Teachers
- PLC
- Instructional Coach
- Administrators

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.

---

ELL and LTELs will be provided additional support through extended learning support.

- Teachers
- PLC
- Instructional Coach
- Administrators

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas 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       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4                                                   | 16,763.00 |
| G1A1   | Title 1 Basic | Instruction       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4                                                   | 15,520.00 |
| G1A1   | Title 1 Basic | Instruction       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4<br>Add - Did not load due to Avg. Sal. Error - TV | 15,141.00 |
| G1A1   | Title 1 Basic | Instruction       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4                                                   | 15,141.00 |
| G1A1   | Sup & Conc    | Instruction       | Teacher-Subs |                              |        | Subs for PLC Planning                                      | 34,589.00 |
| G1A1   | Sup & Conc    | Instruction       | Teacher-Subs |                              |        | Subs for SST, IEP, 504                                     | 20,277.00 |
| G1A1   | Sup & Conc    | Instruction       | Mat & Supp   |                              |        | : Beginning of the Year Materials & Supplies               | 2,000.00  |
| G1A1   | Sup & Conc    | Instruction       | Mat & Supp   |                              |        | : Materials & Supplies                                     | 45,249.00 |
| G1A1   | Sup & Conc    | Instruction       | Nc-Equipment |                              |        | : Technology                                               | 5,000.00  |
| G1A1   | Sup & Conc    | Instruction       | Direct-Graph |                              |        | : Graphics                                                 | 800.00    |
| G1A2   | Sup & Conc    | Instruction       | Mat & Supp   |                              |        | : Copy Paper                                               | 10,000.00 |
| G1A3   | Title 1 Basic | Instruction       | Bks & Ref    |                              |        | : Online Subscriptions (RAX, Reflex, Brain Pop, Near Pod)  | 10,000.00 |
| G1A3   | Sup & Conc    | Instruction       | Teacher-Subs |                              |        | Subs for Peer Observations                                 | 5,368.00  |
| G1A4   | LCFF: EL      | Instruction       | Teacher-Supp |                              |        | ELD Intervention                                           | 7,000.00  |
| G1A4   | LCFF: EL      | Instruction       | Teacher-Supp |                              |        | ELPAC Assessors                                            | 6,989.00  |
| G1A4   | LCFF: EL      | Instruction       | Mat & Supp   |                              |        | : ELD Materials & Supplies                                 | 16,682.00 |
| G1A4   | LCFF: EL      | Instruction       | Mat & Supp   |                              |        | : Reading by 1st Grade Materials & Supplies                | 1,600.00  |

**\$228,119.00**

**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 | ✓        | 89 %           | 82.9 % | 2024-2025 | 86 %   |

**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, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increased by 1% from Fall 2024. This is 5% below our target.

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

Looking at our student responses on the Spring 2025 Panorama, 77% of students responded, "My school lessons that connect to my life." This is a similar percentage to FUSD and other Elementary Schools.

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 have invested in several actions to connect our day to day instruction to content that aligns stories and celebrations so that students can see themselves in what they are learning.
- 1. We will use our student leadership teams and School Climate and Culture team to determine what we can do to improve this student perception.

**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: Career Path - 4th - 6th grades

Fully Implemented

We have spent a lot of time and resources to give student more voice in extracurricular activities; i.e. clubs, after-school art, and leadership groups. We also have a monthly cultural celebration that focus's stories, songs and art that represent our students. We will continue to support these actions and will bring the data to our student leadership teams and our School Climate and Cultural team to assist students in seeing how what they are learning connects to their life.

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: Career Path - 4th - 6th grades

Partially Effective

While our School Climate and Culture team and staff see the investment of time and resources in this action, it is not connecting with our students according to our Panorama data.

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 as field trips.
- We will continue our monthly cultural celebrations
- We will continue student leadership opportunities to give student voice in decision making.
- We will continue to increase the number of activities available for students to choose from.
- Monthly School Climate and Culture meetings to look at student, parent and staff data to identify areas of focus

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:

- Student survey data - Panorama reviewed
- Surveys given to gather feedback from staff, parents and students
- Updates given at each SSC meeting

ELAC:

- Survey data from Staff, Parents, Students and ELAC shared with SSC and subcommittee drafting SPSA
- Parenting Classes provided - Smarter Together
- Would like to bring PIQE back to Thomas
- Celebrations for students - i.e. Redesignated ELs

Staff:

- Surveys given
- Data shared with staff and SSC
- College T-Shirt Day
- Invite authors
- Entrepreneur Day - Ty Alan Jackson

- Thomas Alumni Day
- School Connectedness Activities - Climate & Culture Committee Suggestions

Action 1 :

Career Path - 4th - 6th grades

Action Details:

In 2023-24 Thomas' 4th - 6th grades will design and implement a Career Path focus for their students. Students will broaden their knowledge about career opportunities available to them. They will also have a clearer understanding of what careers require a college degree and which can go right into following high-school. Thomas's Guideline for Success will be used daily to guide and redirect student behavior.

