



Jefferson Leadership Academy

School Plan for Student Achievement
2025-2026

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.

The SPSA contains the following:

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement-

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC (Smarter Balanced Assessment System) will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 U.S.C. § 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.
20 U.S.C § 6318

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Jefferson Leadership Academy's approach to student achievement in ELA includes a range of strategies that have made a positive impact on students reaching met/exceeded on the 2024-2025 SBAC administration. All students continued to show growth in the percentage of students who met/exceeded, from 51% to 56%. Demographic groups showed limited growth, including Black/African American students, who increased by one percent to 46% met/exceeds, and students with disabilities, who increased by four percent to 20% met/exceeds. One group that did not show an increase was our multilingual students, with a met/exceed score of 8%, a decline of three percent from last year. As we review the data and reflect on the effective practices that supported growth in ELA, Jefferson will continue to utilize cross-curricular planning, writing strategies, and common rubrics in ELA and History classrooms to support reading and writing mastery. Using an inclusion model, all students with disabilities are enrolled in general education ELA courses and have the support of an educational specialist who co-teaches the class with a subject matter credentialed teacher. To provide additional support for our 6th-grade multilingual students during the transition to middle school, we cohorted them into ELA classrooms with bilingual teachers. Our i-Ready diagnostic allows students to set goals for learning and provides targeted interventions for teachers to deepen student mastery of skills. Finally, new targeted interventions after school will provide increased access to ELA mastery through small group learning cycles.

ELA Goals

By June 2026, JLA students in Grades 6-8 will increase their percentage of proficiency in English Language Arts and demonstrate growth on key assessments: The percentage of students who previously scored not met on SBAC will meet or exceed their scale score growth target on SBAC-ELA, increasing from 42% in June 2025 to 46% in June 2026. The percentage of JLA students meeting their stretch growth targets on i-Ready Reading will grow from 22% in June 2025 to 31% in June 2026, reflecting our commitment to accelerating literacy development for all learners.

To support continuous growth in the area of ELA we will continue to engage in PDSA cycles to monitor targeted interventions. Grade level data chats will continue to support ELA and our English learners by analyzing i-Ready across the three diagnostic sessions. ILT will continue to support the monitoring of the ELA data collected through the PDSA cycle and provide feedback during classroom visits. Collaborative Dept meetings will facilitate monthly Professional Development aligned with goals and connected to walkthrough feedback.

Comprehensive Needs Assessment: Mathematics

Math Findings

Jefferson Leadership Academy's approach to student achievement in Math focused on instructional practices in classrooms.

All students maintained the percentage of students who met/exceeded, from 29% to 30%. Demographic groups showed limited growth. Specifically, students with disabilities increased by two percent to 9% met/exceeds, and our multilingual students increased by two percent to 5% met/exceeds. In contrast, our Black/African American students decreased by two percent to 19% met/exceeds. The is 102.7 points below the standard. Our LTELs score 123.6 points below standard, our Homeless students scored 104.2 points below standard and our Socio-economically disadvantaged students scored 68.6 below the standard.

Reflecting on the data and considering the practices that impacted Math growth at Jefferson, we will continue to utilize the following structures to support student achievement: Utilize cross-curricular PDSA cycles in Math and Science departments, Using an inclusion model, all students with disabilities are enrolled in general education math courses and have the support of an educational specialist who co-teaches the class with a subject matter credentialed teacher. Continue using the i-Ready diagnostic to enable students to set learning goals and provide teachers with targeted interventions to deepen student mastery of skills. Building Thinking Classrooms strategies, including vertical learning spaces. Shifting course offerings to include a broader range of math courses in 7th and 8th grade will support student learning and increase SBAC scores in the met/exceed range. Additionally, leveraging other core content areas such as science and STEM electives to identify cross-curricular themes will support algebra proficiency for students.

Math Goals

In alignment with our commitment to academic excellence and equity, we are focused on increasing the number of Black/African American students who are confidently prepared for and successful in Algebra by the end of Grade 9. By June 2026, the proficiency gap in meeting the Algebra A-G requirement between Black/African American students and their peers will narrow from 7% to 2%, as more students demonstrate readiness and achievement in mathematics. By March 2026, 40% of Black/African American students in Grades 6-8 will be performing on or above grade level in the Algebra and Algebraic Thinking domain on i-Ready Diagnostic 3, up from 30% in June 2025, reflecting continued progress in key mathematical concepts. By June 2026, 72% of Black/African American students in Grades 6-8 will earn a grade of C or better in their mathematics course, an increase from 64% in June 2025, showcasing sustained engagement and success in rigorous math learning.

To support continuous growth in the area of Math we will continue to engage in PDSA cycles to monitor targeted interventions. Grade level data chats will continue to support Math by analyzing i-Ready across the three diagnostic sessions. ILT will continue to support the monitoring of the Math data collected through the PDSA cycle and provide feedback during classroom visits. Collaborative Dept meetings will facilitate monthly Professional Development aligned with goals and connected to walkthrough feedback.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Jefferson Leadership Academy's approach to student achievement for our multilingual students is a layered support and scaffolding. This strategy showed a positive impact in some areas. Our multilingual students are showing positive growth in some areas, but overall, more work is still needed. One positive trend was multilingual students A-C rates, with a 66% pass rate for Semester 2 of the 2024-2025 school year, representing a 3% increase from the previous year. The course pass rates were 72% for ELA and 41% for Math. Student attendance rates are showing a positive trend, increasing 3% to a 94% attendance rate for the 2024-2025 school year. There was also an 11% decline in chronically absent students, to 17.4%. Jefferson also continued a declining trend for suspensions, with a 2.4% rate of suspension for multilingual students. Attendance and increased grades may have contributed to a 5% increase in SBAC Math met/exceeded scores, a two percent rise from the previous year. One data point that was surprising to understand was a three percent decrease in SBAC ELA scores to 8%. Considering the positive trends in many data sets, Jefferson will continue to implement the previous practices, such as CCR and Enlace courses, while also enhancing support for our multilingual students. Using an inclusion model, all students with disabilities are enrolled in general education ELA courses and have the support of an educational specialist who co-teaches the class with a subject matter credentialed teacher. To provide additional support for our 6th-grade multilingual students during the transition to middle school, we cohorted them into ELA classrooms with bilingual teachers. This approach is also utilized for multilingual students who receive support services within their IEPs. Staff Professional development on teaching multilingual learners is part of the school's PD plan, offered multiple times throughout the year. Increased multilingual staff have been hired to engage with students and families in Spanish and Khmer, including outreach about attendance and student supports.

English Learner Goals

By June 2026, JLA staff will ensure that 100% of English Learner (EL) students will have all required evaluations, necessary intervention plan recommendations, documentation, and program updates completed by the regular deadlines established for the current school year, up from 0% (baseline) in June 2025.

All staff will continue to participate in Integrated ELD PD in Grade-Level team meetings and staff meetings throughout the year to become more familiar with district platforms and key progress monitoring tools. Grade level data chats will continue to support ELA and our English learners by analyzing i-Ready across the three diagnostic sessions. Additional support will be offered to English Learners in the form of after school additional support. Continue to monitor progress: ILT will monitor the EL data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Jefferson Leadership Academy centers student agency, identity, and belonging through a variety of experiences on campus. The intentional focus on connection and community has demonstrated positive outcomes for students as reported on the CORE survey, Pulse Surveys, Attendance Rates, and Suspension Rates. Combined, these data provide a snapshot of the culture and climate of JLA. CORE survey: Cultural Awareness and Action 44% positive response- 9% increase from the previous year Pulse Spring 2025 Survey (positive response %)
Sense of personal identity- all students 82%, black/African American students 82%. Sense of agency - all students 79%, Black/African American students 78%.

Sense of belonging - all students 71%, Black/African American students 73%.es

Attendance Rate for 2024-2025 School Year All students 94%Black/African American students 92.5%, Latino 93.8 Multilingual students 94%

Chronic Absenteeism for 2024-2025 Asian 10.7%, Homeless 32.3%, LTEL 24.2%, Students with Disabilities 29.3%

Suspension Rates for 2024-2025 School Year All students 5.8%Black/African American students 12.7%Latino 3.8%Multilingual students 2.4%, White students 2.6%, Students with Disabilities 7.7% a decline of .6%.

Culture and climate are a school focus at JLA for students and staff. Elective and PE departments implement a variety of lessons to support student identity, agency, and belonging. Heritage fairs and assemblies, student clubs, performances, sports, and other student-led activities provide opportunities for students to connect and build community with peers and staff. Our staff seeks input from students about events, spirit days, incentives, and celebrations to ensure that students are driving the vision of the school community.

Culture/Climate Goals

By June 2026, Jefferson Leadership Academy will foster a stronger, more inclusive school community where every student feels seen, valued, and connected. We aim to increase the overall sense of belonging among students to at least 77% favorable responses on the Pulse Survey, up from 71% in June 2025. We will ensure that Latinx and Black/African American students experience belonging at levels equal to those of their peers, affirming that every student's voice and presence matter in our school culture.

Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.

At JLA we have a Culture Climate Tiered intervention plan in PE and electives with wellness being supported by the school counselor and social worker. At JLA the Monday Morning Message supports our culture climate goals by connecting and supporting student belonging. Student leadership, Whole School activities, Heritage assemblies and Festivals during the school day will continue to support our culture and climate goal as well.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Jefferson Leadership Academy students will score meet or exceed in ELA by June 2025, as measured by SBAC data. By June 2025, 65% of our students will score Met/Exceeded on SBAC ELA, a 14% improvement from 2024. As measured by i-Ready data, Jefferson Leadership Academy students achieving below grade level will demonstrate greater than one year of growth in literacy by June 2025.</p> <p>Action Plan: Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: ACE Annotation and Rubric-Aligned Responses in all ELA and History classes. Targeted intervention courses will be provided for EL students,</p>	Goal Partially or Not Met	<p>56% of students were met or exceeded in ELA on SBAC</p> <p>This is a decrease of 5% from 2024.</p>	<p>To support continuous growth in the area of ELA we will continue to engage in PDSA cycles to monitor targeted interventions.</p> <p>Grade level data chats will continue to support ELA and our English learners by analyzing i-Ready across the three diagnostic sessions.</p> <p>ILT will continue to support the monitoring of the ELA data collected through the PDSA cycle and provide feedback during classroom visits.</p> <p>Collaborative Dept meetings will facilitate monthly Professional Development aligned with goals and connected to walkthrough feedback.</p>

	<p>including the Enlace program for newcomers and CCR Elective courses for students.</p> <p>Align professional development to support practices centered on culturally relevant and sustaining instruction, including Integrated ELD PD in Grade Level team meetings. Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery over three diagnostic sessions.</p> <p>Monitoring Progress: ILT will monitor the ELA data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. The administration will participate in classroom visits with feedback to teachers and Quarterly ILT class walkthroughs with Department Heads. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p>			
Math	1) Jefferson Leadership Academy students will score	Goal Partially or Not Met	30% of students were met or exceeded SBAC Math	To support continuous growth in the area of Math we will continue to engage in PDSA cycles

meet or exceed in math by June 2025, as measured by SBAC data. By June 2025, 34% of our students will score Met/Exceeded on SBAC Math, a 5% improvement from 2024. As measured by i-Ready data, Jefferson Leadership Academy students achieving below grade level will demonstrate greater than one year of growth in math by June 2025; EL's, Homeless Youth, students with IEPs and students with disabilities, will exceed their grade level growth target. 85% of 6th-8th grade students will attain a grade of C or better in math on their report card in June 2025, up from 77% in June 2024. The gap between Black/African American students and all other students will be less than 5%.

Action Plan: Conduct quarterly PDSA learning cycles by departments (math and science) to monitor the impact of targeted interventions, including the following signature practices: formative assessment exit tickets on a regular basis. Align professional development to support practices centered on

That is gain of 1%

58% of students attained a C or better in math. That is a 10% decline from the previous year.

30% of students met or exceeded on SBAC math, while 19% of our Black/African American students met or exceeded. That is a gap of 11%.

to monitor targeted interventions.

Grade level data chats will continue to support Math by analyzing i-Ready across the three diagnostic sessions.

ILT will continue to support the monitoring of the Math data collected through the PDSA cycle and provide feedback during classroom visits.

Collaborative Dept meetings will facilitate monthly Professional Development aligned with goals and connected to walkthrough feedback.

culturally relevant and sustaining instruction and equitable and inclusive learning environments to meet the needs of all students including all subgroups (Homeless Youth, students on IEP's, with disabilities...). Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery over three diagnostic sessions. Working in collaboration with Middle School Social Worker and site counselor to review monthly updated lists of students identified as homeless to strategize around specific family supports and resources. Including specific academic supports/tutoring for homeless youth and additional community resources.

Monitoring Progress: ILT will monitor the Math and Science numeracy data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. The administration will participate in classroom visits with feedback to teachers and Quarterly ILT class walkthroughs with Department

	Heads. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.			
English Learner	<p>1) 50% percent or more English Learners will make progress toward English language proficiency, as determined by SBAC data, by June 2025, up from 46% as of June 2024.</p> <p>Action Plan: All staff participate in Integrated ELD PD in Grade-Level team meetings and staff meetings throughout the year to become more familiar with district platforms and key progress monitoring tools.</p> <p>Align professional development to support practices centered on culturally relevant and sustaining instruction. The administration provides monthly updates on attendance data in staff communication and meetings. Staff Utilize i-Ready diagnosis to inform student growth and stretch goals and adjust instruction to support skill development and mastery.</p> <p>Monitoring Progress: ILT will monitor the EL data collected for</p>	Goal Met	<p>English Learners have an increase of 15% making strong progress toward English Language proficiency.</p> <p>61% are demonstrating English Language Proficiency.</p> <p>On the CA Dashboard LTELs and ELs are in the blue band for growth</p> <p>LTELS had an increase of 17.5% proficiency as determined by SBAC data.</p>	<p>All staff will continue to participate in Integrated ELD PD in Grade-Level team meetings and staff meetings throughout the year to become more familiar with district platforms and key progress monitoring tools.</p> <p>Grade level data chats will continue to support ELA and our English learners by analyzing i-Ready across the three diagnostic sessions.</p> <p>Additional support will be offered to English Learners in the form of after school additional support.</p> <p>Continue to monitor progress: ILT will monitor the EL data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year.</p>

	<p>PDSA learning cycles and share it with departments regularly and with all staff twice a year. The administration will participate in classroom visits with feedback to teachers and Quarterly ILT class walkthroughs with Department Heads. The administration will also monitor culture/climate indicators: attendance, chronic attendance, and suspension by demographic groups. It will implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p>			
Culture/Climate	<p>1) Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.</p>	Goal Partially or Not Met	<p>On the CORE survey we Exceeded that goal by reaching 44% positive responses</p> <p>Sense of identity Overall 82% A/A 82%. EL 77% SPED 80%</p> <p>Agency Overall 79% A/A 78% EL 77% SPED 78%</p> <p>Sense of Belonging</p>	<p>At JLA we have a Culture Climate Tiered intervention plan in PE and electives with wellness being supported by the school counselor and social worker through weekly lessons.</p> <p>At JLA the Monday Morning Message supports our culture climate goals by connecting and supporting student belonging and this will continue by having the MMM produced every other week by the principal and the alternating week by our student production team.</p> <p>Student leadership supports culture and climate as our WEB leaders support school activities and lessons in classrooms to support all student</p>

Culture/Climate- Resilient and Mindful Students- subgoals
 Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5%(from 78% to 83%), and student identity by 5% (from 82% to 87%).
 Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%)
 Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).

Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week

Overall 71%
 A/A 73%
 EL 70%
 SPED 73%

Suspension declined by 1.1% for all subgroups
 This is a 4 year trend

Suspension rate Overall 5%
 A/A 12.1%

Chronic absenteeism shows a positive decline of 4% down to 19.6%. This is a consistent decline over 4 years.
 All demographic groups in the orange and yellow bands have shown positive trends with the exception of our Asian students with an increase of 2.6% in Chronic Absenteeism.

with sense of belonging and connectedness, We will continue whole school activities that support our culture and climate goals of identity particularly our heritage assemblies and festivals during the school day will continue to support our culture and climate goal as well.

check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.

Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.

Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and

individualized supports for the student.			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Field trips and buses will be provided for all students to attend field trips to support classroom instruction. (IN 7)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact
Provide department release days for core academic (math/ science/ ELA/ Social Science) teachers once per semester to focus on curriculum development, data collection and analysis, and PDSA learning cycles. These release days will occur in semester 1 and semester 2. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Provide funding to support the JLA marquee installation at the school's front entrance. This expense covers the installation cost associated with the marquee, which was funded through other sources in previous years. The marquee provides real-time communication about campus and LBUSD events and schedules for families and community partners and is accessible 24 hours a day. (SM 5)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Technology to support parent /community engagement. Supplemental computer to support staff. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.</p> <p>(IN 6)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas. (SM 6)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Student mascot to support positive culture on campus. (SM 3)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success.</p> <p>Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus.</p> <p>Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration.</p> <p>Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus.</p> <p>Monitoring student behavior in an alternate class environment.</p> <p>Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors.</p> <p>Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items.</p> <p>Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods.</p> <p>Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms.</p> <p>Mentor students who need extra support with behavior and academics.</p> <p>Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.</p> <p>(IN 2)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

<p>Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year. (IN 8)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS. (IN 4)</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>
<p>100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations</p>				

<p>Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS</p> <p>75% Title 1</p> <p>Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school.</p> <p>Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports.</p> <p>Works with school staff, agencies, and community agencies to bring services and resources to the schools.</p> <p>Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs.</p> <p>Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families.</p> <p>Creates and implements the community schools plan in collaboration with all school stakeholders.</p> <p>Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives.</p> <p>Provides coordination of programs during and beyond the school day for students, families, and the community.</p> <p>Engages the community and parents in partnerships that meet critical needs and support student achievement.</p> <p>Integrates and aligns resources to school goals and priorities.</p> <p>Establishes, maintains, and updates agreements and MOUs with partners and programs.</p> <p>Collaborates with the school team to monitor outcomes and the effectiveness of partnerships.</p> <p>Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings).</p> <p>Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p> <p>(IN 3)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>Need to fund .15 of Art teacher to supplement the grant funding to keep art teacher. (IN 5)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Materials and supplies for student incentives for the Positive Behavior Support Plan. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Heath Collabortive participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level</p> <p>NewsELA</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>Quarter Assessments</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

<p>Culture/Climate and Academic Intervention D/F Rate 30, Algebra Participation/Pass 40, Attendance/Chronic Absenteeism Rate 30</p>	<p>Attendance / Academic Support Intervention- Minga platform will support our Jefferson Justice League Tiered Support plan wth Student Attendance and Behavior Accountability:Â Behavior reporting and tardy management provide JLA with accurate and real-time data on student attendance and punctuality and Operational Efficiency:Â Digital hall passes can streamline and enhance the management of student movement throughout the school, minimizing classroom disruptions, increasing safety, and allowing teachers more time to focus on instruction.</p>	<p>All Staff, All Students, All Parents</p>	<p>LCFF \$4,255 Services - LCFF 100%</p>	<p>09/16/2025 - 06/30/2026 Daily</p>	<p>Principal, APs, Teachers, and Support Staff</p>	<p>Jeferson Justice League team members will monitor the effectiveness of the program. D/F Rate 30, Algebra Participation/Pass 40, Attendance/Chronic Absenteeism Rate 30</p>
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<p>Culture/Climate, Academic Intervention, & Attendance and Tardies High School Readiness 40, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 20</p>	<p>Fund a teacher for one additional hour per week to support the site's needs for website management and maintenance.Â The teacher will support school-to-community communication by refreshing and maintaining the website with current information. Parents have expressed concern about the lack of information and accessibility on the current website. The teacher will provide direct support to staff and students on-site to maintain a website that is engaging and has a positive impact on the school community throughout the year. (funding change only-previously approved 9/25) In addition, the materials cost includes refreshing the website platform</p>	<p>All Parents, All Staff, All Students</p>	<p>LCFF \$5,873 Teacher Hourly Extra Comp (1) for 45 hours annually - LCFF 100% Services - LCFF 100%</p>	<p>08/16/2025 - 06/30/2026 Weekly</p>	<p>Teacher, Principal, Aps and Parent and Coordinator Program Facilitator</p>	<p>The principal will monitor the website and engage with parents to gather feedback. High School Readiness 40, Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 20</p>
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	to align with the secondary school template rather than the current elementary template used on the website.					
Culture/Climate and Academic Intervention D/F Rate 20, High School Readiness 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40	Enrichment activities (grade level experiences, including Field Trips, field days, materials, and supplies). These activities will connect to core content areas as enrichment experiences, such as field trips to art museums and cultural centers. This funding could also be utilized to host guest speakers and workshops on campus for students.	All Students	Title 1 \$15,000 Materials - Title 1 100%	07/01/2025 - 06/30/2026 Monthly	Principal, APs, Parent Facilitator, IIC	Student culture climate data and a-c rates will be monitored to measure impact of enrichment activities. D/F Rate 20, High School Readiness 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Culture/Climate, Academic Intervention, & Attendance and Tardies Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 20, SEL Survey 50	Additional hourly for Campus Staff Assistant after school during sports seasons will support the educational experiance at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies.	All Students, All Parents, All Staff	LCFF \$4 Hourly - Campus Staff Assistant (.1) for 1 hours annually - LCFF 100%	08/01/2025 - 06/30/2026 Biweekly	Principal	Discipline data Attendance percentage Number of Ds/Fs Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 20, SEL Survey 50

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Culture/Climate, Academic Intervention for identified demographic groups High School Readiness 30, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 50	Parent engagement materials- Signage/Banners to promote Parent Involvement/School activities	All Parents, English Learners, African-American, Administration, All Students, Identified At-Risk Students	Par Inv \$2,400 Materials - Par Inv 100%	07/01/2025 - 06/30/2026 Monthly	Principal, APs, Parent Facilitator	Site administration will monitor the use of parent engagement materials. High School Readiness 30, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 50
Art program expanded to increase choice to align with high school readiness. Culture-Climate Survey (Student-Staff) 30, Elective Curriculum 70	Prop 28 funding will fund .85 of Art teacher to allow for increased course offerings. .15% will be funded out of other resources.	All Students	Prop 28 \$149,119 Teacher - Secondary .85 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Quarterly	Principal, APs	Student interest in Art Culture-Climate Survey (Student-Staff) 30, Elective Curriculum 70

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Community engagement, parent two-way communication tool, multilingual platform allows for school information to be accessed in a variety of modes. High School Readiness 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 40	Smore community newsletter digital platform. Used on a weekly basis to communicate with community partners, staff, and school district.	All Parents, All Staff, All Students	Par Inv \$195 Services - Par Inv 100%	07/01/2025 - 06/30/2026 Weekly	Principal, APs, Parent Facilitator, Office staff	Platform includes data analysis tools to measure readership and track views. Parent communication is tracked through office staff and parent facilitator. High School Readiness 30, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 40
Academic Intervention, and Attendance and Tardies D/F Rate 20, Attendance/Chronic Absenteeism Rate 20, Core Curriculum 60	Instructional Materials and office supplies for students to support student achievement in core content areas, interventions, and attendance.	All Students	LCFF \$40,000 Materials - LCFF 100%	07/01/2025 - 06/30/2026 Biweekly	Principal, APs, Parent Facilitator, IIC	Monthly data review to monitor student outcomes including A-C rates and culture climate data. D/F Rate 20, Attendance/Chronic Absenteeism Rate 20, Core Curriculum 60

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Supplemental counseling support for student transition to middle school. D/F Rate 30, Algebra Participation/Pass 40, High School Readiness 30	Supplemental counseling support for student transition to middle school. Additional support will allow for greater access to academic, social-emotional, and mental wellness during the critical opening of the school year. Further support from an experienced counselor will help resolve conflicts related to student scheduling and provide increased counseling support for students and their families during the enrollment and opening of the school year.	All Parents, All Students, All Staff	Title 1 \$6,009 Counselor .032 FTE - Title 1 100%	08/01/2025 - 06/30/2026 Other	Principial	prinicipal will monitor need for additional support using key timelines and annual milestones. D/F Rate 30, Algebra Participation/Pass 40, High School Readiness 30

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Culture/Climate, Academic Interventions, and Attendance and Tardies Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 30	Send team of 4 JLA staff members to Safe & Civil Schools-National Conference July 13-17, 2025 to provide training and support for school behavior interventions. Cost includes conference registration, hotel, and transportation.	Administration, All Staff, All Students	Title 1 \$14,587 Services - Title 1 100%	07/01/2025 - 06/30/2026 Annually	Principal, AP, CSA	Culture Climate data will be monitored during year to measure impact of safe and civil practices. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 30

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Culture/Climate, Academic Interventions, and Attendance and Tardies Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 40	Recreation Aide will assist in the cafeteria and outdoor play area to ensure a safe and orderly lunch period, ensure restrooms and buildings are clear after passing periods, and assist with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with entrance supervision and after-school activities and offer specialized clubs after school.	All Students	LCFF \$8,007 Recreation Aide .125 FTE - LCFF 100% Hourly - Recreation Aide (1) for 182 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Principal, APs, office supervisor	Monitor incidents that occur before school, at lunch, and after school. Summary data shared monthly with Safe and Civil Team. Monitor tardies and attendance. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Culture/Climate, Academic Intervention Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30	WEB & Orientation-provide staffing and resources to create a welcoming and inclusive transition for incoming 6th grade students. Additonal staffing is need to support the community investment in student achievement and establishing a sense of belonging for students and parents.	All Parents, All Staff, All Students	LCFF \$5,247 Teacher Hourly Extra Comp (9) for 6 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Annually	Prinicpal, APs, Parent Facilitator, WEB staff leaders	attandance of WEB and orientation, Fall Pulse survey, quarter 1 grades. Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30
Culture/Climate, Academic Intervention, & Attendance and Tardies High School Readiness 40, Attendance/Chronic Absenteeism Rate 30, Suspension/Explusion Rate 30	Administrative Staff Summer Development for 25-26 Intervention stratgy focusing on Culture/Climate, Academic Intervention, & Attendance and Tardies.	Administration	LCFF \$2,435 Manager Additional Assignment (3) for 6 hours annually - LCFF 100%	07/01/2025 - 08/12/2025 Other	Principal	Plan for 25-26 school year developed, culture/climate data, academic achievement High School Readiness 40, Attendance/Chronic Absenteeism Rate 30, Suspension/Explusion Rate 30

<p>All students and staff need equal access to updated technology that is in good working condition. D/F Rate 20, Culture-Climate Survey (Student-Staff) 30, Core Curriculum 50</p>	<p>Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year. Materials to support the site technology needs and inventory to support continued instruction when resources are needed.</p>	<p>All Staff, All Students, English Learners, African-American, All Parents</p>	<p>LCFF \$10,288 Teacher Hourly Extra Comp (1) for 75 hours annually - LCFF 100% Materials - LCFF 100%</p>	<p>08/01/2025 - 06/30/2026 Weekly</p>	<p>Teacher during Conference period, Principal</p>	<p>Administration team would provide general supervision and direct duties of computer support technician. D/F Rate 20, Culture-Climate Survey (Student-Staff) 30, Core Curriculum 50</p>
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<p>Art program expanded to increase choice to align with high school readiness. High School Readiness 20, Culture-Climate Survey (Student-Staff) 30, Elective Curriculum 50</p>	<p>Need to fund .15 of Art teacher to supplement the grant funding to keep art teacher.</p>	<p>All Students</p>	<p>LCFF \$26,316 Teacher - Secondary .15 FTE - LCFF 100%</p>	<p>07/01/2025 - 06/30/2026 Quarterly</p>	<p>Principal</p>	<p>Student interest in Art High School Readiness 20, Culture-Climate Survey (Student-Staff) 30, Elective Curriculum 50</p>
<p>Support to ensure students are reclassified promptly and that all compliance items are completed by the deadlines. Support to maintain parent and community partners such as ELAC and SSC and all items associated with these committees to increase positive culture climate outcomes for students & staff. High School Readiness 20, EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40</p>	<p>program facilitator .50% Facilitate the timely completion of all state and federal compliance items based on district guidelines. This includes tasks such as: Support SPSA-related tasks To ensure instructional sufficiencies are met for Williams Serve as a liaison to site-level parent groups. Implement the community school plan in collaboration with all school stakeholders. Maintaining ELAC and SSC meetings and all items associated with these committees. Mobilize, train, and engage SSC parents and</p>	<p>All Staff, All Students, All Parents</p>	<p>Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%</p>	<p>07/01/2025 - 06/30/2026 Daily</p>	<p>Principal, AP</p>	<p>Completion of all compliance and SSC items on time. Attendance and chronic absenteeism High School Readiness 20, EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40</p>

staff to be responsible stewards of site funds and to use them to impact students' and staff's academic and SEL needs. Develop Title 1 newsletters. Monitor and communicate the impact relating to student achievement data. Monitor and collection of staff TDRs. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Integrates and aligns resources to school goals and priorities. Serve as the site liaison for community partners and outreach such as: to ensure students are reclassified promptly

via ELPAC maintain flexible hours to support parent engagement after the school day and evenings Community partnerships: Support translations for school events, parent workshops, and home communication monitor attendance and chronic absenteeism, including SARB/SART/SST Parent volunteers: VIPS coordinator School Webmaster-parent and community outreach Facilitate 6th Grade Orientation for families. Support attendance outreach (SART/SARB/SST) Develop and Facilitate Parent Workshops and training based on community need facilitates, and coordinates programs and strategies that

