

**Jefferson Elementary**

10621666006316

Principal's Name: Jennifer Thomas

Principal's Signature: 

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

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| 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>  |

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

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

**Consolidated Program Assurances**

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

**School Site Council**

| <b>School Site Council List</b> |                  |                          |                    |                                |                          |
|---------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>              | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. Principal - Jennifer Thomas  | X                |                          |                    |                                |                          |
| 2. Chairperson - Bianca Barajas |                  | X                        |                    |                                |                          |
| 3. Laurie Surabian              |                  | X                        |                    |                                |                          |
| 4. Jennie Cortez                |                  | X                        |                    |                                |                          |
| 5. Sylvia Gonzalez              |                  | X                        |                    |                                |                          |
| 6. Francisco Martinez           |                  |                          | X                  |                                |                          |
| 7. Marlet Castillo              |                  |                          |                    | X                              |                          |
| 8. Maribel Navarro              |                  |                          |                    | X                              |                          |
| 9. Sandra Contreras             |                  |                          |                    | X                              |                          |
| 10. Luz Romo                    |                  |                          |                    | X                              |                          |
| 11.                             |                  |                          |                    |                                |                          |
| 12.                             |                  |                          |                    |                                |                          |
| 13.                             |                  |                          |                    |                                |                          |
| 14.                             |                  |                          |                    |                                |                          |
| 15.                             |                  |                          |                    |                                |                          |

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

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 12. |  |  |  |  |  |
| 13. |  |  |  |  |  |
| 14. |  |  |  |  |  |
| 15. |  |  |  |  |  |

Check the appropriate box below:


ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

**School Name: Jefferson 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 | Jennifer Thomas  |  | 2/27/25 |

|                            |                |                      |         |
|----------------------------|----------------|----------------------|---------|
| <b>SSC<br/>Chairperson</b> | Bianca Barajas | BU<br>Bianca Barajas | 2/27/25 |
|----------------------------|----------------|----------------------|---------|

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

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

FY 2025/26

Jefferson - 0255

**ON-SITE ALLOCATION**

|      |                                   |            |
|------|-----------------------------------|------------|
| 3010 | Title I                           | \$50,094 * |
| 7090 | LCFF Supplemental & Concentration | \$156,768  |
| 7091 | LCFF for English Learners         | \$64,218   |

|   |                  |
|---|------------------|
| <b>TOTAL 2025/26 ON-SITE ALLOCATION</b> | <b>\$271,080</b> |
|---|------------------|

|   |          |
|---|----------|
| * These are the total funds provided through the Consolidated Application |          |
| * Title I requires a specific investment for Parent Involvement           |          |
| Parent Involvement Budget - Minimum                                       | \$1,452  |
| Program Budget  | \$48,642 |
| Total Title I Allocation  | \$50,094 |

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

## Jefferson 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) | ✓        |                | 56.9 %     | 2023-2024 | 61.9 %    |
| SBAC ELA - Average distance from standard  | ✓        | 0 pts          | -4.8 pts   | 2023-2024 | 10 pts    |
| SBAC ELA - Average distance from standard (Students w/ Disabilities)                           | ✓        |                | -99.8 pts  | 2023-2024 | -79.8 pts |
| SBAC ELA - percentage of students met/exceeded standard  | ✓        | 52 %           | 51.6 %     | 2023-2024 | 60 %      |
| SBAC Math - Average distance from standard   | ✓        | 0 pts          | -10.8 pts  | 2023-2024 | 5 pts     |
| SBAC Math - Average distance from standard (Students w/ Disabilities)                          | ✓        |                | -110.7 pts | 2023-2024 | -85 pts   |
| SBAC Math - percentage of students met/exceeded standard                                       | ✓        | 52 %           | 49.5 %     | 2023-2024 | 55.5 %    |

**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.

1. Students are underperforming in math as compared to ELA Overall, students performed in the 'Blue' Performance band in Math on SBAC 2024 and the 'Green' Performance Band in ELA.
2. Students with disabilities declined in performance in both Math and ELA as compared to 2022/2023, performing in the 'Orange' Performance band in both Math and ELA on SBAC 2024.

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

POP 1 (Math): Causes

1. Daily schedules allow more time for ELA than Math.
2. Math instruction is focused on Concepts and Procedures (Claim 1) rather than the full rigor of the mathematical practices including Claims 2, 3, and 4.
3. Students are not transferring skills from instructional routines to new contexts.
4. Students are struggling to make sense of application word problems and use visual models to represent the word problem.
5. Many students who scored more than one grade level below standard also struggled with math computation as measured by the Santa Clara Quick Assessment.

POP 2 (SWD): Causes

1. During the 23/24 school year, there was a decrease in grade-level aligned assessment and progress-monitoring for students in 3rd-6th grade SDC MM Classes.
2. Students with disabilities need greater access to inclusion in general education classrooms.
3. Many students with disabilities who declined in their academic performance also struggled with Social/Emotional Skills (see Goals 2 and 3).

**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.

POP 1 (Math): Needs

1. Professional learning and consultation regarding Math Claims 2, 3, 4, Mathematical Practices 1, 4, and 7.
2. Instructional coaching and feedback to increase student ownership within math.
3. Intervention to support procedural skill and fluency for students performing more than one grade level below standard.

POP 2 (SWD): Needs

1. Increase assessment and progress-monitoring for students in SDC MM Grades 3-6.
2. Ensure equal access to Professional Learning for teachers in the SDC program.
2. Add inclusion opportunities for students in the SDC programs.
3. Address social/emotional needs for students with disabilities (See Goals 2 and 3).