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

- Supplemental contracts will be offered to certificated and classified staff to support
- Materials and supplies will be purchased to support.
- Entrepreneur Day - Ty Alan Jackson
- Career Day
- School Connectedness Activities - Climate & Culture Team

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

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

English Learner student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- ELL students will be included and participation will be monitored through engagement data.

Student Groups

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

No funds allocated at this time.

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

No funds allocated at this time.

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

- Supplemental contracts will be offered to certificated and classified staff to support
- Materials and supplies will be purchased to support.
- Entrepreneur Day- TyAlan Jackson
- Career Day
- School Connectedness Activities - Climate & Culture Team

Progress Monitoring: Outcomes

Reasoning for using this action      ☐ Strong Evidence      ☒ Moderate Evidence      ☐ Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                            | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                  | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <div><ul style="list-style-type: none"><li>• Teachers</li><li>• PLC</li><li>• Instructional Coach</li><li>• Administrators</li></ul></div> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <div><ul style="list-style-type: none"><li>• Teachers</li><li>• PLC</li><li>• Instructional Coach</li><li>• Administrators</li></ul></div> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <div><ul style="list-style-type: none"><li>• Teachers</li><li>• PLC</li><li>• Instructional Coach</li><li>• Administrators</li></ul></div> |

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                          | ✓        |                | 32.7 % | 2023-2024 | 22 %   |
| Chronic Absenteeism - (Two or More Races)    | ✓        |                | 45.9 % | 2023-2024 | 35 %   |
| Suspension Rate                              | ✓        | 1 %            | 3.2 %  | 2023-2024 | 2 %    |
| Suspension Rate - (Students w/ Disabilities) | ✓        |                | 8.9 %  | 2023-2024 | 5 %    |

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.

AFTER-SCHOOL

- We currently have 250 students enrolled we have about 300 students on the waiting list. Space and additional staff are required to support the large number of requests from parents to participate in after-school

SEL - SOCIAL EMOTIONAL SUPPORTS

CULTURAL DIVERSITY CELEBRATIONS

- 80%of 3rd-6th grade students feel a sense of belonging here at Thomas according to Panorama data. We have implemented a lot of supports, in the classroom and schoolwide, from School Climate & Culture Team. Our data is not showing the impact of this work.

CHRONIC ABSENTEEISM

- Our Chronic Absenteeism has been improving the last three years: Severely Chronic 2022-23 = 22.25%; 2023-24 = 21.4%; 2024-25 = 18.9% Chronic 2022-23 = 22.2; 2023-24 = 7.9%; 2024-25 = 6.64% The following student groups have improved attendance but are still a focus: African American, English Language Learners, Students with Disabilities and students with two or more races.

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

1.AFTER-SCHOOL

- One of the key pillars of our Community Schools initiative is fostering positive behavior practices. When students feel connected and valued within a community, it not only encourages positive behaviors but also helps strengthen relationships among peers and staff.
- School Climate & Culture team have implemented several classroom and schoolwide initiatives but our data is not reflecting these efforts.

**2.SEL - Social Emotional Supports**

- Further investigation on the disconnect between the myriad of engagement activities and student perception are not aligning. Our SCC team will do further investigation on possible disconnects between what we are implementing vs. how students are perceiving a sense of belonging.

**3. CULTURAL DIVERSITY CELEBRATIONS**

- We have calendared and celebrate our diverse student population by aligning our student clubs, Friday Community Gathering celebrations, and through focused literature of the week that celebrates students seeing themselves in literature. However, student Panorama data still shows that 20% of students 3-6th grade are not feeling a sense of belonging. Our Climate and Culture Team will do further investigation on possible causes.

**4. CHRONIC ABSENTEEISM**

- Our chronic absenteeism has improved from 22% to 6% in the last three years. We have 3 significant student groups that have higher rates of chronic absenteeism. Our Community School Advisory Committee and SEL support team through TST are identifying students that are struggling with chronic absenteeism and identifying supports that would decrease absences.

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.

**AFTER-SCHOOL**

- Work with ELOP manager and outside vendors to provide additional staff to support more students.

**SEL - SOCIAL EMOTIONAL SUPPORTS &**

**CULTURAL DIVERSITY CELEBRATIONS**

- Utilize SCC team, Community School Advisory Committee and student leadership groups to identify the disconnect from the work we have invested in and the 20% of students with a perception with of not having a sense of feeling they belong at Thomas.

**CHRONIC ABSENTEEISM**

- Our Community School Advisory Committee and SEL support team through TST are identifying students that are struggling with chronic absenteeism and identifying supports that would decrease absences.