<p>support community involvement in school programs. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement.</p>					
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
CORE survey data indicates a need to continue monitoring campus culture and safety. Parents and staff have requested additional adult supervision to monitor students before, during, and after school to ensure safety and increase opportunities for connection and enrichment. High School Readiness 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 60	Recreation Aides will assist in the cafeteria and outdoor play area to ensure a safe and orderly lunch period, ensure restrooms and buildings are clear after passing periods, and assist with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with entrance supervision and after-school activities and offer specialized clubs after school.	All Students, All Staff, All Parents	LCFF Rec \$56,965 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (4) for 486 hours annually - LCFF Rec 100%	08/01/2025 - 06/30/2026 Daily	Principal, APs	Monitor student behavior at lunch and in the afternoon. Student tardies and attendance increased afterschool enrichment opportunities High School Readiness 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 60

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	<p>We provide an orientation day for the 5th graders rising to 6th grade. This day allows the MS transition to be supportive our new students' needs. Families and students are invited to attend. They are given their schedule of classes, they have time to look for the location of their classes, they experience a presentation to orient them to the site, and they are given resources for uniforms, canvas access and technology.</p> <p>To aide with the Gr5 to MS Transition our WEB leaders are available to our new 6th graders throughout the first week of school. WEB leaders guide their younger classmates to class and assist them through out the first week of school.</p> <p>WEB leaders continue to be available throughout the school year at all events. They wear their WEB leader shirts that allow students to access them easily to ask questions and seek out support.</p>	<p>Our 8th graders are provided opportunities to hear presentations from representatives from our LBUSD High Schools. These opportunities happen during lunch time in our library and are offered to all students. Our 8th graders are invited to ask questions and prepare themselves for the HS transition and to feel certain about the choice they are about to make.</p> <p>Additionally we offered two opportunities for families to come to campus and receive support with the HS Choice application process. We had language support and technology available to parents that needed assistance.</p> <p>EOP opportunities have been shared with families to ensure that information is available regarding HS Opportunities.</p> <p>Flyers in foyer for site nights have been visible to students and their families for the months of November and December to increase their knowledge around the opportunities available to them for high school</p> <p>High school counselors come to our site to support our 8th graders in transitioning to their respective high schools.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Student incentives and public recognition for students to motivate and prioritize academic achievement and student sense of belonging. High School Readiness 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 50	Materials and supplies for student incentives for the Positive Behavior Intervention Support Plan.	LCFF \$10,000 Materials - LCFF 100%	08/01/2025 - 06/30/2026 Monthly	Principal, APs	on going basis as data is available for progress monitoring

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
academic intervention, applied math and science skills. SBAC Math 20, Attendance/Chronic Absenteeism Rate 30, Elective Curriculum 50	Summer professional development for PLTW teacher to support two new electives that will be taught during the 25-26 school year. These two one-week professional development summer training will enhance the instructional practices for two new elective courses. These electives are high in student interest, utilizing applied math and science concepts in real-world applications. The courses were selected to enhance existing courses, including other semester PLTW courses and core content math courses.	LCFF \$1,950 Services - LCFF 100% Services - LCFF 100%	06/23/2025 - 08/01/2025 Other	Principal, PLTW teacher	teacher will complete training and implement skills and knowledge in curriculum throughout semester. Teacher will be supervised by site administrator.

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
25-26 schoolwide priorities: Culture and Climate Academic intervention Attendance and tardies D/F Rate 20, High School Readiness 30, Core Curriculum 50	Provide professional development release days for core academic teachers up to four times throughout the year. Teachers will align instruction with the district curriculum, integrating QCI practices, data collection and analysis, and PDSA learning cycles. These PD days will be coordinated with site administration and aligned with school and district goals.	Title 1 \$40,383 Substitute teacher full day (36) for 4 days - Title 1 100%	08/01/2025 - 06/30/2026 Monthly	Principal, APs, Department Heads	PDSA data analysis, SBAC

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Culture Climate Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 40, SEL Survey 20	Duplication materials and postage to mail to families. Materials will communitate parent events including workshops, parent education, orientaitions, and promote school events and student celebrations, including parent information/ workshops and presentations for families to participate in.	Par Inv \$1,308 Materials - Par Inv 100% Services - Par Inv 100%	12/09/2025 - 06/25/2026 Monthly	Principal and Enrollment Clerk	Enrollment clerk will monitor distribution of materials and manage feedback on resposnes.
Parent engagement and welcoming space for community partners increase the positive sense of belonging for families. High School Readiness 40, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 40	Transitioning to a new location on-site for the parent center and hiring a new staff member in position will require additional supplies and materials for the parent center. These materials will enhance the new parent center as a welcoming environment for parents on campus and foster connection and community for our parent partners. Parent workshops and parent meetings will be conducted in this new space.	Par Inv \$3,000 Materials - Par Inv 100%	07/01/2025 - 06/30/2026 Monthly	Principal, AP, Office Supervisor, and Parent Facilitator	The principal and AP will monitor the transition for new cneter and staff.

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent and student communication regarding school expectations and guidelines in a digital platform. High School Readiness 50, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 30	Additionally hourly for staff to develop a digital JLA parent resource guide to replace a printed student planner. A canvas module and JLA webpage resources will be designed to serve as a communication tool for students, families, and school staff. These resources will be updated quarterly and provide ongoing access to current information.	Par Inv \$1,082 Manager Additional Assignment (1) for 8 hours annually - Par Inv 100%	07/01/2025 - 06/30/2026 Annually	Prinipal, AP, office Supervisor	The principal will monitor the completion of the task and ensure the accuracy of information.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	398210
Title I Parent and Family Involvement (3008)	8060

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	117460

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Assistance to Schools

Counselors

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Renee Shipman	06-15-2027
Staff	Classroom Teacher	Jonathan Chavez	06-12-2026
Staff	Classroom Teacher	Vanessa Van Dyck	06-12-2026
Staff	Classroom Teacher	Tisha Tun	06-12-2026
Staff	Classroom Teacher	Marisol Moreno	06-12-2026
Staff	Other School Personnel	Angela Medina	06-15-2027
Community	Parent/Community Member	█ Parram-Brooks	06-12-2026
Community	Parent/Community Member	█ Cotton	06-12-2026
Community	Parent/Community Member	█ Bennett	06-15-2027
Community	Student	G █	06-12-2026
Community	Student	C █	06-12-2026
Community	Student	L █	06-15-2027

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	█████ Maldonado
DELAC Representative	Parent of EL Student (required)	█████ Karadag
Principal or Designee	Staff Member (required)	Angela Medina
Secretary	Parent of EL Student (required)	█████ Martinez

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/06/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>An awards assembly for our English Learners that have made progress in their language acquisition along with a presentation to motivate other English Learners prior to the administration of the ELPAC. An awards assembly in January prior to the ELPAC would encourage all English Learners to give their best efforts on the exam while also celebrating those that have progressed.</p> <p>An increase in Spanish 1-2 Class offerings in the 26-27 master schedule. An increase in Spanish class offerings for next year's master calendar would allow more students to become multilingual and also give our Spanish speaking students the opportunity to increase their biliteracy.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>Language Census Data</p> <p>Other: Needs Assessment</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/18/2025

Question	Answer
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>SSC agreed to the recommendations provided by ELAC.</p> <p>They would like an assembly for our English Learners to take place in late January to celebrate students that have made progress in their language acquisition along with a presentation to motivate other English Learners prior to the administration of the ELPAC. It was suggested to have parents invited as well.</p> <p>SSC agreed to an increase in Spanish 1-2 Class offerings in the 26-27 master schedule.</p> <p>These recommendations regarding the Needs Assessment & Language Censes do not require additional funding.</p>

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the school resources. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/18/2025
2. SSC approved the **Home-School Compact** on 09/16/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/14/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/22/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 01/13/2026
6. The SPSA was approved at its meeting on 01/13/2026

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

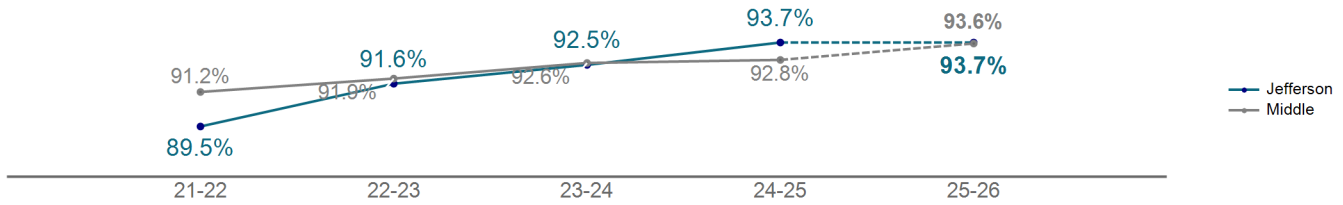
Printed Name: _____ Date: _____

ELAC Chair: _____

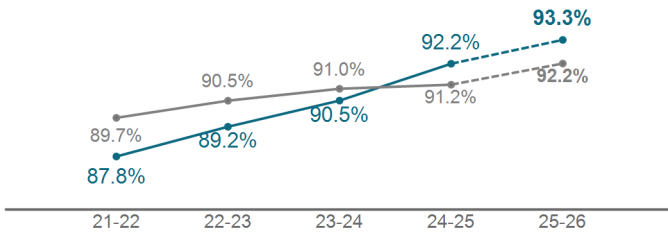
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Attendance Rate

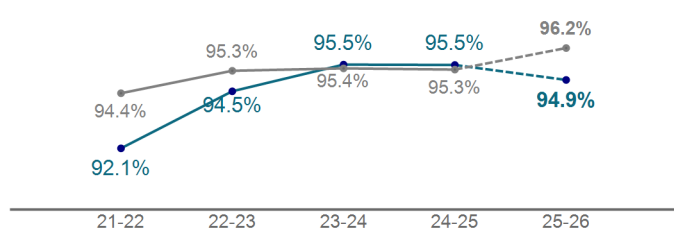
**Jefferson
All Students
N = 1,021**



**African American
N = 168**



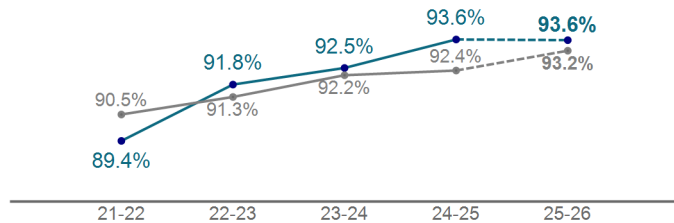
**Asian
N = 66**



Filipino

Subgroup with fewer than 20 students.

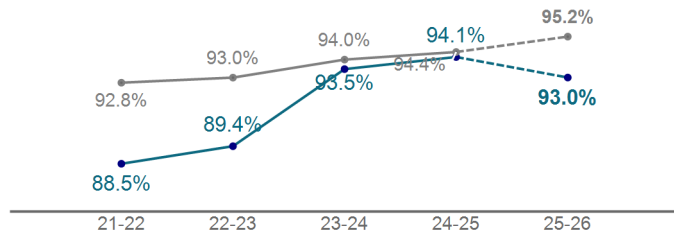
**Hispanic
N = 695**



Pacific Islander

Subgroup with fewer than 20 students.

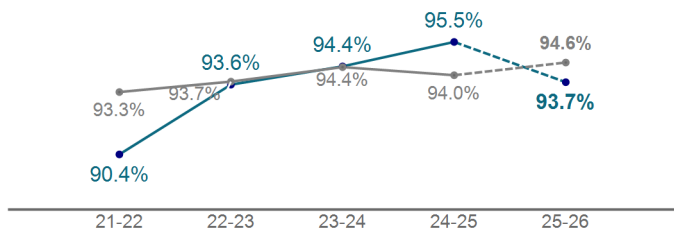
**White
N = 35**



Native American

Subgroup with fewer than 20 students.

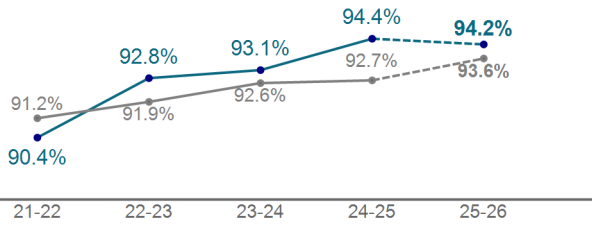
**Other
N = 48**



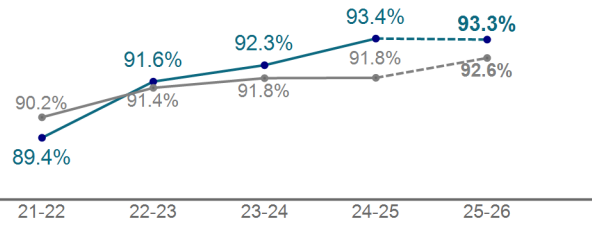
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