## 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: Balanced Literacy

Fully Implemented

Actions were fully implemented.

Action 2: Rtl in Reading

Not Implemented

Actions were fully implemented.

Action 3: MTSS in Mathematics

Partially Implemented

Actions were partially implemented. Due to unfilled TSA position, Math intervention started in January. Based on staffing availability and Qtr. 2 data analysis, the focus of the intervention shifted from working with students 1 year below grade level on conceptual understanding to working with students more than 1 grade level below standard on computation.

Action 4: EL Re-Designation

Not Implemented

Actions were fully implemented. In addition to the planned actions, Designated ELD sessions were added for newcomer EL's in Grades 3-6.

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: Balanced Literacy

Effective

The Roosevelt Region Literacy Plan was implemented in Grades TK-2. The first cohort of 9 teachers completed LETRS training in the Science of Reading. Teachers in Grades TK-3 attended regional Professional Learning. DIBELS testing was implemented for the second year to assess automaticity of foundational reading skills. Based on Professional Learning and assessment, instructional routines for Tier 1 and Tier 2 instruction were modified.

In Grades 3-6, Tier 1 instruction was delivered as planned, with CFA's, complex text, and daily tasks aligned to grade-level standards. Tier 2 instruction was supported by our certificated tutor (TSA) through direct support to students. Teachers in Grades TK-6 added elements of science instruction, integrating hands-on science activities with reading and writing tasks. As a result, the percent of students meeting standard in Reading for i-Ready's December administration increased from 36% to 39%.

Action 2: Rtl in Reading

Partially Effective

Tier 2 and 3 instruction was delivered as planned. However, the percentage of students scoring two or more years below grade level increased from 25% to 28%. An implementation dip was seen in the shift to align with blending skills as measured by DIBELS. For example, Kindergarten teachers modified their pacing and focus on sight words, while increasing attention to letter recognition, letter sounds, and cvc blending. As a result, reading scores dropped during the fall semester but started to improve during the Spring semester.

Action 3: MTSS in Mathematics

Partially Effective

Teachers participated in Professional Learning and coaching with FCSS on the Math Problem Solving routine. Through this process, teachers were able to identify strategies to improve student discourse and increase student ownership of the learning in mathematics, with a focus on Claim 3: Communicating Reasoning. Tier 1 and Tier 2 instruction was delivered as planned. As a result, the percentage of students scoring 2 or more

years below grade level decreased from 20% to 18%. The percentage of students meeting standard in Math for i-Ready's December administration maintained at 30%. During the Spring semester, teachers researched and sourced tasks that expanded from Claim 1: Concepts and Procedures to Claims 2, 3, and 4.

Action 4: EL Re-Designation

Effective

The Designated Schools initiative extended the school day by 30 minutes and added 80 hours of PL/PLC time for teachers. The extended school hours were used to support students with reading intervention and Designated ELD. PL/PLC hours allowed for teachers and admin to sufficient time to ensure instructional rigor reached grade-level standard while ensuring scaffolds were in place to support English Learners. As a result, students making progress on ELPI increased by 23.2% to 62.1%. English Learners improved their DFS in ELA on SBAC 2024 by 44 points and Math SBAC 2024 by 43 points.

**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.

Add DIBELS Assessment (Goal 1, Action 1) Modify instructional routines based on results of DIBELS assessment (Goal 1, Actions 1 & 2) Add supports for newcomer English Learners (Goal 1, Action 2) Improve the Math Stories instructional routine by adding elements of language integration (Goal 1, Action 3) Add Professional Learning to support language acquisition (Goal 1, Action 4)

**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:

Parents requested funding be allocated to increase PL and PLC time for teachers over district baseline due to loss of Designated Schools initiative.

Parents were concerned that students were not completing homework before returning home from the after-school program.

Parents and students requested increased inclusion for students with disabilities.

ELAC:

Parents requested workshops on language acquisition and literacy skills.

Parents requested clarification on interventions provided to students based on their current EL levels.

Staff:

Staff requested additional time for PL, PLC's, and tutoring.

Teachers provided positive feedback on Math Stories work with FCSS, requested the work continue next year, expanding to K-6 and adding time for teachers in RSP and SDC.

Staff reported concerns that student achievement might be negatively impacted by the loss of the Designated Schools initiative.

Staff began 'Stop/Keep/Start' work to identify changes to help navigate the change.

**Action 1 :**

**Structured Literacy**

### Action Details:

All Jefferson students will engage in a structured literacy program aligned to grade level common core state standards.

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

Tier 1:

1. Leveled/decodable text and various materials for guided reading/reader's workshop instruction
2. Targeted instruction for all students through differentiated teaching
3. Teaching Fellows for K-2 differentiated instruction, teaching subs, supplemental contracts for staff, and materials and supplies
4. Graphics and copymachine for printed materials
5. Implementing screening and formative assessment that gives students and teachers clarity on their progress in relation to grade level reading standard
6. Increased monitoring through daily classroom observations with specific feedback

Tier 2:

6. Technology/educational software to supplement ELA core curriculum
7. Technology will be purchased and maintained to ensure all students have daily access to educational software
8. Implementation of Blended Learning within Literacy Skills
9. TSA will work with students who are identified as needing additional supports with reading in Grades 3-6
10. Targeted instruction for SPED students in their area of strength to ensure grade level access

Tier 3:

See Action #2 - Rti in ELA which details Tier 3

**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. ELPAC and i-Ready data will be analyzed for each EL student and instruction will focus on moving student toward grade level proficiency.
2. Teachers will develop EL action plan to best identify specific actions that will address individual student needs.
3. Differentiated instruction will be provided in all classrooms.
5. Integration of literacy within the disciplines of social studies and science
6. Software and technology selection will be made based on the needs of Jefferson EL students as shown by their performance on various assessments.
7. Staff will be provided to support English Learners during RtI in Reading and Math.
8. Extend content learning with study trip opportunities.