**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: After-School Activities

Partially Implemented

- Building in more opportunities for students 2nd and below to be involved and engaged after school with extra curricular opportunities.
- Parenting classes.
- Family event nights (literacy night, math night, Books for Bingo events, lunch on the lawn with families, etc.).

Action 2: SEL - Social Emotional Supports

Fully Implemented

- Have a clear definition of SEL support staff.
- A flow chart of misbehaviors.

Action 3: Cultural Diversity Celebrations

Fully Implemented

- Monthly community celebrations to celebrate the different heritages and ethnicities the Thomas community serves.

Action 4: Chronic Absenteeism

Partially Implemented

- SCC team to develop a smart goal based on attendance
- New quarterly and yearly attendance incentives based on the SCC smart goal

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: After-School Activities

Effective

Increase in number of after school activities K-6th grade resulting in more student engagement

Action 2: SEL - Social Emotional Supports

Effective

- Bimonthly TST meetings identified over 90 students struggling with chronic absenteeism and/or misbehavior. Identified students are partnered with a mentor, RCA or Tier II support person.
- Decrease in number of chronic attendance
- Decrease in number of misbehaviors from last year.

Action 3: Cultural Diversity Celebrations

Effective

- Weekly cultural celebrations occur highlighting activities and books that celebrate our rich diversity
- Community events that celebrate diversity - Hispanic heritage celebration involving 3 high school groups and students K-6th. BSU Black History Live Museum celebrating the accomplishments of black leaders in our community and District.

Action 4: Chronic Absenteeism

Partially Effective

- A decrease in Chronic Absenteeism year over year from 38.5% in 2023 to 32% in 2024.

**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.

- Continue TST bimonthly meetings to identify students struggling with Chronic Absenteeism and misbehaviors
- Continue to utilize mentors to push in to classrooms to support students and utilize social groups and 2nd Step to assist student behavior

**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:

- Reviewed engagement data with SSC
- Reviewed budget and SPSA Draft that address this goal with SSC

ELAC:

- Feedback from survey was utilized ELAC and SPSA subcommittee.
- Early learning extended opportunities were offered this year in art. Parents are interested in other extended learning activities available.
- Parents loved the Success Together classes are interested in PIQE returning to Thomas

Staff:

- School climate and culture committee made suggestions to SPSA Subcommittee
- A4 alternative to suspension was great alternative
- Counseling offered to students and families in need
- Community School Advisory Committee provided voice to all stakeholders.
- Tier 2, Mentors and RCA utilized for chronic Tier 2 & 3 misbehaviors. These are assigned to students identified following our bimonthly TST meetings.
- SST and ISET utilized for chronic Tier 2 & 3 misbehaviors after 8-10 intervention and other supports have been utilized and additional supports are required.

**Action 1 :**

After-School Activities

Action Details:

In 2025.2026 Thomas will continue to increase the amount of clubs and after-school activities available to all students TK-6th through the use of our Community School Grant Coordinator and our After-school Coordinator 1 position.

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

- Supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.

- Materials and supplies will be purchased to support clubs and extracurricular activities.

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

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

English Learner student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Quarterly data review to ensure equity and access
- Outreach to families in their Primary Language and survey students regarding their interests.
- Sharing information in home language of parents at ELAC meetings and other events involving or seeking input from the Thomas Community.

Student Groups

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

No funds allocated at this time

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

The following 7090/7091 funds will be used to support this action:

- Supplemental Contracts to encourage participation in extracurricular activities.

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

- Supplemental Contracts to encourage participation in extracurricular activities.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                          | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                                                                         | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>After School supplemental contracts will be offered to Certified and Classified staff.</p> <p>Engagement data will be utilized to monitor student participation.</p> <ul style="list-style-type: none"><li>ELOP Coordinator</li><li>Climate &amp; Culture team</li><li>Administrators</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Engagement data will be utilized to monitor progress and enrollment of students in student engagement.</p> <p>Panorama data will be used to measure student connectedness</p> <ul style="list-style-type: none"><li>ELOP Coordinator</li><li>Climate &amp; Culture team</li><li>Administrators</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Engagement data will be utilized to monitor progress and enrollment of students in student engagement.</p> <p>Panorama data will be used to measure student connectedness</p> <ul style="list-style-type: none"><li>ELOP Coordinator</li><li>Climate &amp; Culture team</li><li>Administrators</li></ul> |

Action 2 :

SEL - Social Emotional Supports

Action Details:

A focus on the 4 Core social emotional constructs: self management, growth mindset, self efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), Grade-Level PLC teams, along with academic planning, will include a focus on building student self-efficacy. The Climate Culture Team, along with district supports(DPI) will provide professional development and a focus on building capacity in these 4 areas.