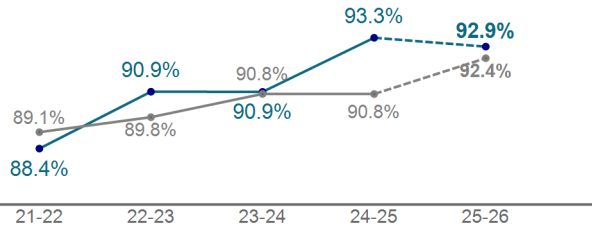
EL + RFEP
N = 390



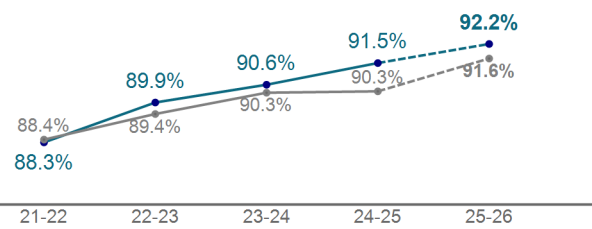
Low SES
N = 806



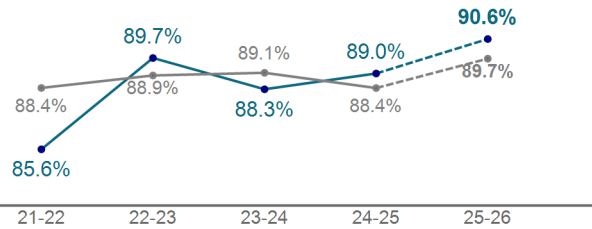
English Learner
N = 201



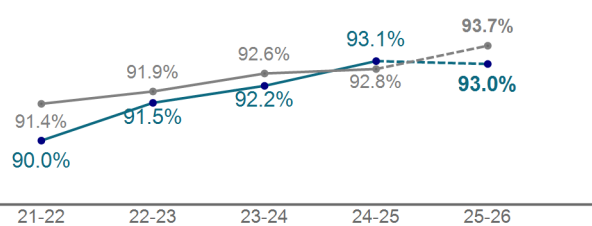
Special Education
N = 129



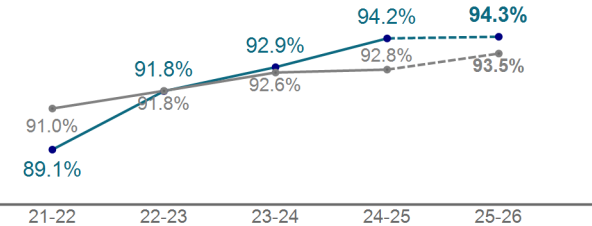
Homeless or Foster Youth
N = 64



Female
N = 500



Male
N = 521



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Jefferson 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students		Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate
All Students	1,028	1,028	5	13	13	21	48	18.4%	21.5%	30.9%	21.9%
Grade	Gr. 06	339	3	14	15	21	47	17.4%	20.1%	32.4%	20.7%
	Gr. 07	337	5	12	10	22	50	17.5%	18.2%	27.6%	23.0%
	Gr. 08	352	7	13	13	20	47	20.2%	26.1%	32.7%	22.1%
Ethnicity	African American	159	9	18	13	18	42	27.7%	29.8%	40.9%	31.7%
	American Indian	2	50		50			50.0%	100.0%	50.0%	38.9%
	Asian	79	1	10	10	20	58	11.4%	8.8%	21.5%	11.9%
	Cambodian	64	2	8	3	20	67	9.4%	9.4%	12.5%	14.9%
	Filipino	5				40	60	0.0%	18.2%	0.0%	6.3%
	Hispanic	703	5	13	13	21	49	17.5%	21.1%	30.4%	23.1%
	Pacific Islander	1	100					100.0%	100.0%	100.0%	37.4%
	White	37	3	16	11	35	35	18.9%	20.5%	29.7%	13.6%
	Other	42	2	7	12	19	60	9.5%	16.3%	21.4%	17.1%
	Gender	Female	522	7	14	13	20	46	20.7%	22.7%	33.5%
Male		503	3	13	12	21	50	16.1%	20.4%	28.2%	22.0%
Nonbinary		3	33		33	33	0.0%	0.0%	33.3%	29.4%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Jefferson 2024-2025

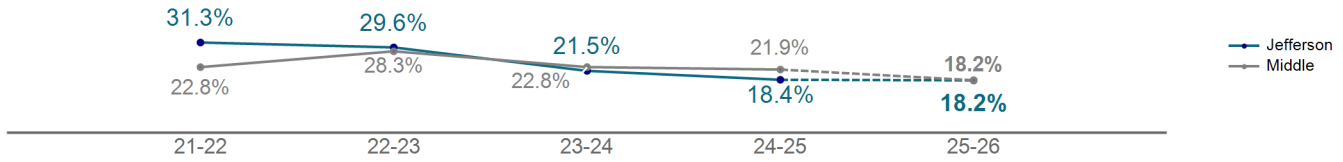
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands				Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance	
	Low SES	827	6	13	12	21	47	19.3%	22.2%	31.8%	26.5%
	ELL	167	7	13	15	20	46	19.8%	28.3%	34.7%	30.4%
	RFEP	258	2	9	9	24	55	11.6%	13.7%	20.9%	16.2%
	EL + RFEP	425	4	11	12	22	51	14.8%	19.1%	26.4%	22.1%
	Special Ed.	130	11	19	19	12	39	30.0%	33.3%	49.2%	33.1%
	Spec Ed. Speech/RSP	49	8	20	14	12	45	28.6%	33.3%	42.9%	31.2%
	Homeless/Foster	81	16	19	14	19	33	34.6%	34.1%	48.1%	39.3%
	Foster	9	11	44	22	22		55.6%	30.0%	77.8%	48.1%
	Homeless	72	17	15	13	21	35	31.9%	34.7%	44.4%	38.0%
GATE/Excel	250	2	7	8	22	61	9.2%	11.1%	17.2%	9.9%	

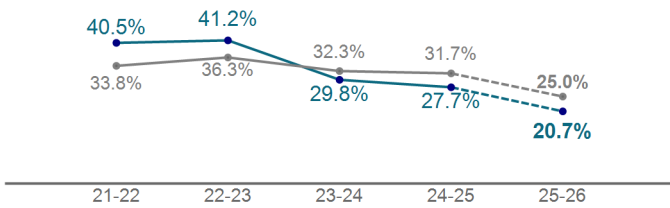
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

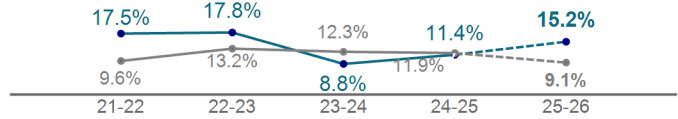
Jefferson
All Students
N = 1,001



African American
N = 164



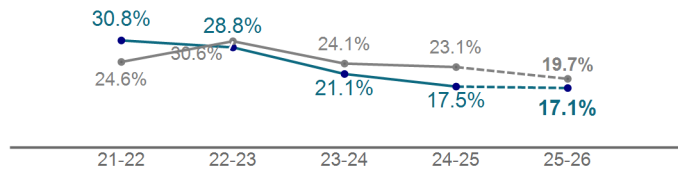
Asian
N = 66



Filipino

Subgroup with fewer than 20 students.

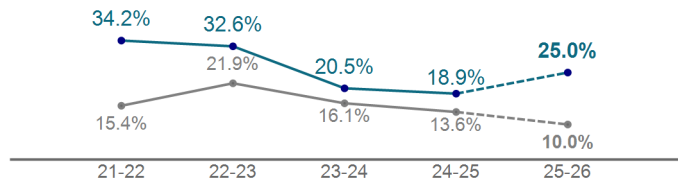
Hispanic
N = 685



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 32



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

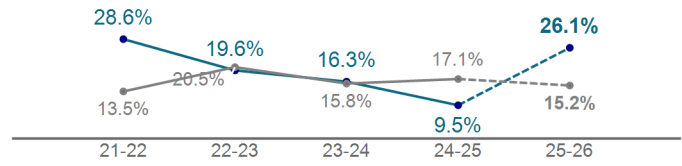
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

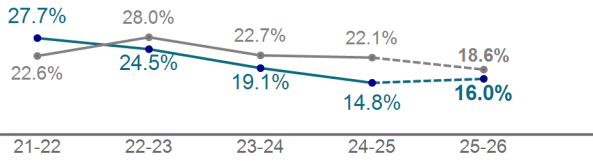
N = 46



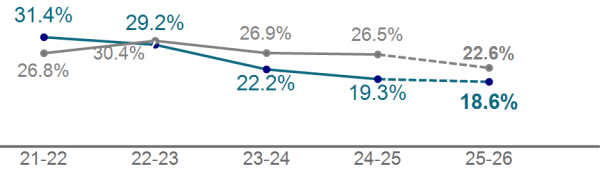
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

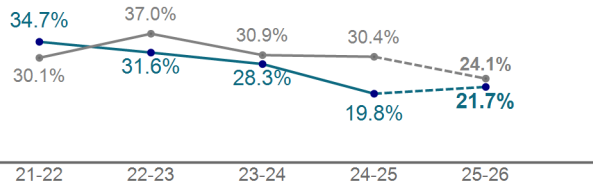
EL + RFEP
N = 388



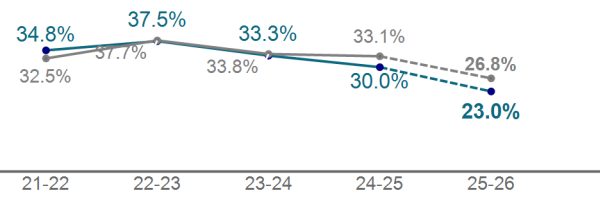
Low SES
N = 802



English Learner
N = 198



Special Education
N = 126



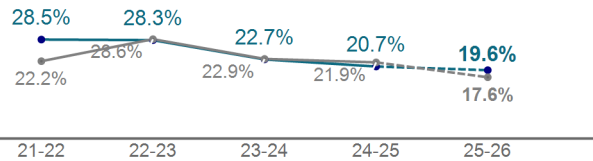
Homeless or Foster Youth

Subgroup with fewer than 20 students.

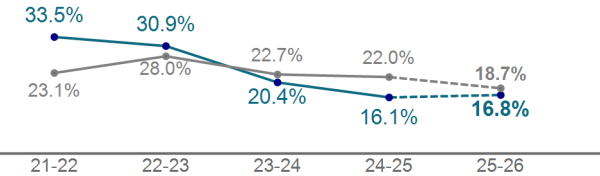
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 489



Male
N = 512



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Jefferson

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Jefferson

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Jefferson

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
E L A	All Students	956	-	25	12	14	49	
		All Middle	18	33	13	14	40	
		District	28	30	15	17	38	
	Grade	Gr. 06 (Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)	314	-	28	13	18	40
			All Middle	12	38	16	16	30
			District	15	36	16	17	31
		Gr. 07 (Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)	321	-	17	13	16	54
			All Middle	33	25	14	16	45
			District	37	25	14	16	45
		Gr. 08 (Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)	321	-	30	11	7	53
			All Middle	12	38	9	9	44
			District	11	38	9	9	44
	Ethnicity	Hispanic	662	-	23	13	14	50
			All Middle	19	33	13	14	40
			District	28	30	14	17	38
African American		141	-	33	7	13	48	
		All Middle	19	35	12	14	39	
		District	25	32	14	15	39	
Asian		78	-	23	13	12	53	
		All Middle	11	34	14	13	39	
		District	28	29	15	17	39	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	63	-	19	13	17	51
			All Middle	7	33	15	14	38
			District	23	29	15	18	38
	Other	41	-	20	10	17	54	
		All Middle	7	36	14	13	38	
		District	25	31	15	17	37	
	White	28	-	39	21	7	32	
		All Middle	23	32	13	16	39	
		District	27	30	15	19	37	
	Filipino	5^	-	20	20	20	40	
		All Middle	25	31	14	13	42	
		District	37	29	14	17	41	
Pacific Islander	1^	-	100	0	0	0		
	All Middle	25	30	19	14	36		
	District	39	30	18	15	37		
Gender	Female	486	-	24	12	14	50	
		All Middle	19	32	13	14	41	
		District	28	30	15	17	38	
	Male	467	-	25	13	13	49	
		All Middle	16	35	13	14	39	
		District	26	31	14	17	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	3 [^]	-		33		67
		All Middle [^]	72	25	25	50	
		District	19	33	18	48	
Special Populations	EL + RFEP	400	-	23	12	13	52
		All Middle	22	31	12	14	43
		District	28	31	13	16	41
	ELL	148	-	26	11	11	52
		All Middle	22	32	13	13	42
		District	31	30	15	17	38
	RFEP	252	-	21	12	14	52
		All Middle	23	31	12	14	44
		District	27	31	11	15	43
	Foster	8 [^]	-	63	13	13	13
		All Middle	14	45	16	5	34
		District	35	38	18	9	35
	GATE/Excel	242	-	24	14	16	46
		All Middle	17	33	13	15	39
		District	30	29	16	19	36
Homeless	56	-	27	18	11	45	
	All Middle	23	31	14	14	40	
	District	34	30	15	16	40	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Homeless/Foster	64	-	31	17	11	41	
			All Middle	23		33	14	13	40
			District	34		31	15	15	39
		Low SES	776	-	26	13	13	48	
			All Middle	18		34	13	14	40
			District	28		30	15	16	39
		Special Ed.	119	-	29	10	13	47	
			All Middle	19		33	13	14	40
			District	31		30	14	17	39
		Spec Ed. Speech/RSP	44	-	23	14	16	48	
			All Middle	19		34	13	13	40
			District	31		31	13	16	41

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	953	27	36	12	13	38	
		All Middle	19	38	12	13	36	
		District	20	34	20	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	314	-	42	17	16	25
			All Middle	24	40	15	15	29
			District	29	39	15	16	30
		Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	320	-	33	10	11	45
			All Middle	18	34	11	12	43
			District	19	34	11	12	43
		Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	319	38	34	10	13	44
			All Middle	14	40	10	12	38
			District	14	41	10	12	37
Ethnicity	Hispanic	662	16	37	12	14	37	
		All Middle	17	40	12	13	35	
		District	19	36	19	19	27	
	African American	139	-	42	12	9	38	
		All Middle	22	40	12	12	36	
		District	23	35	20	17	28	
	Asian	77	-	23	13	19	44	
		All Middle	21	31	15	14	40	
		District	22	31	21	20	29	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
	N			Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Cambodian	63	-	19	22	22	37
			All Middle	15	31	15	16	38
			District	18	30	20	20	30
	Other	41	-	29	20	12	39	
		All Middle	26	32	13	14	41	
		District	21	31	20	20	28	
	White	28	-	36	11	14	39	
		All Middle	20	37	12	13	38	
		District	16	34	20	19	26	
	Filipino	5^	-	60	40			
		All Middle	11	31	15	13	42	
		District	18	30	19	21	30	
Pacific Islander	1^	-	100	0				
	All Middle	-1	36	10	15	39		
	District	4	35	22	20	23		
Gender	Female	484	-	33	14	14	38	
		All Middle	20	37	13	13	37	
		District	17	34	20	18	27	
	Male	466	-	39	10	13	38	
		All Middle	17	39	12	13	36	
		District	22	35	19	19	27	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	3 [^]	-	67	33	0	
		All Middle [^]	18	38	13	13	38
		District	-12	52	12	15	21
Math Special Populations	EL + RFEP	401	-	36	13	13	38
		All Middle	16	40	12	13	36
		District	17	37	18	18	27
	ELL	149	-	41	13	10	36
		All Middle	11	46	11	11	33
		District	25	37	18	18	26
	RFEP	252	-	33	13	14	40
		All Middle	20	36	13	13	38
		District	14	36	18	18	28
	Foster	8 [^]	-	50	13	38	
		All Middle	21	38	15	14	33
		District	60	35	19	18	28
	GATE/Excel	241	-	30	13	17	40
		All Middle	23	33	14	14	39
		District	16	31	21	21	27
Homeless	55	-	42	11	9	38	
	All Middle	18	42	12	11	35	
	District	12	38	19	16	27	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Jefferson