## Student Groups

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):** With Title 1 funds we plan to support socio-economically disadvantaged students by funding a TSA (FTE 0.2861), purchasing books, materials and supplies, and graphics.

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):** With 7090/7091 funds we plan to support socio-economically disadvantaged students by funding a TSA (FTE 0.7139), materials and supplies, and office equipment lease.

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):** With Literacy Grant funding we plan to contract with Teaching Fellows to provide support for small-group instruction within 1st and 2nd Grade classrooms during the Reading Intervention block. With Community Schools funding we plan to contract with FCSS for instructional coaching and consulting regarding Math instruction.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

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

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

We will achieve an increase in student ownership in math as measured by walkthrough data focused on IPG and PL school focus areas.

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.

With improved student ownership and task alignment, student outcomes will improve in math as measured by growth from i-Ready 1 to i-Ready 2. Average percent growth will increase from 79% in December 2024 to at least 82% in December 2025.

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.

As student ownership increases, teachers will add tasks aligned to Claims 2, 3, and 4. As a result, SBAC proficiency in Math will grow to at least 56% by June of 2026 and DFS will improve by at least 15 points.

## Action 2 :

### MTSS in Reading

#### Action Details:

Jefferson will implement a school-wide RtI program with a multi-tiered system of support for all students in order to increase the number of students reading on grade level as measured by BAS testing in grades K-6. Our goal is that by June of 2026, at least 85% of Jefferson students are reading on grade level as measured by BAS testing.

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

Tier 3:

1. SST meeting will be conducted monthly to address needs of struggling students with substitute support to allow for teacher participation.
2. Supplemental curriculum including but not limited to leveled reading materials for small group instruction.
3. Materials and supplies to provide students with resources necessary to complete their grade level task.
4. Intervention instruction will focus on 3rd – 6th grade students to improve CAASPP assessment results by instructional support provided by a TSA (Reading).
5. All students are provided an extended school day with an additional 30 minutes of instruction.
6. Identified TK - 2nd grade students will receive additional support and intervention when deficit skills are shown on diagnostic assessments.
7. Deployment lessons during Guided Reading in Grades 1-2 with additional Teaching Fellow support targeting students more than one grade level below standard as measured by BAS testing

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. Support services will be put in place based on the needs of Jefferson English Learners as shown by their performance on various assessments.
2. ELPAC Intervention will be provided for students who are nearing re-designation
3. RFEP monitoring for all re-designated students
4. Professional Learning will emphasize access for EL students to reading standards and academic language utilizing the ELD Standards and ELA/ELD Framework

### 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):** With Title 1 funds we plan to support socio-economically disadvantaged students by providing books, materials, and supplies.

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):** With Title 1 funds we plan to support socio-economically disadvantaged students by providing books, materials, and supplies.

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

**Students with Disabilities (SWD):**

**Socio-economically Disadvantaged (SED):** With Literacy Grant funds we plan to support socio-economically disadvantaged students by contracting with Teaching Fellows to staff tutors to support small groups in reading foundational skills in Grades 1 and 2 during the reading intervention block.

## 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.

Within the first two weeks of school, reading intervention groups will be arranged for students based on BAS, i-Ready, and Phonics for Reading assessment. By the end of 1st Quarter, the percentage of students who are reading more than one grade level below standard as measured by BAS will decrease from \_\_\_ to \_\_\_%.

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.

By i-Ready 2, the percentage of students reading more than one grade level below standard will decrease from 26% (December 2024) to 22% (December 2025)

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.

The percentage of students Not Meeting Standard on SBAC Reading will decrease from 25% (June, 2024) to 20% (June, 2026).

### Action 3 :

## MTSS in Mathematics

### Action Details:

Professional Learning throughout the year will focus on math. Jefferson teachers will engage all students in math lessons that reflect the shift to common core, reaching the depth of focus, coherence and rigor for their grade level standards.

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

Tier 1:

1. Fluency of math facts will continue to be a focus for students; utilizing CCSS math fluencies, and Number Talks
2. Professional learning will focus on lesson delivery, with alignment of student discourse to grade-level standards
3. POD/My Favorite No practice used for daily review of prerequisite skills or current math concepts utilizing Math Stories strategies to help with problem solving process
4. Professional Learning for staff including FCSS Coaching Cycles

Tier 2:

4. Computer programs/software will be used to individualize student progress in math
5. Use of Blended Learning with a focus on monitoring student proficiency within each domain for grade-level math standards
6. Targeted instructions for SPED students in their area of strength to ensure grade level access
7. TSA will provide direct support for students in Grades 3-6, as identified by quarterly domain-specific assessments

Tier 3:

7. Teachers will use resources within their GVC to identify prerequisite skills the students are missing as they grapple with their grade level standards. Teachers have gained proficiency in addressing prerequisite skills in fluency and application. Our next steps are to understand where the gaps are in conceptual understanding and to provide a Tier 3 structure to address these gaps, ensuring that students accelerate to the full scope of the grade level standard.

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.

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*The English Learner student population is not performing at the lowest level in ELA, Math, or English Learner Progress. The English Learner student population is performing in Green at a DFS of -21 points in Math.*

1. Academic vocabulary will be a focus for daily math lessons explicitly taught and multiple opportunities provided for students to implement and practice the vocabulary
2. Differentiation will be provided in all classrooms using small group instruction based on CFU throughout lesson
3. Student discourse in mathematics will be supported by an Instructional Coach in coordination with Math Stories consultation.