Thomas Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Climate Culture Team components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Our TST will identify students who have chronic misbehavior and support students and student groups with appropriate supports. We will partner with our Community Schools Advisory Counsel, which has a pillar that aligns to this work. Our partnership with A4, alternative to suspension, will be utilized to support our African American student group who currently are identified as Red in California Dashboard. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. The Climate Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Our All-4-Youth site counselor, school social worker, and a Resource Counseling Assistant to support EL/Spanish (RCA) will provide support services to students that have high social emotional needs. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention. Generation Changer mentors will support identified students with 3 or more misbehaviors.

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

- Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)
- Generation Changer Mentors will be utilized to support students with chronic levels of misbehaviors and absenteeism.

- Substitutes to release teachers for CHAMPs, Second Step, Class Meeting, OLWEUS, etc... trainings
- Student of the month
- Incentives - classroom & schoolwide
- Substitutes for teacher release for SSTs and IEPs
- Materials and supplies to support SEL initiatives or incentives.
- Use of our GVC to develop SEL Skills, 2nd Step, and build capacity for all students

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

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

English Learner student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Grade-Level PLC teams identify ELL students in need of SEL supports
- SSTs will identify ELL students in need of SEL supports

Student Groups

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

Students with Disabilities (SWD):

Title I funds used to support this Action:

- RCA bilingual support staff
- Materials and supplies

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

Students with Disabilities (SWD):

709/7091 funds used to support this Action:

- SEL Generation Changers mentors
- Materials and supplies

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

Students with Disabilities (SWD):

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.

---

TST and SST teams will identify students using academic and SEL data. Students in need of SEL supports will be placed with either a Tier 2 or Generation Changers mentor for a period of 8 weeks and reevaluated to determine if additional support is needed.

- Teachers
- TST
- SST
- Social Worker
- Psychologist
- Administrators

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.

---

A decrease in misbehaviors will occur after students receive supports. Our SEL data will be monitored bimonthly.

- Teachers
- TST
- SST
- Social Worker
- Psychologist
- Administrators

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.

---

Misbehaviors, suspensions and expulsions will decrease as a result of our work.

SEL Data and Panorama data will be used to identify progress.

- Teachers
- TST
- SST
- Social Worker
- Psychologist
- Administrators

Action 3 :

Cultural Diversity Celebrations

Action Details:

Staff will receive weekly and monthly calendar of events as well as a monthly newsletter including cultural celebrations. Students will be updated via Community Gathering meetings. Families will have access to an interactive calendar of events to promote engagement. This will allow teachers, staff and families to engage in our Tiger Community. Every Monday we will host a Community Celebration to recognize our Heritage Focus and recognize the work in ELA/MATH, art, dance, poetry, and people.

Our ILT will continue to address and find ways to support and build staff and student capacity in our four areas of Focus for equity, diversity, and inclusion: Social Action, Culturally Responsive Practices, Cultural Proficiency, and Multicultural Experiences.

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

- Cross-curricular activities that align to our focus cultural heritage
- Clubs (BSU, Amigo Unido, etc.)
- Books
- Videos
- Special guests, including those who are multilingual and can share their language story.

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.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

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

English Learner student population is performing at the lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Books
- Videos
- Participation in activities that build language and cultural opportunities

Student Groups

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

No funds allocated at this time

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

The following 7090/7091 funds will be used to support this action:

- SEL Mentors
- Resource Counseling Assistant Spanish

- Materials and supplies

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

- SEL Mentors
- Resource Counseling Assistant Spanish
- Materials and supplies

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.

---

Calendared events for the year will be utilized to identify cultural celebrations.

Panorama data will be used to identify areas of need and growth.

- Climate and Culture team
- Administrators

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.

---

Panorama data

- Teachers
- TST
- SST
- Social Worker
- Psychologist
- Administrators

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.

---

Panorama data

- Teachers
- TST
- SST
- Social Worker
- Psychologist
- Administrators

Action 4 :

Chronic Absenteeism

Action Details:

Thomas will focus on addressing TK-6th grade students who are chronically absent. Currently our "two or more races" student group is identified as Red in our State California Dashboard. Our TST team will identify students with Chronic Absences and partner with the most appropriate supports. Counseling services will be provided for students needing intervention. The Home School Liaison, Resource Counseling Assistant, school social worker, and Community Schools Coordinator will be utilized to support student attendance interventions, parent contacts and meetings regarding attendance requirements. ATLAS will be utilized by teachers and other support staff to document phone calls, conferences and SST meetings regarding student attendance issues. The office staff will be trained on supporting parent communication regarding absenteeism. The office staff will report data regarding chronic absences, and student tardies. Students with chronic absences will be encouraged and given priority to participate in Goal 2 Activities to support a home/school connection. Our Admin team, Home-School Liaison, and TST team will host monthly

meetings for chronic absent students and home visits will be made for families that we have been unable to connect.