2/10/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless/Foster	63	-	43	10	10	38
		All Middle	18	42	12	11	35
		District	18	38	19	16	27
	Low SES	772	30	37	12	13	37
		All Middle	18	40	12	13	35
		District	19	35	19	19	27
	Special Ed.	118	-	37	8	13	42
		All Middle	12	43	10	12	35
		District	25	36	17	17	29
	Spec Ed. Speech/RSP	44	-	43	7	20	30
		All Middle	15	44	9	12	35
		District	21	37	18	17	29

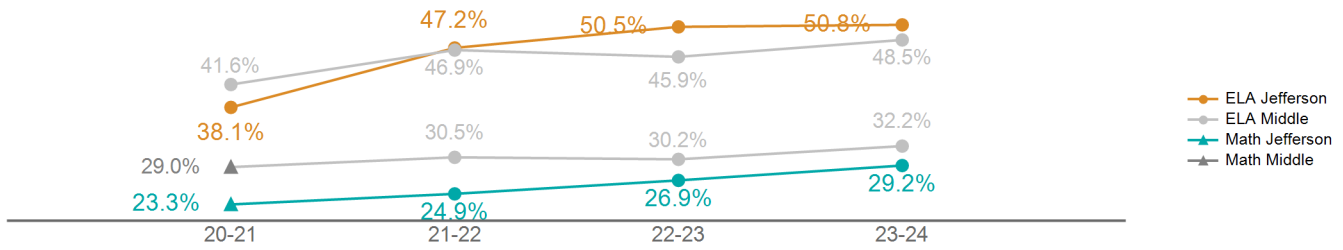
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

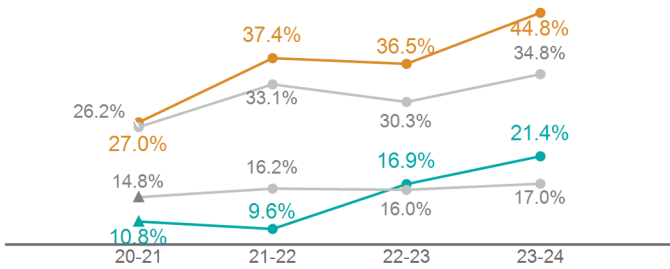
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

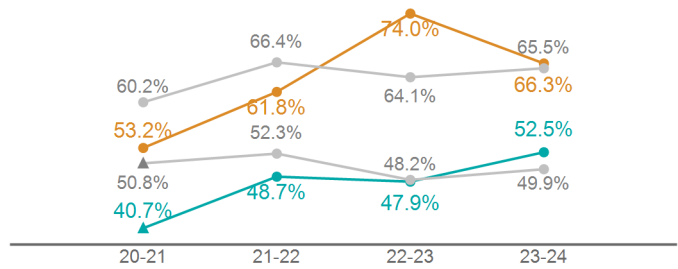
**Jefferson
All Students**



African American



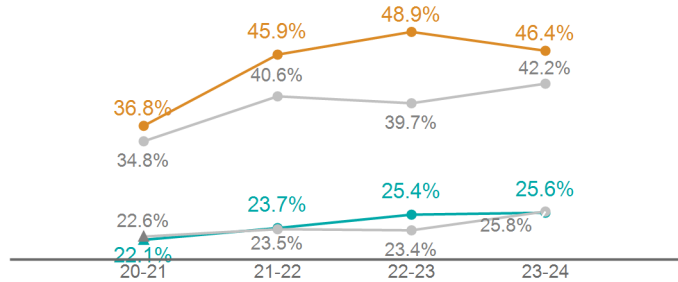
Asian



Filipino

Subgroup with fewer than 20 students.

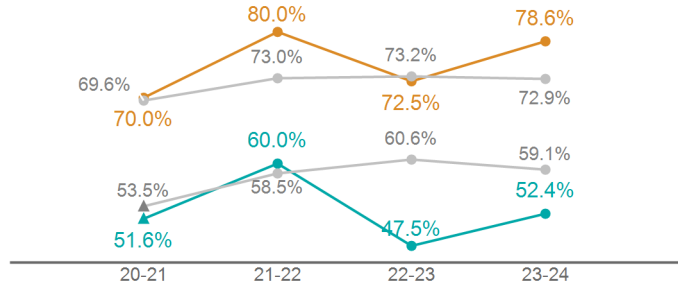
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White

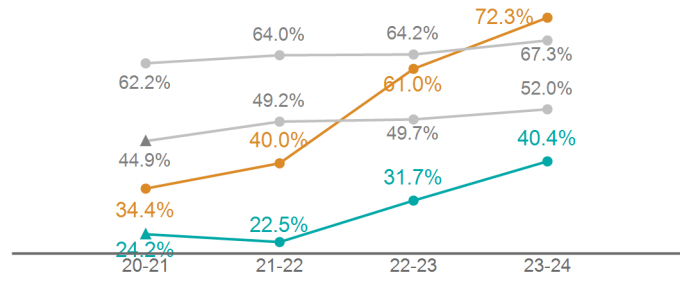


Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

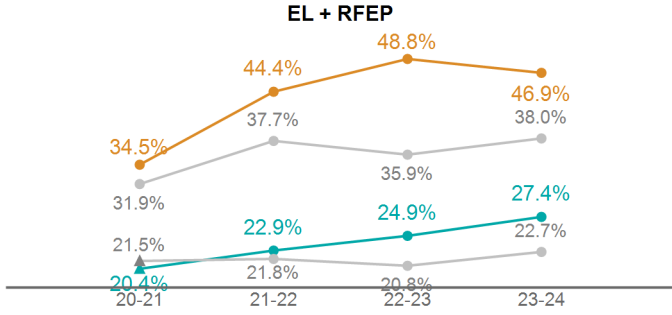
Subgroup with fewer than 20 students.

Other

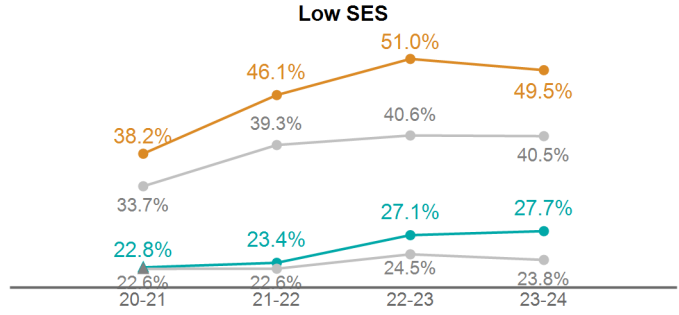


Percent of Students with Achievement Level of Met or Exceeded in SBAC

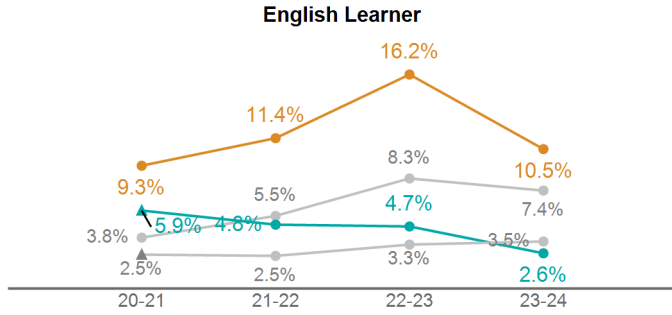
EL + RFEP



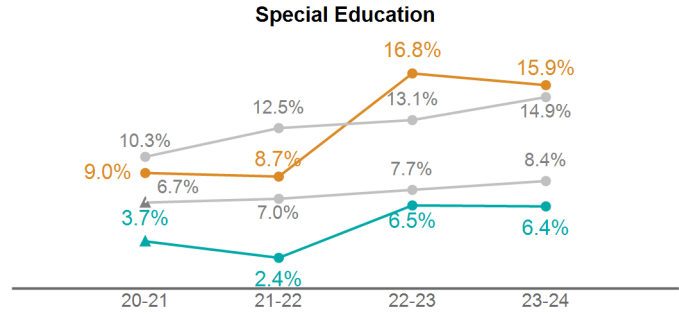
Low SES



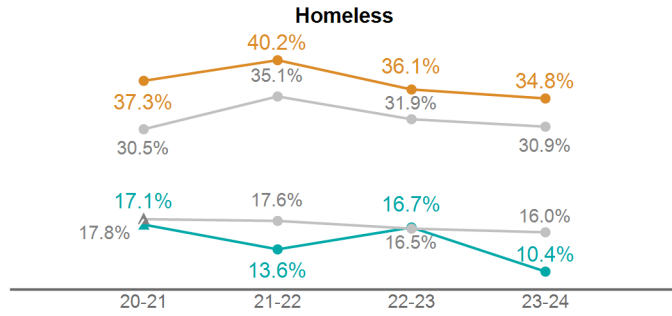
English Learner



Special Education



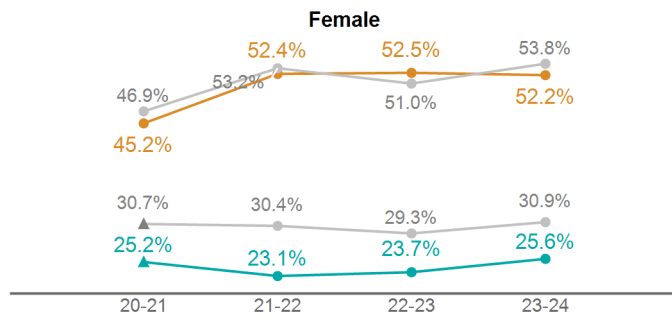
Homeless



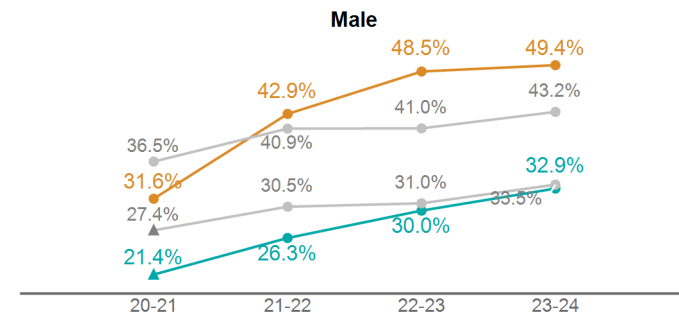
Foster Youth

Subgroup with fewer than 20 students.

Female



Male



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,695	50%	29	21	24	26	50%	↑2	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/10/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,758	55%	29	26	23	22	45%	↑1	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	3,904	68%	17	52	20	12	32%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	11,560	49%	26	23	32	19	51%	↑3	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Middle	11,563	65%	40	25	17	18	35%	↑2	↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	3,573	54%	31	23	20	25	46%	↑4	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	1,218	65%	14	51	23	13	35%	↑3	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/10/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,565	46%	25	21	29	25	54%	↑2	↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/10/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,396	48%	27	22	28	24	52%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/10/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/10/26

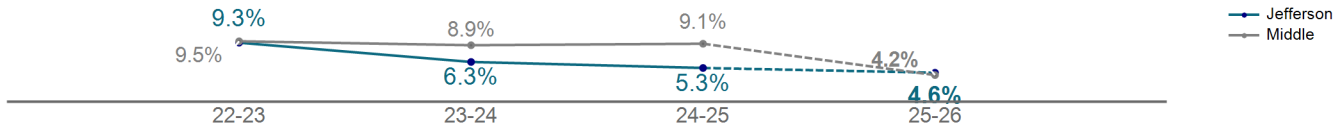
All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

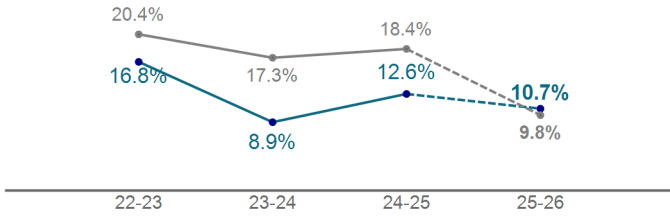
The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

Suspension Rate

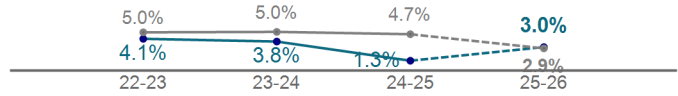
Jefferson
All Students
N = 1028



African American
N = 169



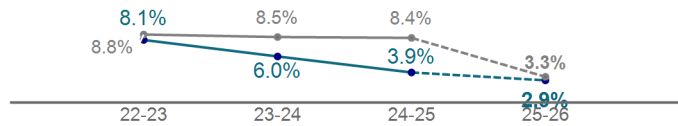
Asian
N = 66



Filipino

Subgroup with fewer than 20 students.

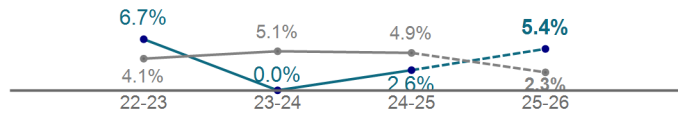
Hispanic
N = 698



Pacific Islander

Subgroup with fewer than 20 students.

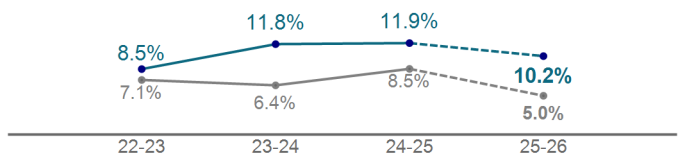
White
N = 37



Native American

Subgroup with fewer than 20 students.