## Student Groups

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

**Students with Disabilities (SWD):** With Title 1 funds, we plan to support students with disabilities by purchasing and supplies.

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

**Students with Disabilities (SWD):** With funds from 7090/7091, we plan to support students with disabilities by providing teacher subs and purchasing materials and supplies.

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

**Students with Disabilities (SWD):** With funds from Community Schools Grant, we plan to support students with disabilities by providing instructional coaching with FCSS staff for teachers in Grades K-6 to increase student ownership of the learning in mathematics. Students with disabilities will be prioritized in this work with additional time for teachers in the RSP and SDC MM programs.

## 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>The first round of coaching with FCSS will take place in September. As a result, by the end of 1st Quarter, the percentage of students earning a D or F in Math will decrease from ___ in 2024 to ___ in 2025.</p> | <p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>By the end of 2nd Quarter, the percentage of students scoring more than one grade level below standard in Math as measured by i-Ready 2 will decrease from 17% (December 2024) to 15% (December 2025).</p> | <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>By June 2026, the percentage of students meeting standard on SBAC Math will reach 56%.</p> |

### Action 4 :

## EL Re-Designation

### Action Details:

Jefferson staff will create and implement a comprehensive program to support English Learners in language acquisition in order to increase the number of students who are re-designated.

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

1. Teachers will create an EL action plan that targets specific deficit skills to focus on throughout the school year.
2. Differentiated instruction will be provided in all classrooms.
  - Newcomer English Learners will be provided support with conversational English and foundational reading skills in English.
  - At-Risk and LTELs will receive language support in their area of growth to ensure access to grade-level curriculum.
  - RFEP students will be monitored and provided support with grade-level materials when they are not meeting standards.
  - Supplemental contracts for staff and teachers, and materials and supplies
3. Substitute teachers will be used to allow Jefferson teachers to administer the ELPAC test.
4. Selected EL students in 4th-6th will receive small group focused reading instruction from a TSA
5. The materials utilized to support EL instruction will consist of leveled readers, a range of ELA resources, educational software, and various technology.

6. ELPAC intervention will be implemented in the 2025-26 school year for students who are nearing proficiency in English acquisition.
7. Focus vocabulary words will be assessed after the instruction of each grade-level text. Activities representing a range of purposes for vocabulary retention outlined in 'Vocabulary's CODE' will be added to the instructional sequence for each anchor text.
8. Professional Learning will include the ELD Standards and ELA/ELD Framework, including topics such as scaffolding, academic discourse, complex culturally relevant texts, and explicit language instruction. For the 2025-2026 school year, each topic presented for supporting English Learners will be linked to our broader learning within On-Demand writing.
9. Teachers and admin will conduct quarterly data chats to monitor progress towards redesignation.
10. Awards and incentives will be provided to recognize EL student achievement along the ELD Proficiency Level continuum and redesignation.
11. Science activities will serve as frontloading to support background knowledge and vocabulary for grade-level reading tasks.

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.

---

ELPAC, i-Ready, and BAS data will be analyzed for each EL student and instruction focus on moving student toward grade level proficiency.

## Student Groups

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

**English Learner (EL):** With Title 1 funds we plan to support English Learners by providing books, materials, and supplies.

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

**English Learner (EL):** With funds from 7090/7091 we plan to support English Learners by providing ELPAC assessors.

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

**English Learner (EL):** With funds from the Literacy grant we plan to support English Learners by providing access to a pull-out program for Designated ELD with reading specialists, prioritizing Beginning English Learners.

## 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.

---

By the end of 1st Quarter, at least 80% of Beginning English Learners will progress at least one reading level as measured by Phonics for Reading.

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

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*Shape these behaviors...*

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

---

By December 2025, at least 80% of all LTEL students will reach at least 50% typical growth in Reading as measured by i-Ready 2.

**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.

---

By June of 2026, at least 65% of English Learners will progress at least 1 ELPI Level as measured by ELAC.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson 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                       | Teacher-Regu | Teacher, Spec Assgn | 0.2861 |   | 47,344.00  |
| G1A1   | Title 1 Basic | Instruction                       | Bks & Ref    |                     |        | Books and reference                                 | 1,000.00   |
| G1A1   | Title 1 Basic | Instruction                       | Mat & Supp   |                     |        | Materials and supplies<br>**No food or incentives** | 298.00     |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Spec Assgn | 0.7139 |   | 118,138.00 |
| G1A1   | Sup & Conc    | Instruction                       | Teacher-Subs |                     |        | Teacher Subs  | 3,579.00   |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp   |                     |        | Materials and supplies                              | 1,056.00   |
| G1A1   | Sup & Conc    | Instructional Supervision & Admin | Off Eq Lease |                     |        | Office equipment lease                              | 26,800.00  |
| G1A4   | Sup & Conc    | Instruction                       | Teacher-Supp |                     |        | ELPAC   | 4,904.00   |
| G1A4   | Sup & Conc    | Instruction                       | Oth Cls-Supp |                     |        | Classified Support contracts                        | 2,291.00   |
| G1A4   | LCFF: EL      | Instruction                       | Teacher-Supp |                     |        | ELPAC   | 735.00     |
| G1A4   | LCFF: EL      | Instruction                       | Mat & Supp   |                     |        | Materials and supplies                              | 253.00     |

**\$206,398.00**

**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 | ✓        | 95 %           | 91.1 % | 2024-2025 | 95 %   |

**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.

- 1. While student survey results for student-centered/real-world experiences exceeded 90% favorable, students, staff, and families report that students struggle with problem-solving skills. ((ADD DATA POINT))

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

- 1. Problem Solving:
  - Students struggle to express areas of challenge or confusion.
  - Students struggle when faced with novel situations.