Thomas will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities. Students will be encouraged to participate in after-school sports, before and after –school activities. Activities may include, but not limited to: student leadership, Science Olympiad, Peach Blossom, Art Club, campus safety officer and Valet, Structure outdoor recess will be facilitated by Generation Changers. The Resource Counseling Assistant EL/Spanish (RCA) will help support and promote student participation in planned activities. These activities will involve identified students to help build positive connections to school and build social skills.

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

- 0.75 FTE Resource Counseling Assistant (Spanish)
- 3 Generation Changer Mentors to support students with chronic levels of Misbehavior and Chronic Absenteeism .
- Incentives to increase attendance and no tardies per class/per day
- Substitutes to release teachers for SSTs & IEPs
- Materials and supplies to support student attendance incentives and interventions
- Local mileage

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 lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

- PLC formative data
- SST identification of ELL students with attendance issues
- Saturday Academy offered to students to address chronic absenteeism

Student Groups

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

No Funds allocated at this time.

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

- Multiple Races (MR):

- Incentives to celebrate improved and great attendance
- Materials and Supplies to support SEL, cultural diversity celebrations and decrease chronic absenteeism

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

- **Multiple Races (MR):**  
Incentives to celebrate improved and great attendance
- Materials and Supplies to support SEL, cultural diversity celebrations and decrease chronic absenteeism

Progress Monitoring: Outcomes

Reasoning for using this action      ☐ Strong Evidence      ☐ Moderate Evidence      ☐ Promising Evidence

| Short-Term (Learning)<br>Expect to see                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Medium-Term (Change in Behavior or Performance)<br>Want to see                                                                                                                                                                                                                                                                                                                | Long-Term (Change in Condition)<br>Hope to see                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Our Tier 2 intervention specialist and TST team will meet bimonthly to monitor student attendance and identify students at risk.</p> <p>Meetings will be held with HSL and Principal and resources offered to families/students in need of support.</p> <p>Community School Coordinator will provide support to families and students identified through TST or parent/admin meetings</p> <ul style="list-style-type: none"><li>• Teachers</li><li>• TST</li><li>• SST</li><li>• Community School Coordinator</li><li>• Social Worker</li><li>• Psychologist</li><li>• Administrators</li></ul> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>Attendance Data will be monitored bimonthly</p> <ul style="list-style-type: none"><li>• Teachers</li><li>• TST</li><li>• SST</li><li>• Community School Coordinator</li><li>• Social Worker</li><li>• Psychologist</li><li>• Administrators</li></ul> | <p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>A decrease in chronic absenteeism will occur as a result of our services and monitoring of data throughout the year.</p> <ul style="list-style-type: none"><li>• Teachers</li><li>• TST</li><li>• SST</li><li>• Community School Coordinator</li><li>• Social Worker</li><li>• Psychologist</li><li>• Administrators</li></ul> |

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

### G3 - Increase student engagement in their school and community

| Action | Funding       | Spending Activity                 | Expense       | Personnel                    | FTE    | Vendor / Purpose of Expenditure                               | Budget    |
|--------|---------------|-----------------------------------|---------------|------------------------------|--------|---------------------------------------------------------------|-----------|
| G3A1   | Sup & Conc    | Instruction                       | Teacher-Supp  |                              |        | Supplemental Contracts                                        | 42,911.00 |
| G3A2   | Title 1 Basic | Guidance & Counseling Services    | Subagreements |                              |        | GENERATION CHANGERS : SEL Mentors<br>3010 & 7090 split funded | 31,142.00 |
| G3A2   | Sup & Conc    | Guidance & Counseling Services    | Subagreements |                              |        | GENERATION CHANGERS : SEL Mentors<br>3010 & 7090 split funded | 68,762.00 |
| G3A2   | Sup & Conc    | Attendance & Social Work Services | Cls Sup-Reg   | Assistant, Resrce Cnslg Span | 0.5625 |                                                               | 47,176.00 |
| G3A2   | LCFF: EL      | Attendance & Social Work Services | Cls Sup-Reg   | Assistant, Resrce Cnslg Span | 0.1875 |                                                               | 15,726.00 |
| G3A3   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Rewards & Incentives                                        | 8,000.00  |

**\$213,717.00**

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 | ✓        | 94 %           | 91.3 % | 2024-2025 | 94 %   |

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.

There is a disconnect between our ATLAS student discipline/suspension data and how staff answered Panorama survey question, "Students know the school rules and what is expected of them." and "Adults at this school treat all students fairly."

ATLAS DATA

Number of Office referrals are down 5% from last year.

Suspension rate is up 1% over last year.

Panorama Data

"Students know the school rules and what is expected of them" - 85% that is a decrease of 5% from the fall of 2024

"Adults at this school treat all students fairly." - 76% that is a decrease of 9% from the fall of 2024

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

- Disconnect from school data from teacher/staff perception
- Need a system for sharing behavior/suspension data with staff on a regular basis.