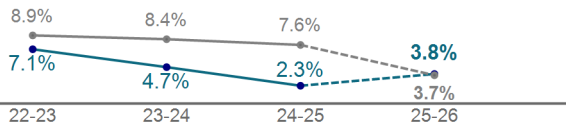
Other
N = 49



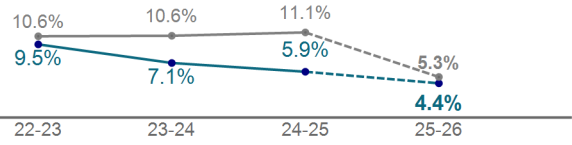
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

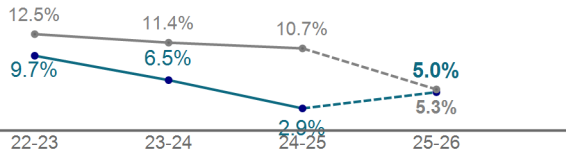
EL + RFEP
N = 392



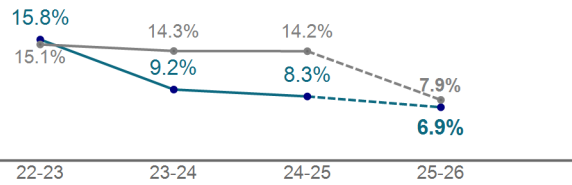
Low SES
N = 811



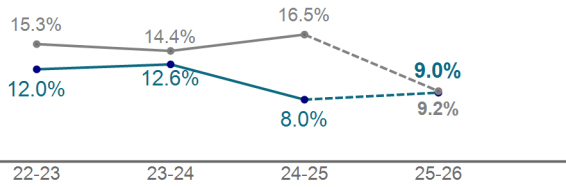
English Learner
N = 201



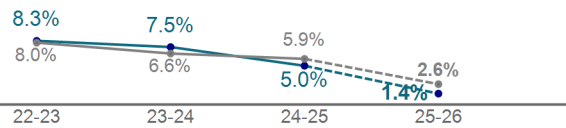
Special Education
N = 130



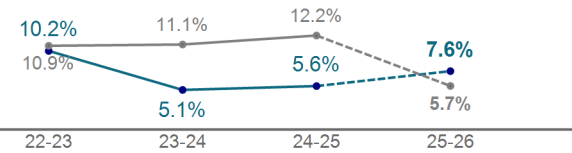
Homeless or Foster Youth
N = 67



Female
N = 501



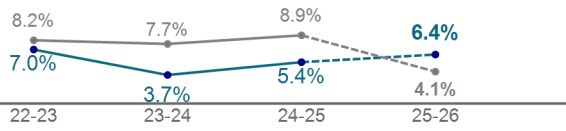
Male
N = 527



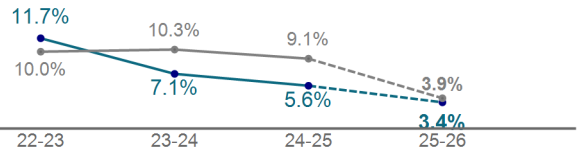
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

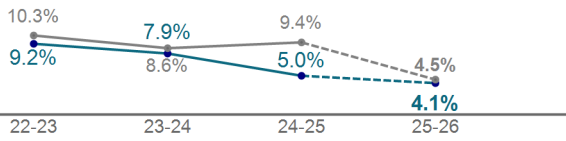
Gr. 06
N = 330



Gr. 07
N = 354



Gr. 08
N = 344



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

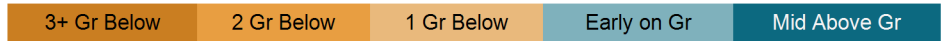
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	328	30	19	35	14	2	
			2	327	27	13	35	21	4	
			3	327	23	13	33	21	9	
	Teacher	Pumilia, R	1	31	45	16	16	23		
			2	31	39	10	35	13	3	
			3	31	32	26	19	16	6	
		Shani, J	1	71	41	13	28	13	6	
			2	71	34	15	25	20	6	
			3	71	34	11	24	20	11	
		Shidler, G	1	58	17	29	41	10	2	
			2	58	17	17	36	22	7	
			3	58	10	17	33	26	14	
		Ukoha, K	1	165	27	18	40	14		
			2	165	24	11	41	23	2	
			3	165	21	12	39	21	8	
		Ethnicity	African American	1	49	39	14	27	18	2
				2	46	33	11	33	20	4
				3	46	28	17	28	9	17
	American Indian		1	1	100					
	Asian		1	18	6	28	44	22		
			2	18	11	6	44	28	11	
			3	18	6	6	39	17	33	
	Filipino		1	2	50		50			
			2	2	50		50			
			3	2	50		50			
	Hispanic		1	237	32	19	35	12	2	
			2	239	28	13	36	21	3	
			3	238	24	13	34	23	6	
	White		1	7	14	29	57			
			2	8	13	25	38	25		
3		9	22	11	44	22				
Other	1	14	7	29	36	29				
	2	14	14	21	29	21	14			
	3	14	14	7	29	36	14			



i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	161	36	19	32	12	
			2	160	30	13	39	16	3
			3	158	28	11	34	20	6
		Male	1	167	24	19	38	16	2
			2	167	23	13	32	26	5
			3	169	18	15	33	21	12
	Special Populations	Low SES	1	275	31	19	36	13	1
			2	274	27	14	35	20	3
			3	273	23	14	35	21	8
		ELL	1	75	68		23	9	
			2	76	58		20	20	3
			3	77	52		21	23	3
		RFEP	1	63	5	16	54	22	3
			2	62	5	13	48	29	5
			3	62	5	8	44	35	8
		EL + RFEP	1	138	39	20	30	10	1
			2	138	34	17	33	14	2
			3	139	31	15	32	17	4
		Special Ed.	1	44	70		11	14	2
			2	45	71		9	11	7
			3	44	73		5	14	7
		Spec Ed. Speech/RSP	1	31	68		13	13	3
			2	32	72		9	6	9
			3	31	74		3	13	6
		Foster	1	3	67		33		
			2	3	67		33		
			3	3	67		33		
		Homeless	1	28	39	14	32	14	
			2	27	41	15	19	26	
			3	29	34	17	24	21	3
GATE/Excel	1	83		17	42	45	5		
	2	81		2	1	30	53	14	
	3	83			15	18	42	34	

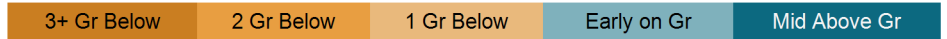
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	328	38	16	31	13	3
			2	322	32	14	31	18	5
			3	315	28	17	29	19	8
	Teacher	Moreno, M	1	165	39	16	28	13	2
			2	163	33	12	31	19	6
			3	162	28	19	29	17	6
		Wilhelmi, D	1	160	37	16	33	11	3
			2	158	32	15	32	16	4
			3	156	29	13	28	20	10
	Ethnicity	African American	1	51	55	16	20	10	
			2	51	45	14	27	8	6
			3	48	38	23	21	19	
		American Indian	1	1	100				
		Asian	1	32	16	6	59	13	6
			2	31	6	10	48	29	6
			3	32	6	16	34	28	16
		Filipino	1	3	33		33	33	
			2	3	33		33	33	
			3	3		33	33	33	
		Hispanic	1	220	38	19	30	11	2
			2	216	34	14	31	18	3
			3	211	29	17	31	17	7
		White	1	9	11		44	33	11
			2	9	11		33	33	22
			3	9	11		22	33	33
		Other	1	12	50	8	8	25	8
			2	12	33		25	8	17
3	12		50		17	17	17		
Gender	Female	1	161	45	20	26	7	2	
		2	157	40	15	29	13	3	
		3	153	33	19	29	14	6	
	Male	1	167	31	13	35	17	4	
		2	165	25	12	34	22	7	
		3	162	23	14	28	23	10	

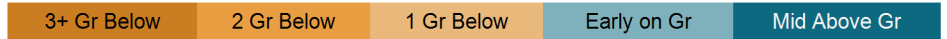
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	Low SES	1	266	39	19	30	10	2
			2	261	34	14	31	17	3
			3	254	30	18	28	17	7
		ELL	1	48	77	19	4		
			2	49	69	14	16		
			3	45	64	9	24	2	
		RFEP	1	81	20	16	44	16	4
			2	80	24	14	33	28	3
			3	80	14	18	33	26	10
		EL + RFEP	1	129	41	17	29	10	2
			2	129	41	14	26	17	2
			3	125	32	14	30	18	6
		Special Ed.	1	37	73	5	19	3	
			2	37	68	14	14	5	
			3	36	61	17	14	6	3
		Spec Ed. Speech/RSP	1	12	75	8	8	8	
			2	13	85	8	8		
			3	12	67	17	8	8	
		Foster	1	3	100				
			2	3	33	67			
			3	2	50	50			
Homeless	1	15	53	33	13				
	2	12	42	33	17	8			
	3	14	43	43	14				
GATE/Excel	1	82		4	7	43	35	11	
	2	79			15	29	47	18	
	3	80			8	28	41	24	

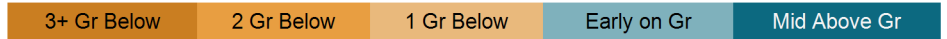
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	339	41	15	29	11	3
			2	328	33	11	31	16	9
			3	327	27	7	34	18	14
	Teacher	Phelps, K	1	163	41	17	29	10	3
			2	161	33	12	30	17	7
			3	163	26	9	33	17	15
		Verduzco, R	1	167	38	15	31	12	4
			2	167	34	10	32	15	10
			3	166	27	5	35	20	13
	Ethnicity	African American	1	50	56	10	26	8	
			2	48	40	15	25	15	6
			3	47	40	9	26	13	13
		Asian	1	28	7	25	29	18	21
			2	29	7	17	31	24	21
			3	28	11	4	36	21	29
		Hispanic	1	229	43	16	29	9	2
			2	219	37	10	32	14	8
			3	222	26	8	37	18	12
	Pacific Islander	1	1	100					
		2	1	100					
	White	1	16	31	50		19		
		2	16	25	6	38	25	6	
		3	15	27	7	40	20	7	
	Other	1	15	33	13	27	27		
2		15	20	13	20	40	7		
3		15	27	7	7	40	20		

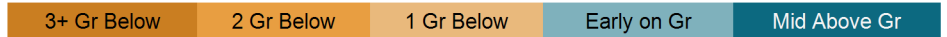
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 8



Legend

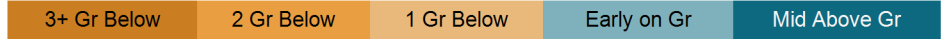


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Gender	Female	1	186	40	17	28	11	3
			2	179	31	10	35	14	9
			3	179	28	4	35	17	16
		Male	1	150	43	13	31	11	3
			2	146	35	13	25	20	7
			3	145	26	11	33	20	10
		Nonbinary	1	3	33	33	33		
			2	3	33	33		33	
			3	3		33	33	33	
	Special Populations	Low SES	1	268	42	17	28	10	3
			2	257	34	12	30	16	8
			3	257	27	9	35	17	12
		ELL	1	37	81	8	8	3	
			2	35	66	11	11	3	9
			3	34	62	9	18	6	6
		RFEP	1	112	29	19	42	9	2
			2	110	25	8	43	19	5
			3	110	15	7	40	26	12
		EL + RFEP	1	149	42	16	34	7	2
			2	145	34	9	35	15	6
			3	144	26	8	35	22	10
		Special Ed.	1	43	81	7	7	5	
			2	41	76	10	10	2	
			3	41	66	2	20	5	7
		Spec Ed. Speech/RSP	1	1	100				
			2	1	100				
			3	1	100				
Foster	1	2	100						
	2	2	100						
	3	2	100						
Homeless	1	23	65	9	13	13			
	2	22	41	18	23	14	5		
	3	20	40	15	25	10	10		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 8

**Legend**

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	GATE/Excel	1	81	5	12	41	31	11
			2	81	1	9	36	35	20
			3	79	3	4	28	39	27

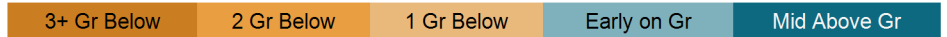
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	330	35	17	25	12	11	
			2	317	31	13	30	14	13	
			3	313	30	16	26	13	15	
	Teacher	Hirsh, G		1	164	36	19	24	12	9
				2	164	34	13	28	12	12
				3	163	29	19	29	12	12
		McCabe, S		1	158	32	16	27	11	13
				2	158	26	13	33	15	13
				3	158	31	13	23	14	19
		OROZCO TORRES, L		1	3	100				
				2	3	100				
				3	3	100				
	Ethnicity	African American		1	49	41	12	16	14	16
				2	43	28	19	19	14	21
				3	42	29	14	19	17	21
		American Indian		1	1				100	
		Asian		1	18	6	33	28	6	28
				2	18	6	6	44	17	28
				3	17	18	12	35	6	29
		Filipino		1	2	50		50		
				2	2		50		50	
				3	2	50		50		
		Hispanic		1	238	37	16	26	12	8
				2	233	35	12	30	12	11
				3	231	32	16	26	14	13
		White		1	8	25	25	38		13
				2	7	43		43	14	
3	8			25	25	38		13		
Other		1	14	14	21	36	7	21		
		2	14	21		50	21	7		
		3	13	15	31	23	8	23		

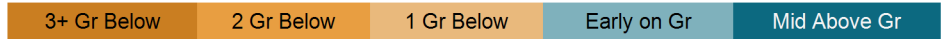
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Gender	Female	1	162	34	22	22	10	12
			2	158	33	10	31	13	13
			3	157	29	14	28	15	15
		Male	1	168	36	13	29	13	10
			2	159	29	15	29	14	13
			3	156	31	19	24	12	15
	Special Populations	Low SES	1	276	37	17	26	10	11
			2	266	32	13	30	13	12
			3	262	31	16	25	14	13
		ELL	1	76	82		11	8	
			2	75	80		7	9	4
			3	75	73		16	9	1
		RFEP	1	63	10	22	38	24	6
			2	60	5	18	48	12	17
			3	60	5	20	40	17	18
		EL + RFEP	1	139	49	16	22	11	3
			2	135	47	12	27	7	7
			3	135	43	18	23	8	8
		Special Ed.	1	45	69		16	13	2
			2	43	72		2	16	7
			3	44	64		16	16	5
	Spec Ed. Speech/RSP	1	32	72		13	13	3	
		2	32	75		13	9	3	
		3	32	63		16	16	6	
	Foster	1	3	67			33		
		2	3	33		33	33		
		3	3	33		33	33		
Homeless	1	29	48	7	21	10	14		
	2	27	41	15	30	7	7		
	3	27	48	11	19	19	4		
GATE/Excel	1	83		18	28	28	35		
	2	80		13	33	20	44		
	3	79		3	29	29	39		

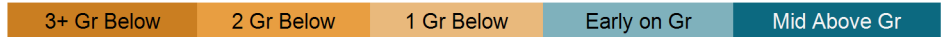
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	323	39	13	18	16	14	
			2	314	38	12	16	18	17	
			3	315	30	10	20	20	20	
	Teacher	Corona, M	1	1	100					
			2	1					100	
			3	1	100					
		FUERTE-TORRES, T	1	159	39	14	21	13	14	
			2	158	35	14	16	18	17	
			3	158	27	11	25	19	18	
		OROZCO TORRES, L	1	1	100					
			2	1	100					
			3	2	100					
	Rivera, C	1	165	41	13	16	18	13		
		2	164	40	10	16	17	16		
		3	166	36	10	15	20	20		
	Ethnicity	African American	1	51	45	16	16	14	10	
			2	47	43	4	19	17	17	
			3	47	34	15	17	17	17	
		American Indian	1	1					100	
		Asian	1	32	31	22	16	19	13	
			2	32	28	9	22	19	22	
			3	32	19	6	25	25	25	
		Filipino	1	3	33	33		33		
			2	3	33	33		33		
			3	3		33		33	33	
		Hispanic	1	216	39	13	20	17	12	
			2	211	38	14	15	19	13	
			3	212	31	11	21	21	17	
		White	1	8			13	13	75	
			2	9		11	11	11	11	56
3	9				11	11	78			
Other	1	12	50	8	17	17	8			
	2	12	50	8			42			
	3	12	50		17	8	25			