**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.

- Teachers need additional training in strategies to support academic discourse (Math Claim 3).
- Students need additional practice with problem solving tasks (Math Claim 2).

## 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: Real World Learning Experiences

Fully Implemented

Action 1 was fully implemented to meet the desired student outcomes.

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: Real World Learning Experiences

Effective

With increased exposure to real-world learning experiences, students grew in ELA and Science. Student growth in ELA was 9 points above typical growth according to the CA Dashboard for SBAC 2024. Science DFS improved by 2.9 points to -13.4.

## 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 increasing opportunities real-world experiences, both within Tier 1 instruction and in other events, field trips, etc. However, the focus action to meet this goal will shift to equipping students as problem solvers. This action will transfer across the curriculum for academics, social/emotional learning, and extra-curricular experiences.

## 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:

Parents expressed appreciation for the new art classes. They felt their children were gaining well-rounded experiences and expressing more interest in school. Parents requested that art classes continue.

ELAC:

ELAC requested focus continue on reading instruction and intervention.

Staff:

Staff expressed concerns that with the shorter school day next year, it will be difficult to fit in art classes and real-world learning experiences. Staff requested additional time in professional learning and PLC's to embed student-centered and real-world learning experiences into the instruction for reading, writing, and

Students requested peer mentoring as a vehicle for support with problem solving social skills.

math.

### Action 1 :

## Real World Learning Experiences

### Action Details:

---

Jefferson will teach problem-solving skills by integrating opportunities for students to participate in real world learning experiences.

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

---

1. Jefferson staff members will provide real-world learning experiences, both integrated within academic study as well as during stand-alone events. Students will have access to appropriate materials and supplies required for each activity.
2. Quarterly organized sport teams
3. Student Council
4. Field Trips and assemblies (FUSD Goal 2 designated trips, FUSD sponsored career and college field trips, VAPA field trips, and site funded trips) as funds allow
5. Site Support clubs for all TK - 6th grade student to have an opportunity to be involved in a school activity in order to help students feel connected and develop a sense of belonging.
6. Music instruction will be provided for all students, including chorus for grades TK-3, recorders and ukulele instrumental music for grade 4, and orchestra, band, and mariachi instrumental music for grades 5 and 6.
7. Students will be honored and recognized through various ways:
  1. Quarterly Academic Awards Assemblies
  2. Monthly parent newsletter featuring names of acknowledged students
  3. Monthly 3 to Be, Student of the Month and Character Counts recognition
  4. Quarterly Diggity celebrations for proficiency or growth on site and district assessments
  5. Attendance celebration for perfect or improved attendance
  6. End of the Year Extra-Curricular Luncheon
  7. CAASPP testing celebration
  8. Classroom Attendance celebration for no absences or tardies for the entire 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.**

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1. English Learners that have been identified as needing extra language opportunities will have priority access to real-world activities.
2. Priority for students with disabilities to join general education classes for reading, writing, math, science, social-studies, art, music, and extra-curricular activities.

## Student Groups

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

**Students with Disabilities (SWD):** With Title 1 funds we plan to support students with disabilities by providing materials and supplies.

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

**Students with Disabilities (SWD):** With 7090/7091 funds we plan to support students with disabilities by providing materials and supplies.

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

**Students with Disabilities (SWD):** With Community Schools funds, we plan to support students with disabilities by designating staff to connect families and students to community-based resources.

## 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.

By the end of Quarter 1, all students with disabilities will have participated in real-world learning experiences such as art, field trips, music, and/or athletics.

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.

By December 2025, all students with disabilities in SDC programs will have routine opportunities for inclusion during academic instruction in reading, writing, math, and/or science.

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.

By June 2025, DFS for students with disabilities will improve by at least 15 points DFS in both Reading and Math.

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

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

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics                               | Required | Current Target | Actual | As Of     | Target |
|--|----------|----------------|--------|-----------|--------|
| Chronic Absenteeism                          | ✓        |                | 29.9 % | 2023-2024 | 18 %   |
| Suspension Rate                              | ✓        | 3.67 %         | 5 %    | 2023-2024 | 3.5 %  |
| Suspension Rate - (Students w/ Disabilities) | ✓        | 6 %            | 9.3 %  | 2023-2024 | 6 %    |

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

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

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

1. The suspension rate was 5%, exceeding the target of 3.67%.
2. The suspension rate for students with disabilities was higher than the school-wide suspension rate, at 9.3%.
3. Chronic absenteeism for 23/24 was 29.9%.

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

1. Tier 1 social/emotional learning is inconsistent.
2. Assessment for social/emotional learning is insufficient to guide Tier 1 instruction.
3. Tier 3 resources for social/emotional learning are not consistently available to students and families.
4. Two-way communication between the school and families is insufficient.
5. Families struggle to implement structures and routines to support school readiness.
6. Students with disabilities are disproportionately impacted by root causes listed above.

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. Assessment is needed to guide instruction and supports for Tier 1, Tier 2, and Tier 3 social/emotional learning. (DESSA)
2. Professional development is needed for analyzing DESSA data and targeting Tier 1 instruction to address student needs.
3. Monitoring is needed to ensure all classrooms participate in Tier 1 social/emotional learning including Second Step and Olweus Anti-Bullying.
3. Additional forms of communication are needed to increase family feedback and awareness of school initiatives.
4. Family workshops are needed on social/emotional learning, as well as digital literacy with respect to SEL, digital safety, etc.