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.

The following recommendations have been suggested by teacher/staff feedback

- Newsletter sharing misbehavior data

- Ongoing communication with staff on number of students served following bimonthly TST meetings

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 staff

Fully Implemented

We included staff to participate in all open position interviews to share hiring decisions.  
Staff survey data is utilized to inform our Climate and Culture focus

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 staff

Partially Effective

There is a disconnect between ATLAS data and Panorama staff data which will need further investigation by our School Climate and Culture team to determine how we can align our data with perception.

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.

The main change our School Climate and Culture team will address is the disconnect between what our data shows verses staff perception.

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:

- Reviewed Panorama data
- Discussed retention and hiring of current and new staff

ELAC:

- Monthly meetings to improve school/home connectedness
- Surveys to gather parent input
- Increase number of available interpreters for parent

Staff:

- Staff asked to sit on panels when positions open up
- Sunshine Committee
- Staff Connectedness Events

meetings

Action 1 :

Recruitment and retention of staff

Action Details:

Thomas has a long history of retaining staff. Our Panorama data show high staff satisfaction. Staff data will be utilized to determine areas of improvement and need to identify professional learning opportunities or for our Climate and Culture team to address problem areas. We will also use Thomas demographic data to determine significant subgroups. Hiring panels/teams will be made up of staff and stakeholders to provide input on future hiring of staff that represent the diversity of Thomas. Our goal is to recruit the best and brightest and to retain and build capacity of our current staff.

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

- Climate and Culture Coach will support our SCC team in reviewing data, planning and implementing goals
- Professional books will be purchased to support teachers and staff with materials and supplies and direct maintenance
- Professional learning opportunities will be provided to all staff to build capacity to support all students.
- An opportunity for an supplemental contract to oversee materials, supplies, and organization for teacher resource room (room 6)

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 lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

- Professional development will be provided to increase the redesignation of ELLs and LTELs.

Student Groups

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

No funds allocated at this time

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

The following 7090/7091 funds will be used to support this action:

- Subs for Data Chats
- Staff engagement activities
- Maintenance
- Copy Machine Lease
- Professional Development and/or travel
- Materials and supplies

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

- Climate and Culture Coach will support our SCC team in reviewing data, planning and implementing goals
- Professional books will be purchased to support teachers and staff with materials and supplies and direct maintenance
- Professional learning opportunities will be provided to all staff to build capacity to support all students.
- An opportunity for an supplemental contract to oversee materials, supplies, and organization for teacher resource room (room 6)

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.

---

Highly qualified staff will be recruited and retained. We will utilize teacher voice through our School Climate and Culture, School Building Committee and ILT

We will utilize teacher feedback data from PLs and Panorama data on the effectiveness of our work

- Teachers
- PLC
- ILT
- School Climate & Culture
- School Building Committee
- Administrators

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.

---

Panorama data will show an increase in school connectedness and sense of belonging

- Teachers
- PLC
- ILT
- School Climate & Culture
- School Building Committee
- Administrators

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.

---

Panorama data will show an increase in school connectedness and sense of belonging

- Teachers
- PLC
- ILT
- School Climate & Culture
- School Building Committee
- Administrators

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

| Action | Funding    | Spending Activity                 | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure          | Budget    |
|--------|------------|-----------------------------------|--------------|-----------|-----|------------------------------------------|-----------|
| G4A1   | Sup & Conc | Instruction                       | Teacher-Subs |           |     | Subs for Data Chats                      | 4,176.00  |
| G4A1   | Sup & Conc | Instruction                       | Mat & Supp   |           |     | : Staff Engagement                       | 5,000.00  |
| G4A1   | Sup & Conc | Instruction                       | Direct-Maint |           |     | : Maintenance                            | 4,000.00  |
| G4A1   | Sup & Conc | Instructional Supervision & Admin | Off Eq Lease |           |     | : Copy Machines Lease                    | 25,000.00 |
| G4A1   | LCFF: EL   | Instruction                       | Travel       |           |     | : Professional Development and/or Travel | 2,000.00  |
| G4A1   | LCFF: EL   | Other Pupil Services              | Mat & Supp   |           |     | : NTA Overage                            | 512.00    |

**\$40,688.00**

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 | ✓        | 94 %           | 94.5 % | 2024-2025 | 95.6 % |

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.

According to our Panorama data, the majority questions from parents/families is favorable above 92% with the exception of "Student-centered and Real-world Experience" which is down 2% from 91% to 89%.

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

We had about 60 more responses in the fall than the Spring. The question with the lowest response was, " My child's school is preparing them for life with real-world experiences." This response was similar to District and other Elementary Schools.

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.