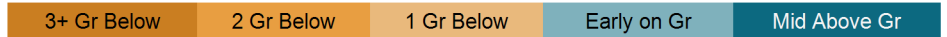
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Gender	Female	1	159	38	14	19	18	11
			2	155	37	14	16	17	15
			3	153	27	10	22	22	20
		Male	1	164	39	12	18	15	16
			2	159	38	9	15	18	19
			3	162	33	11	18	19	20
	Special Populations	Low SES	1	262	41	13	19	15	11
			2	254	39	12	16	17	16
			3	252	33	10	20	19	18
		ELL	1	49	88	8	4		
			2	48	81	17	2		
			3	48	81	13	6		
		RFEP	1	79	22	9	33	24	13
			2	77	22	17	21	25	16
			3	77	6	13	31	26	23
		EL + RFEP	1	128	47	9	22	15	8
			2	125	45	17	14	15	10
			3	125	35	13	22	16	14
		Special Ed.	1	38	82	3	5	5	
			2	36	81	8	6	6	
			3	34	76	6	6	3	9
	Spec Ed. Speech/RSP	1	13	77	8	8	8		
		2	13	77	8	8	8		
		3	11	73	9		18		
	Foster	1	3	100					
		2	3	67	33				
		3	2	100					
Homeless	1	14	64	21	7	7			
	2	13	62	23	8	8			
	3	14	36	14	29	21			
GATE/Excel	1	81	5	11	20	25	40		
	2	77	3	6	12	38	42		
	3	79	3	4	13	28	53		

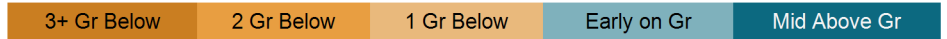
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 8



Legend

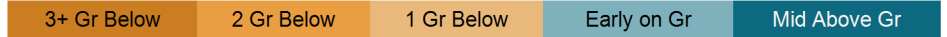


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	334	40	7	22	18	13
			2	331	33	7	21	22	17
			3	324	26	5	23	21	25
	Teacher	Bigornia, J	1	164	37	8	23	19	14
			2	166	33	7	22	21	18
			3	165	27	5	18	22	27
		Corona, M	1	1	100				
			2	1	100				
			3	1	100				
		Gaschen, J	1	163	40	7	21	17	14
			2	165	34	7	22	22	15
			3	167	26	4	28	21	22
	OROZCO TORRES, L	1	2	100					
		2	2	100					
		3	3	100					
	Ethnicity	African American	1	50	46	10	24	14	6
			2	47	36	9	28	17	11
			3	48	33		31	17	19
		Asian	1	28	21		29	18	32
			2	29	17	3	17	21	41
			3	27	11	19	22	48	
		Hispanic	1	224	42	7	23	18	10
			2	223	35	8	23	24	11
			3	219	26	6	22	23	22
		Pacific Islander	1	1	100				
			2	1	100				
		White	1	16	38	6	6	19	31
2			16	38	13	13	38		
3			16	38	25	6	31		
Other		1	15	20	13	13	20	33	
	2	15	27		27	47			
	3	14	7	14	14	21	43		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Jefferson 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Gender	Female	1	184	36	7	24	20	14
			2	179	28	6	24	23	18
			3	178	21	3	29	21	25
		Male	1	147	44	7	20	15	14
			2	149	39	7	19	20	15
			3	143	31	8	15	20	25
		Nonbinary	1	3	67	33			
			2	3	67		33		
			3	3		33		67	

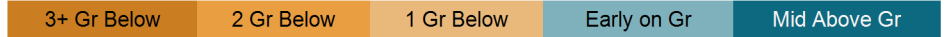
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	Low SES	1	265	40	8	24	16	12
			2	261	32	8	24	23	14
			3	252	25	5	26	21	22
		ELL	1	37	92	3	5		
			2	35	86	6	9		
			3	35	69	11	11	9	
		RFEP	1	111	28	5	25	27	14
			2	110	18	7	32	29	14
			3	109	14	3	28	27	29
		EL + RFEP	1	148	44	5	20	20	11
			2	145	34	7	26	22	10
			3	144	27	5	24	22	22
		Special Ed.	1	43	79	5	7	5	5
			2	41	76	5	10	7	2
			3	41	59	5	22	12	2
		Spec Ed. Speech/RSP	1	1	100				
			2	1					100
			3	1	100				
		Foster	1	2	100				
			2	2	100				
			3	2	50	50			
Homeless	1	24	50	4	29	8	8		
	2	22	45	5	27	14	9		
	3	22	45		23	18	14		
GATE/Excel	1	80		11	1	15	30	43	
	2	81		7	1	19	30	43	
	3	80		1	4	13	29	56	

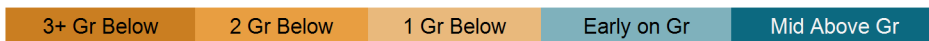
i-Ready Math Overall Relative Placement

School Data by Subgroup

Jefferson 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	979	3	979	26	12	32	19	11
Grade	Gr. 06	3	328	23	14	33	21	9
	Gr. 07	3	320	28	17	28	18	8
	Gr. 08	3	331	27	7	34	18	14
Ethnicity	African American	3	145	37	17	24	13	10
	Asian	3	79	8	9	37	23	24
	Hispanic	3	675	26	13	34	19	9
	White	3	33	21	6	36	24	12
	Other	3	41	29	5	17	32	17
Gender	Female	3	496	29	11	32	17	10
	Male	3	480	23	14	31	21	11
Special Populations	Low SES	3	792	27	13	33	18	9
	ELL	3	158	57	15	22	4	3
	RFEP	3	252	12	11	38	29	10
	EL + RFEP	3	410	29	12	32	19	7
	Special Ed.	3	121	67	7	16	6	4
	Spec Ed. Speech/RSP	3	44	70	2	16	7	5
	Homeless	3	65	37	22	23	14	5
	GATE/Excel	3	244	2	5	25	41	28

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Jefferson 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	993	3	993	30	10	23	18	19
Grade	Gr. 06	3	327	31	16	26	13	15
	Gr. 07	3	329	32	10	20	19	19
	Gr. 08	3	337	27	5	22	22	24
Ethnicity	African American	3	150	35	9	23	16	17
	Asian	3	78	17	5	24	21	33
	Hispanic	3	684	31	11	23	19	17
	White	3	34	26	6	26	3	38
	Other	3	41	27	15	17	12	29
Gender	Female	3	503	26	9	26	19	19
	Male	3	487	33	12	19	16	20
Special Populations	Low SES	3	801	31	10	23	18	17
	ELL	3	165	75	13	9	3	
	RFEP	3	253	11	11	31	23	24
	EL + RFEP	3	418	36	12	22	15	15
	Special Ed.	3	124	67	9	15	5	5
	Spec Ed. Speech/RSP	3	45	64	11	16	9	
	Homeless	3	67	46	7	22	18	6
	GATE/Excel	3	244			23	18	28

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Jefferson

Site Level Overall Performance Level Summary



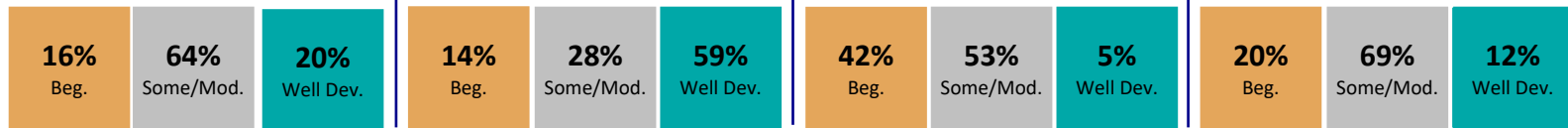
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



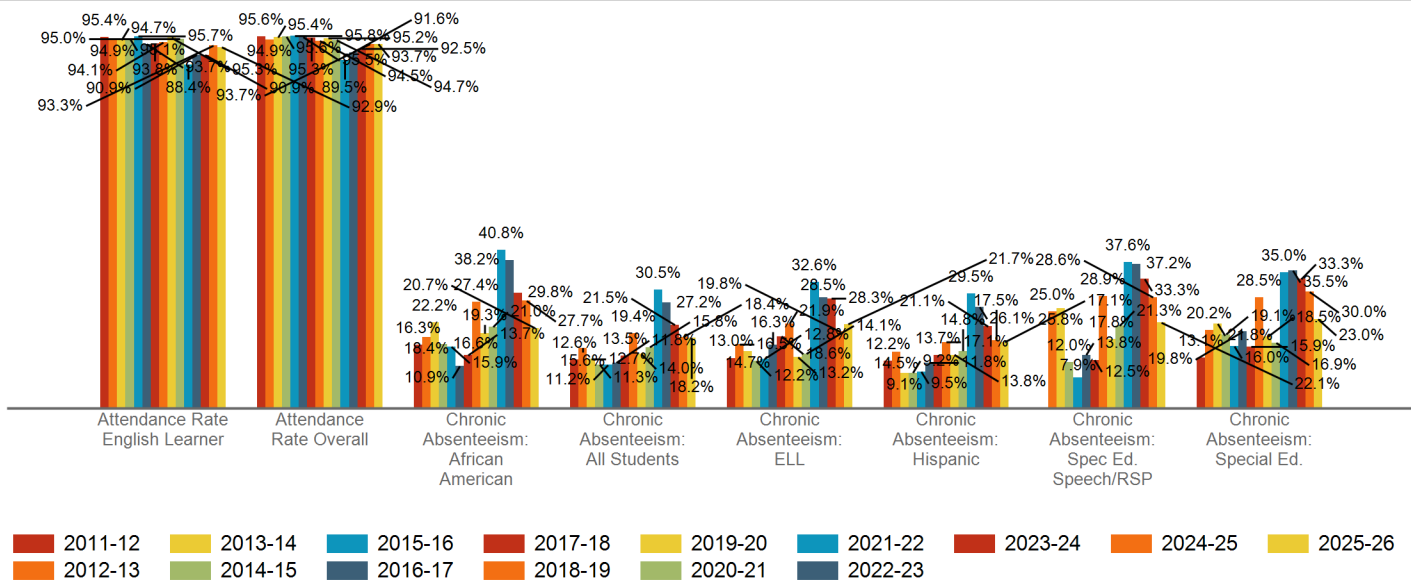
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	14%	35%	36%	16%	11%	67%	21%	15%	28%	57%	37%	58%	5%	22%	63%	15%
07	18%	24%	38%	20%	21%	56%	23%	12%	23%	65%	47%	48%	5%	18%	74%	8%
08	18%	32%	36%	14%	18%	68%	14%	13%	32%	55%	45%	48%	7%	16%	73%	11%

Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.</p> <p>Culture/Climate- Resilient and Mindful Students- subgoals Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%). Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%) Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).</p> <p>Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.</p> <p>Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p> <p>Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and individualized supports for the student.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.		Materials

Attendance/Chronic Absenteeism Rate

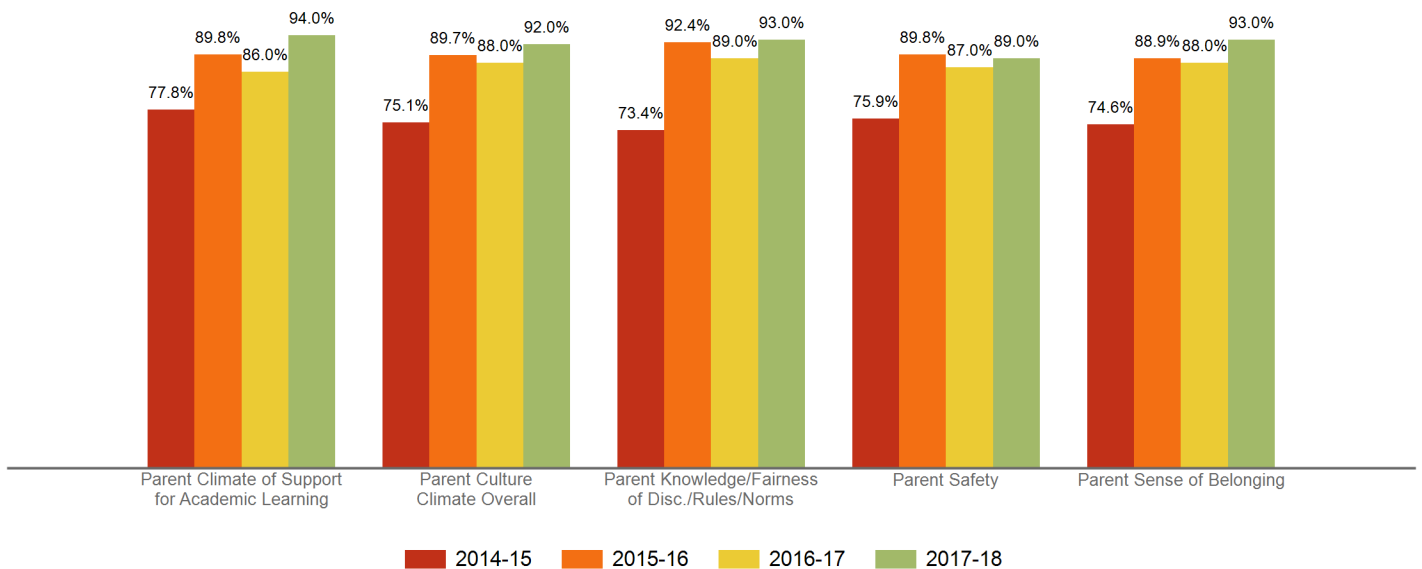
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture		Asst. Principal Middle
2	Technology to support parent /community engagement. Supplemental computer to support staff.		Materials
3	100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.		Program Facilitator
4	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.		Intermediate Office Assistant
6	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.		Recreation Aide
	Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.		Materials
Total			

Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.</p> <p>Culture/Climate- Resilient and Mindful Students- subgoals Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5%(from 78% to 83%), and student identity by 5% (from 82% to 87%). Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%) Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).</p> <p>Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.</p> <p>Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p> <p>Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and individualized supports for the student.</p>



Culture-Climate Survey (Parent)