### 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: College and Career Competency

Fully Implemented

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

Action 2: School and Community Engagement

Fully Implemented

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

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: College and Career Competency

Ineffective

Current initiatives to reduce chronic absenteeism have not been effective. Chronic absenteeism maintained at 29%.

Action 2: School and Community Engagement

Ineffective

Tier II intervention has been successful during the 24/25 school year to reduce the suspension rate. As of March 2025, the suspension rate had decreased from 5% to 2.6%.

**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 focus for 25/26 will shift to Life Skills (Goal 4) with a schoolwide focus on reducing absences and tardies in preparation for college and careers. Admin, Community Schools, Tier II CWAS, RCA, certificated and classified staff will provide outreach to families regarding this goal. We will contract with Success Together to provide parent workshops aligned with reducing absences and tardies.

**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:**

Students requested an increase in focus on social/emotional learning.

Parents requested an increase in communication with the school, both in messages home from the site and in avenues to communicate to the site.

Parents, students, and staff requested a 'Parent Academy', offering parent workshops both in the morning and evening so that families can increase their involvement with the school.

Staff and Parents request workshops on social/emotional learning with respect to screen time and use of technology.

Students requested peer mentoring on campus to foster conflict resolution skills.

**ELAC:**

ELAC requested additional parent workshops, particularly for parents who are struggling with school attendance.

**Staff:**

Staff requested an increase in supports for students and families with Tier 3 social/emotional learning needs.

Staff appreciated the Tier 2 support by Intervention Specialist, requested this support continue.

**Action 1 :**

## College and Career Competency

**Action Details:**

Jefferson will provide support to facilitate parent involvement and build on our established school climate to foster a positive behavior multi-tiered system of support for all students.

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

1. RCA will conduct recess and lunch meetings for struggling peer groups and peer mediation support.

2. Mentors (Jefferson staff and community members) will be assigned to identified students who are in need of additional social emotional support.
3. Behavior expectation assemblies at the start of the year to explain the 3 to Be, school-wide procedures and routines, and Jefferson expectations.
4. Jaguar Jam will acknowledge the students who received zero referrals for the month with fun activities designed by each PLC.
5. Jefferson will provide parent education, follow up support for attendance and identifying student needs during Parent University.
6. Jefferson team, coordinated by Intervention Specialist, will work through identified Focus Students who are chronically absent, identified as having failing grades, and/or having behavioral issues. The admin team will work with PLC and individual teachers to create a plan of action to support the student toward improvements.
7. Positive incentives for perfect attendance will be provided quarterly and per semester through awards assemblies, attendance celebrations, and field trips.
8. School assemblies and class recognition will be provided to students with improved attendance.

[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.](#)

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*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 Yellow level or higher in all areas.*

**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 funding a reading specialist to work with English Learners in reading intervention/Designated ELD.*

**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 a reading specialist to work with English Learners in reading intervention/Designated ELD.*

**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

- Counseling team (AI4Youth and RCA) will be instrumental in supporting foster youth at Jefferson.
- Jefferson will provide support for classroom teachers in addressing the needs of EL students through outreach, home visits, and other related services.
- To ensure all families are able to attend meetings; interpreting services will be provided for all families with English Learners along with babysitting services for economically disadvantaged families.

## Student Groups

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

**Students with Disabilities (SWD):**

?No funds have been allocated for Title I.

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

**Students with Disabilities (SWD):**

Spanish RCA

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

**Students with Disabilities (SWD):**

?Mentors will be assigned to identified students who are in need of additional social emotional support.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

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

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

By October 2025, chronic absenteeism will decrease from 29% to 20%.

### 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.

By January 2026, chronic absenteeism will be below 20%.

### 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.

By June 2025, chronic absenteeism will maintain at less than 20%.  
In addition, ELPAC scores will show that at least 60% of English learners made progress of at least one ELPI level.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

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

| Action | Funding  | Spending Activity                | Expense     | Personnel                    | FTE    | Vendor / Purpose of Expenditure | Budget    |
|--------|----------|----------------------------------|-------------|------------------------------|--------|---------------------------------|-----------|
| G3A1   | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg Span | 0.7500 |                                 | 62,902.00 |

**\$62,902.00**

**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 | ✓        | 99.6 %         | 98.7 % | 2024-2025 | 99.8 % |

**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.

While staff survey results exceeded 95% positive responses in the organizational culture domain, report card grades indicated that some students struggle with persistent lack of engagement in work completion and chronic absenteeism. As of March 2025, 26% of students had at least 1 D or F on their report card and 25% had attendance in the chronic absenteeism range.

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

- Students have incomplete graded assignments, impacting their quarterly report card grades.

**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.

- Peer mentoring is needed to connect students with each other as they learn self-management and problem-solving skills.
- Increased opportunities for inclusion are needed for students with disabilities.
- Professional learning and instructional coaching is needed to increase student ownership of the learning.

**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: Recruit and Retain Staff

Fully Implemented

Action 1 to recruit and retain staff for 24/25 was fully implemented to meet the desired student outcomes.

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: Recruit and Retain Staff

Effective

Staff survey results exceeded 95% favorable regarding organizational culture.

**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.

Current initiatives for staff recruitment and retention will continue, with added emphasis on peer mentoring, social/emotional learning, and student ownership.

**Section D: Educational Partner Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC appreciated Jefferson staff dedication to all students. One high school senior attended SSC and he commented on how well prepared he was for secondary education. Families remarked on how far the school has come since he was in elementary school and expressed confidence that current students would do well in the future.