Our School Climate and Culture team will need to investigate parent/family responses to determine ways to address.

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: Parenting Classes

Fully Implemented

Several parent/community engagement activities were offered this school year. We partnered with Parent University, Thomas Boosters, Community Schools, and Home School Liaison to plan, schedule and implement the following:

- Strong Dads
- Family Literacy night
- Coffee Hours
- Success Together
- Trunk or Treat
- Movie Nights
- Lunch on the lawn with Student/parents

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: Parenting Classes

Effective

Several parenting classes were offered and well attended

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 continue to partner with Success Together, Parent University, Thomas Boosters, and Community Schools.

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:

- Parenting classes made available to families
- Interpreters available to support home/school connectedness

ELAC:

- Parenting Classes - Loved Success Together
- Help with homework
- Parenting Communication (Parent Square, Bulletin Boards, etc.)

Staff:

- Booster Participation
- Community School events
- Attendance Celebrations
- Awards Celebrations.

Action 1 :

Parenting Classes

Action Details:

Thomas will continue our partnership with Parent University, Success Together and our Home School Liaison to offer the broadest array of choices of parenting classes and support to our parents/community. The purpose of our classes are to inform, bring clarity, and build parent capacity.

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

- Babysitting will be provided to allow parents/community to be fully present in class.
- Materials and Supplies will be provided for parents aligned to class.

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 lowest level in areas of English Language Arts, Mathematics and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing teachers with additional training on supporting EL standards and Tier 2 supports for ELLs below standard and LTEL students

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by funding Professional Learning for teachers and support staff in support of EL students not meeting standard and LTELs.

Monthly meetings will be provided to our EL families to provide support and gather input to support students.

Student Groups

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

The following Title I funds will be used to support this action:

- Parent Materials & Supplies
- Babysitting for parent meetings

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

The following funds will be used to support this action:

- Professional Development and/or Travel

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

- Parent Materials & Supplies
- Babysitting for parent meetings
- Professional Development and/or Travel

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.

---

Parent engagement will be a core part of our HSL and Community Schools work. We increased the number of opportunities for family involvement this year and will continue this school year through community partnerships. We will monitor engagement through use of sign-in sheets, feedback forms and Panorama data.

- HSL
- TIER 2 intervention specialist
- TST
- Community School Coordinator
- Teachers
- Administrators

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.

---

We will utilize Panorama data to monitor

- HSL
- TIER 2 intervention specialist
- TST
- Community School Coordinator
- Teachers
- Administrators

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.

---

We will see an increase in family engagement and a sense of belonging.

- HSL
- TIER 2 intervention specialist
- TST
- Community School Coordinator
- Teachers
- Administrators

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas 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   | Sup & Conc    | Instruction                      | Mat & Supp   |           |     | : Attendance Rewards & Incentives                     | 5,000.00 |
| G5A1   | Sup & Conc    | Attendance & Social Work Service | Local Mileag |           |     | : Mileage                                             | 250.00   |
| G5A2   | Title 1 Basic | Parent Participation             | Cls Sup-Sup  |           |     | Babysitting                                           | 393.00   |
| G5A2   | Title 1 Basic | Parent Participation             | Mat & Supp   |           |     | : Parent Materials & Supplies *No Food or Incentives* | 2,850.00 |
| G5A2   | LCFF: EL      | Parent Participation             | Cls Sup-Sub  |           |     | Subs for Translators                                  | 497.00   |
| G5A2   | LCFF: EL      | Parent Participation             | Mat & Supp   |           |     | : Parent Groceries (Materials & Supplies)             | 1,200.00 |

**\$10,190.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0450 Thomas Elementary (Locked)

| Action | Funding       | Spending Activity                 | Expense       | Personnel                    | Fte    | Vendor / Purpose Of Expenditure                            | Budget    |
|--------|---------------|-----------------------------------|---------------|------------------------------|--------|------------------------------------------------------------|-----------|
| G1A1   | Title 1 Basic | Instruction                       | Ins Aide-Reg  | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4                                                   | 16,763.00 |
| G1A1   | Title 1 Basic | Instruction                       | Ins Aide-Reg  | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4                                                   | 15,520.00 |
| G1A1   | Title 1 Basic | Instruction                       | Ins Aide-Reg  | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4<br>Add - Did not load due to Avg. Sal. Error - TV | 15,141.00 |
| G1A1   | Title 1 Basic | Instruction                       | Ins Aide-Reg  | Paraprof, Instructional Asst | 0.4375 | G1A2,3,4                                                   | 15,141.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Subs  |                              |        | Subs for PLC Planning                                      | 34,589.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Subs  |                              |        | Subs for SST, IEP, 504                                     | 20,277.00 |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Beginning of the Year Materials & Supplies               | 2,000.00  |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Materials & Supplies                                     | 45,249.00 |
| G1A1   | Sup & Conc    | Instruction                       | Nc-Equipment  |                              |        | : Technology                                               | 5,000.00  |
| G1A1   | Sup & Conc    | Instruction                       | Direct-Graph  |                              |        | : Graphics                                                 | 800.00    |
| G1A2   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Copy Paper                                               | 10,000.00 |
| G1A3   | Title 1 Basic | Instruction                       | Bks & Ref     |                              |        | : Online Subscriptions (RAX, Reflex, Brain Pop, Near Pod)  | 10,000.00 |
| G1A3   | Sup & Conc    | Instruction                       | Teacher-Subs  |                              |        | Subs for Peer Observations                                 | 5,368.00  |
| G1A4   | LCFF: EL      | Instruction                       | Teacher-Supp  |                              |        | ELD Intervention                                           | 7,000.00  |
| G1A4   | LCFF: EL      | Instruction                       | Teacher-Supp  |                              |        | ELPAC Assessors                                            | 6,989.00  |
| G1A4   | LCFF: EL      | Instruction                       | Mat & Supp    |                              |        | : ELD Materials & Supplies                                 | 16,682.00 |
| G1A4   | LCFF: EL      | Instruction                       | Mat & Supp    |                              |        | : Reading by 1st Grade Materials & Supplies                | 1,600.00  |
| G3A1   | Sup & Conc    | Instruction                       | Teacher-Supp  |                              |        | Supplemental Contracts                                     | 42,911.00 |
| G3A2   | Title 1 Basic | Guidance & Counseling Services    | Subagreements |                              |        | GENERATION CHANGERS : SEL Mentors 3010 & 7090 split funded | 31,142.00 |
| G3A2   | Sup & Conc    | Guidance & Counseling Services    | Subagreements |                              |        | GENERATION CHANGERS : SEL Mentors 3010 & 7090 split funded | 68,762.00 |
| G3A2   | Sup & Conc    | Attendance & Social Work Services | Cls Sup-Reg   | Assistant, Resrce Cnslg Span | 0.5625 |                                                            | 47,176.00 |
| G3A2   | LCFF: EL      | Attendance & Social Work Services | Cls Sup-Reg   | Assistant, Resrce Cnslg Span | 0.1875 |                                                            | 15,726.00 |
| G3A3   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Rewards & Incentives                                     | 8,000.00  |
| G4A1   | Sup & Conc    | Instruction                       | Teacher-Subs  |                              |        | Subs for Data Chats                                        | 4,176.00  |
| G4A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Staff Engagement                                         | 5,000.00  |
| G4A1   | Sup & Conc    | Instruction                       | Direct-Maint  |                              |        | : Maintenance                                              | 4,000.00  |
| G4A1   | Sup & Conc    | Instructional Supervision & Admin | Off Eq Lease  |                              |        | : Copy Machines Lease                                      | 25,000.00 |
| G4A1   | LCFF: EL      | Instruction                       | Travel        |                              |        | : Professional Development and/or Travel                   | 2,000.00  |
| G4A1   | LCFF: EL      | Other Pupil Services              | Mat & Supp    |                              |        | : NTA Overage                                              | 512.00    |
| G5A1   | Sup & Conc    | Instruction                       | Mat & Supp    |                              |        | : Attendance Rewards & Incentives                          | 5,000.00  |
| G5A1   | Sup & Conc    | Attendance & Social Work Services | Local Mileag  |                              |        | : Mileage                                                  | 250.00    |
| G5A2   | Title 1 Basic | Parent Participation              | Cls Sup-Sup   |                              |        | Babysitting                                                | 393.00    |

|      |               |                      |             |                                                       |              |
|------|---------------|----------------------|-------------|-------------------------------------------------------|--------------|
| G5A2 | Title 1 Basic | Parent Participation | Mat & Supp  | : Parent Materials & Supplies *No Food or Incentives* | 2,850.00     |
| G5A2 | LCFF: EL      | Parent Participation | Cls Sup-Sub | Subs for Translators                                  | 497.00       |
| G5A2 | LCFF: EL      | Parent Participation | Mat & Supp  | : Parent Groceries (Materials & Supplies)             | 1,200.00     |
|      |               |                      |             |                                                       | \$492,714.00 |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$106,950.00        |
| Sup & Conc            | 7090   | \$333,558.00        |
| LCFF: EL              | 7091   | \$52,206.00         |
| <b>Grand Total</b>    |        | <b>\$492,714.00</b> |

| Goal Totals                                                                                | Budget Totals       |
|--------------------------------------------------------------------------------------------|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$228,119.00        |
| G3 - Increase student engagement in their school and community                             | \$213,717.00        |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$40,688.00         |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$10,190.00         |
| <b>Grand Total</b>                                                                         | <b>\$492,714.00</b> |