ELAC:

ELAC expressed appreciation for homework center staff and our reading specialist TSA's who implement Designated ELD.

Staff:

Staff requested continuity of their current learning focus and organizational culture. They requested that the Designated Schools initiative continue because it keeps high quality teachers at Jefferson.

**Action 1 :**

**Recruit and Retain Staff**

### Action Details:

All Jefferson staff will support a positive and accountable campus culture, building the capacity of current and future staff members.

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

- **Student Academics:**
  1. Professional Learning seminars and various materials to support the growth of Lead Teachers and PLC's
  2. Opportunities will be offered for classified staff to gain instructional experience, including ELPAC Camp, Library After School Program, and Early Learning Intervention
- **Student Centered and Real-World Learning:**
  1. Connections with future staff members will be fostered through Teaching Fellows and volunteer opportunities
- **Student Engagement:**
  1. Students will be involved with staff recognition including teacher appreciation, secretaries' day, and staff appreciation

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.

- Classified staff will be involved with ELPAC Camp to gain familiarity with CAELD Standards and teaching practices to support English Learners
- All staff will be involved with parents and community members, particularly on behalf of English Learners during structured events such as Back to School Night, Parent Conferences, Open House, Dance/Carnival, and ongoing parent outreach.

## Student Groups

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

**African American (AA):** With Title 1 funds we plan to support African American students by engaging families with two-way communication between the school and the home utilizing graphics, materials and supplies, and babysitting for parent meetings.

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

**African American (AA):** With Title 7090/7091 funds we plan to support African American students by providing materials and supplies to support staff/student engagement opportunities such as mentoring and connection clubs.

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

**African American (AA):** With Community Schools funds we plan to support African American students by leveraging the work of our Community Schools Coordinator to increase opportunities for African American students to see themselves reflected in the school community, through events such as School Yard Rap and Black History Month Concert. With Literacy Grant funds, we plan to incorporate educational software promoted by A4 such as Waterford Reading Academy.

## 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.

By Fall 2025, staff survey results will maintain at 95% favorable or greater.

### 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.

By December 2025, parent involvement will increase by at least 20% over 2024/25 numbers as measured by parent meeting and workshop attendance.

### 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.

By Spring 2026, staff survey results will maintain at 95% favorable or greater. In addition, Reading and Math scores for African American students will improve by at least 15 points DFS as measured by SBAC.

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

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

**School Quality Review**

School Level Dashboard

| Goal 5 Metrics   | Required | Current Target | Actual | As Of     | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✓        | 95 %           | 92 %   | 2024-2025 | 95 %   |

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

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

While family survey results exceed 90% positive responses regarding family engagement, chronic absenteeism exceeds 25%.

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

1. Disconnection between school and home.
2. Limited awareness regarding the impact of attendance on student achievement and development of life skills.
3. Unmet needs such as housing, transportation, clothing, and social/emotional supports for students and families.

**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. Increased two-way communication between school and home is needed.
2. Professional learning for staff and families is needed regarding the connection between attendance, student achievement, and life skills (FUSD Goal)
3. Greater connection between the school and community resources is needed to support housing, transportation, clothing, and social/emotional needs.

**Section B: Investigation**

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

Action 1: Family Engagement

Fully Implemented

During the 24/25 school year, family engagement increased with Success Together Book Clubs, Regional Literacy Night, and school events throughout the year.

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: Family Engagement

Effective

Over 90% of families responded positively regarding family engagement.

**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 connection between the school and families will deepen with increased communication as well as increased opportunities for parent workshops.

**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:

Students requested additional opportunities for families to participate in workshops that would build family involvement in education.

ELAC:

One family reported that they've been struggling with their connection to the school. Their morning routine is a struggle and by the time they get to school, students are often upset. There are days when students just stay home. They don't feel that the school has been supportive, but the school calls home with problems that the family is not able to address. They requested family workshops to help establish positive routines and school readiness.

Staff:

Staff agreed that additional focus was needed on parent involvement and that increasing parent workshops would help meet this need.

## Action 1 :

### Family Engagement

#### Action Details:

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All Jefferson families will access opportunities to engage in their students' education.

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

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- **Student Academics:**
  1. Translating, and communication materials for parent/teacher conferences after first quarter
  2. Staff and translating to support parent digital literacy classes quarterly
  3. Staff, translating, and communication materials for ELAC
  4. Staff, translating, and communication materials for School Site Council Meetings
  5. Information regarding current units of study in reading and math will be provided in monthly newsletters and on Class Dojo.
- **Student Centered and Real-World Learning:**
  1. Translating, communication materials, and food for student performance events including 4th-6th Grade instrumental program and TK-3rd Grade choir
  2. Recruitment among parents to support Career Day event
- **Student Engagement:**
  1. Translating, communication materials, and food for Back to School Night and Open House
  2. Staff to support a 2-hour window each day to provide home visits to increase parent/student engagement
  3. Food, curriculum, and staff to support Parent Coffee Hour in conjunction with Parent University weekly meetings
  4. Contract with Success Together to provide Family Book Clubs
  5. Contract with Success Together to provide Seeds of Hope, a 6-week course
  6. Annual Parent Involvement Recognition Luncheon to encourage parent participation
  7. Class Dojo use in classrooms and school-wide as a social-media platform

Funds support translating, babysitting, mileage and materials and supplies to support parent participation.

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.

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1. Translating for all school communication, written and verbal
2. Spanish Parent Digital Literacy opportunities
3. ELAC Meetings, including notices and training materials
4. EL parent training will include information regarding the ELD Proficiency Level continuum, ELPAC, Redisgnation, RFEP monitoring, and the Seal of Biliteracy
5. ELAC Team to support attendance and involvement in ELAC and other parent activities

### Student Groups

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

**Students with Disabilities (SWD):** With Tier 1 funds we plan to support students with disabilities by providing materials and supplies, as well as graphics to support parent participation.

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

**Students with Disabilities (SWD):** With 7090/7091 funds we plan to support students with disabilities by providing materials and supplies.

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

**Students with Disabilities (SWD):** With Community Schools funds we plan to support students with disabilities by increasing outreach and prioritizing participation for parents in Seeds of Hope, a parent course with Success Together. With Literacy grant funding, we plan to support students with disabilities by increasing outreach and prioritizing participation for parents in Family Book Clubs with Success Together.

## 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.

By the end of 1st Quarter, parent involvement will increase by at least 10% over 2024/25 numbers as measured by parent meeting and workshop attendance. This will be monitored by HSL, Community Schools Coordinator, and Admin.

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.

By December 2025, parent involvement will increase by at least 20% over 2024/25 numbers as measured by parent meeting and workshop attendance. This will be monitored by HSL, Community Schools Coordinator, and Admin.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

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

By June 2026, parent involvement will increase by at least 20% over 2024/25 numbers as measured by parent meeting and workshop attendance. In addition, at least 10 families will have completed the 'Seeds of Hope' course with Success Together. This will be monitored by HSL, Community Schools Coordinator, and Admin.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

| Action | Funding       | Spending Activity                | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure                     | Budget |
|--------|---------------|----------------------------------|--------------|-----------|-----|---|--------|
| G5A1   | Title 1 Basic | Parent Participation             | Mat & Supp   |           |     | Materials and Supplies<br>**No food or incentives** | 952.00 |
| G5A1   | Title 1 Basic | Parent Participation             | Direct-Graph |           |     | Graphics  | 250.00 |
| G5A1   | Title 1 Basic | Attendance & Social Work Service | Local Mileag |           |     | Mileage for home visits                             | 250.00 |
| G5A1   | LCFF: EL      | Parent Participation             | Oth Cls-Supp |           |     | Translation/Babysitting                             | 328.00 |

**\$1,780.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0255 Jefferson Elementary (Locked)

| Action       | Funding       | Spending Activity                 | Expense      | Personnel                    | Fte    | Vendor / Purpose Of Expenditure                     | Budget              |
|--------------|---------------|-----------------------------------|--------------|------------------------------|--------|---|---------------------|
| G1A1         | Title 1 Basic | Instruction                       | Teacher-Regu | Teacher, Spec Assgn          | 0.2861 |   | 47,344.00           |
| G1A1         | Title 1 Basic | Instruction                       | Bks & Ref    |                              |        | Books and reference                                 | 1,000.00            |
| G1A1         | Title 1 Basic | Instruction                       | Mat & Supp   |                              |        | Materials and supplies<br>**No food or incentives** | 298.00              |
| G1A1         | Sup & Conc    | Instruction                       | Teacher-Regu | Teacher, Spec Assgn          | 0.7139 |   | 118,138.00          |
| G1A1         | Sup & Conc    | Instruction                       | Teacher-Subs |                              |        | Teacher Subs  | 3,579.00            |
| G1A1         | Sup & Conc    | Instruction                       | Mat & Supp   |                              |        | Materials and supplies                              | 1,056.00            |
| G1A1         | Sup & Conc    | Instructional Supervision & Admii | Off Eq Lease |                              |        | Office equipment lease                              | 26,800.00           |
| G1A4         | Sup & Conc    | Instruction                       | Teacher-Supp |                              |        | ELPAC   | 4,904.00            |
| G1A4         | Sup & Conc    | Instruction                       | Oth Cls-Supp |                              |        | Classified Support contracts                        | 2,291.00            |
| G1A4         | LCFF: EL      | Instruction                       | Teacher-Supp |                              |        | ELPAC   | 735.00              |
| G1A4         | LCFF: EL      | Instruction                       | Mat & Supp   |                              |        | Materials and supplies                              | 253.00              |
| G3A1         | LCFF: EL      | Attendance & Social Work Servic   | Cls Sup-Reg  | Assistant, Resrce Cnslg Span | 0.7500 |   | 62,902.00           |
| G5A1         | Title 1 Basic | Parent Participation              | Mat & Supp   |                              |        | Materials and Supplies<br>**No food or incentives** | 952.00              |
| G5A1         | Title 1 Basic | Parent Participation              | Direct-Graph |                              |        | Graphics  | 250.00              |
| G5A1         | Title 1 Basic | Attendance & Social Work Servic   | Local Mileag |                              |        | Mileage for home visits                             | 250.00              |
| G5A1         | LCFF: EL      | Parent Participation              | Oth Cls-Supp |                              |        | Translation/Babysitting                             | 328.00              |
| <b>Total</b> |               |                                   |              |                              |        |   | <b>\$271,080.00</b> |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$50,094.00         |
| Sup & Conc            | 7090   | \$156,768.00        |
| LCFF: EL              | 7091   | \$64,218.00         |
| <b>Grand Total</b>    |        | <b>\$271,080.00</b> |

| Goal Totals   | Budget Totals |                     |
|---|---------------|---------------------|
| G1 - Improve academic performance at challenging levels                                   | \$206,398.00  |                     |
| G3 - Increase student engagement in their school and community                            | \$62,902.00   |                     |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$1,780.00    |                     |
| <b>Grand Total</b>  |               | <b>\$271,080.00</b> |