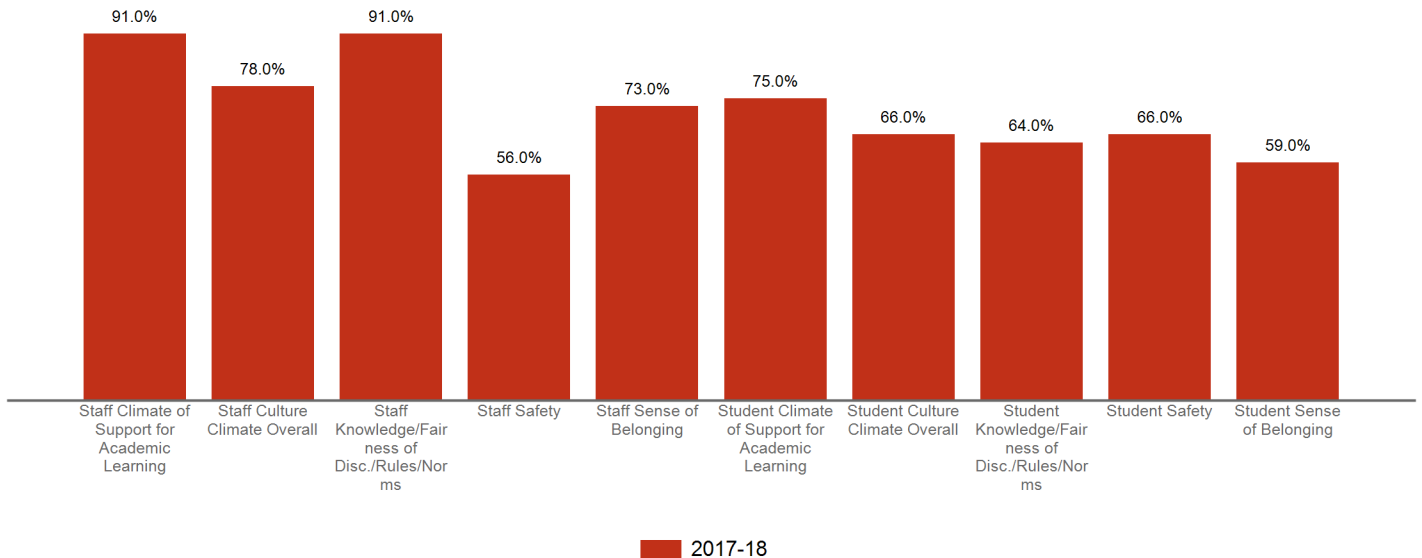
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Technology to support parent /community engagement. Supplemental computer to support staff.		Materials
3	100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.		Program Facilitator
4	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollemnt, technology, transportation, and CANVAS.		Intermediate Office Assistant
5	Provide funding to support the JLA marquee installation at the school's front entrance. This expense covers the installation cost associated with the marquee, which was funded through other sources in previous years. The marquee provides real-time communication about campus and LBUSD events and schedules for families and community partners and is accessible 24 hours a day.		Materials
6	Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.		Materials
8	Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year.		Teacher Hourly Extra Comp
Total			

Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.</p> <p>Culture/Climate- Resilient and Mindful Students- subgoals Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5%(from 78% to 83%), and student identity by 5% (from 82% to 87%). Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%) Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).</p> <p>Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.</p> <p>Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p> <p>Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and individualized supports for the student.</p>



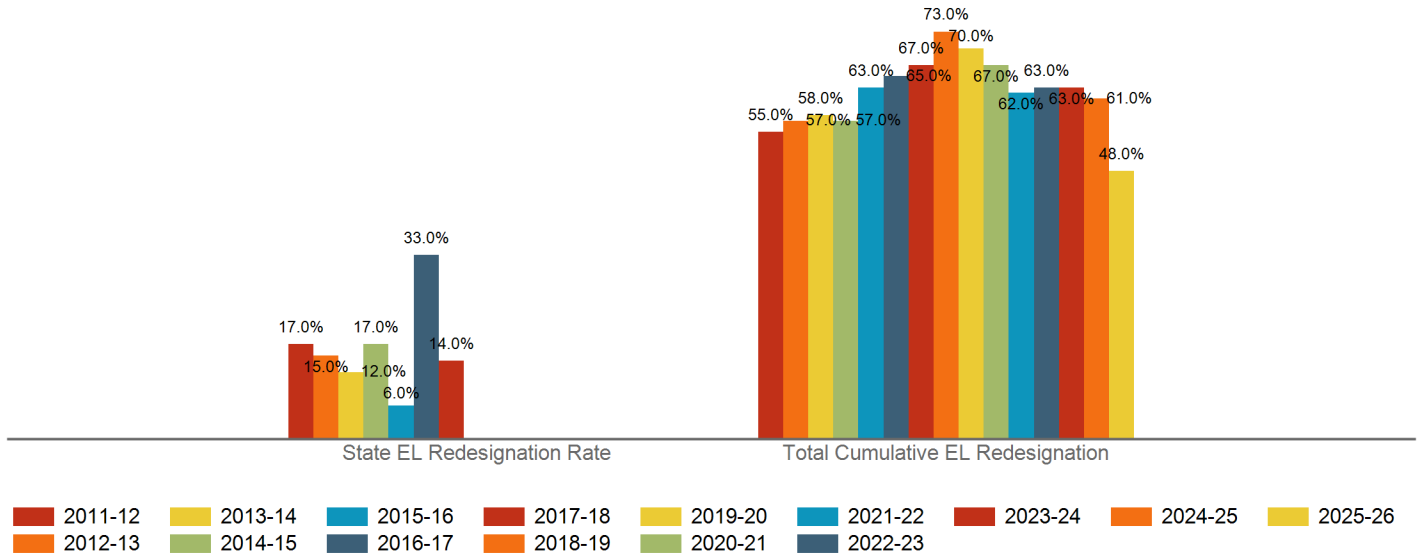
Culture-Climate Survey (Student-Staff)

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.		Materials
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture		Asst. Principal Middle
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.		Campus Staff Assistant
	Technology to support parent /community engagement. Supplemental computer to support staff.		Materials
3	Student mascot to support positive culture on campus.		Materials
5	Provide funding to support the JLA marquee installation at the school's front entrance. This expense covers the installation cost associated with the marquee, which was funded through other sources in previous years. The marquee provides real-time communication about campus and LBUSD events and schedules for families and community partners and is accessible 24 hours a day.		Materials
7	Field trips and buses will be provided for all students to attend field trips to support classroom instruction.		Services, Substitute teacher full day
8	Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year.		Teacher Hourly Extra Comp
Total			

EL Reclassification

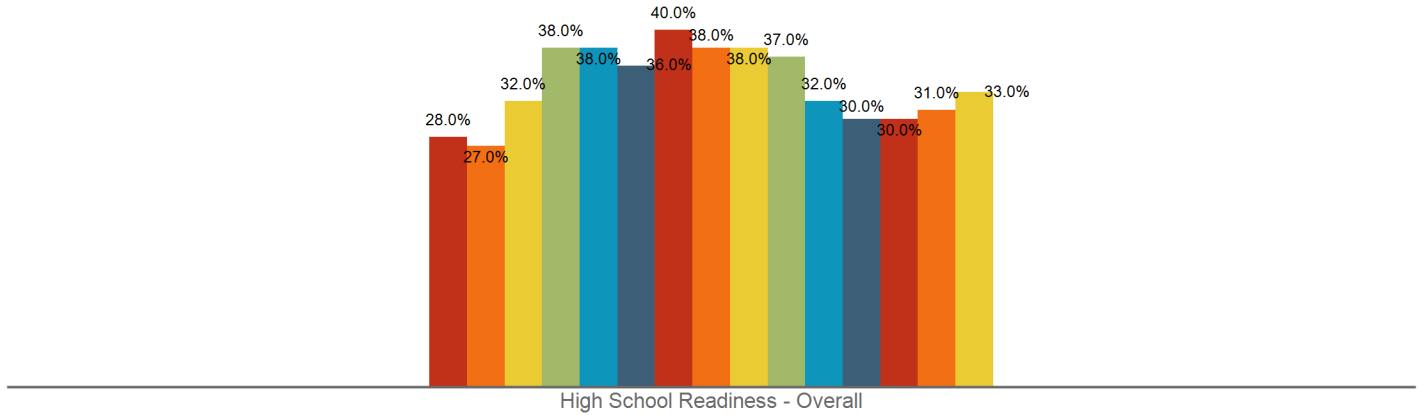
School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.		Materials
Total			

High School Readiness

School Year: 24-25



■ 2011-12 ■ 2013-14 ■ 2015-16 ■ 2017-18 ■ 2019-20 ■ 2021-22 ■ 2023-24 ■ 2024-25 ■ 2025-26
■ 2012-13 ■ 2014-15 ■ 2016-17 ■ 2018-19 ■ 2020-21 ■ 2022-23

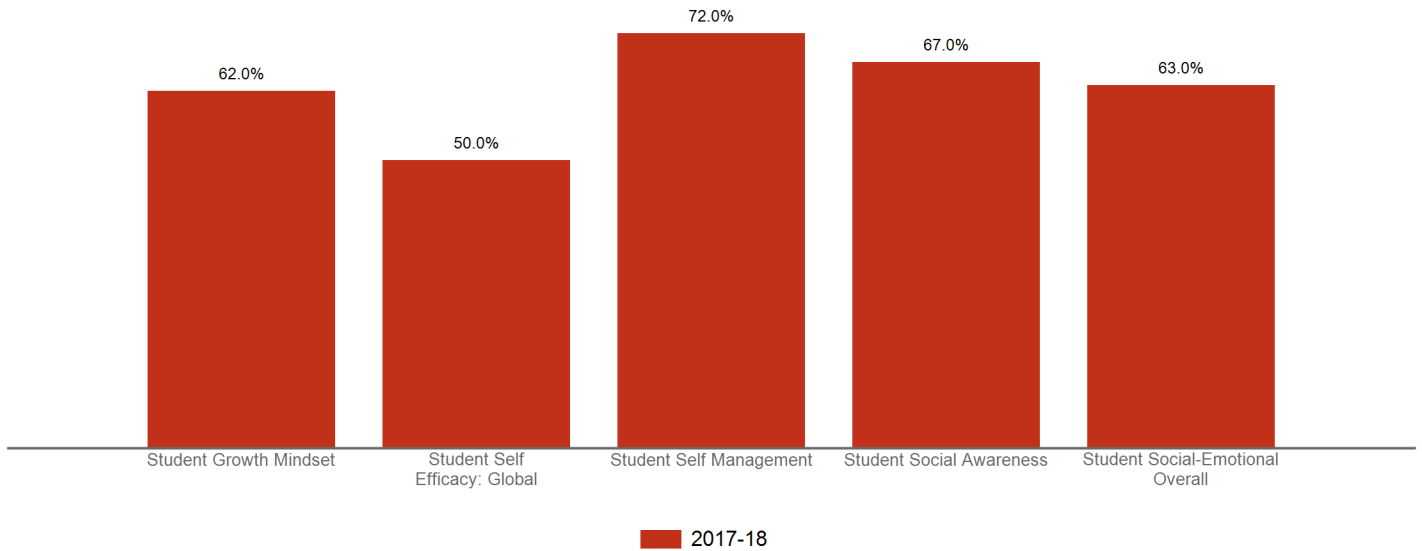
Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.		Campus Staff Assistant
3	Student mascot to support positive culture on campus.		Materials
6	Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.		Materials
7	Field trips and buses will be provided for all students to attend field trips to support classroom instruction.		Services, Substitute teacher full day
Total			

SEL Survey

School Year: 24-25

Area	Description
Culture/Climate Goals	<p>Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.</p> <p>Culture/Climate- Resilient and Mindful Students- subgoals Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5%(from 78% to 83%), and student identity by 5% (from 82% to 87%). Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%) Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).</p> <p>Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.</p> <p>Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p> <p>Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and individualized supports for the student.</p>



SEL Survey

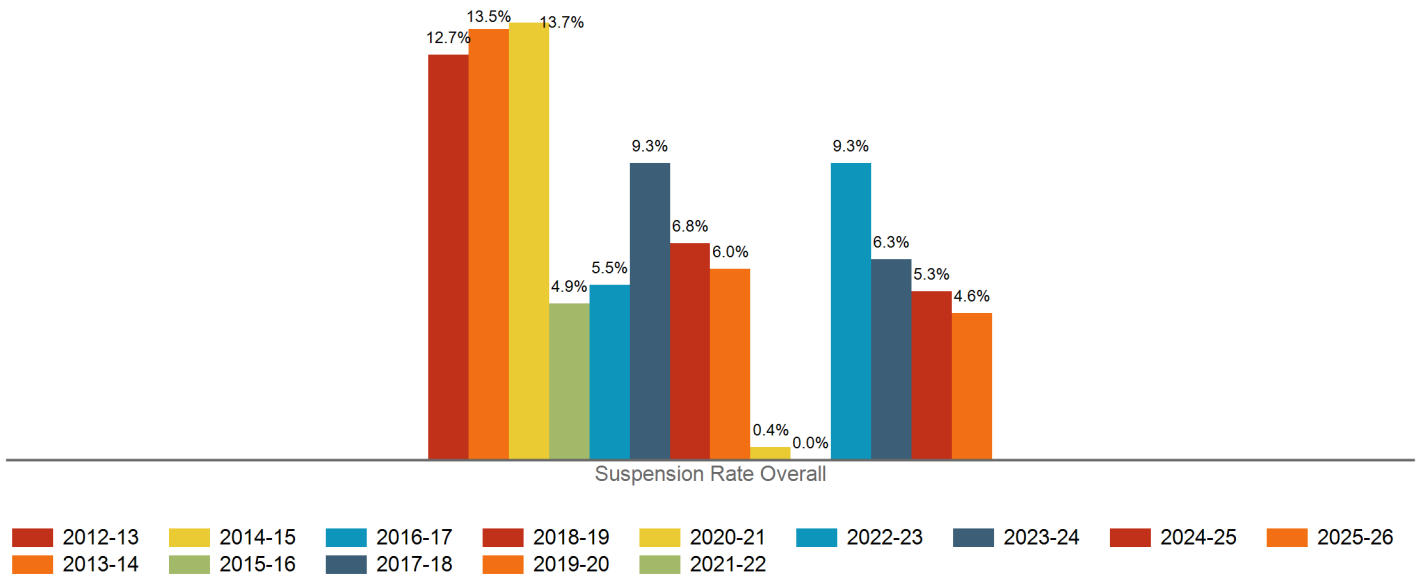
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	<p>100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p>		Program Facilitator
6	<p>Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.</p>		Recreation Aide
Total			

Suspension/Expulsion Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Jefferson Leadership Academy students including subgroups will show an increase in cultural awareness and action on the CORE survey by 5% (40%) in Spring 2025 compared to 35% in Spring 2024. Jefferson Leadership Academy black/African American student's sense of personal identity, belonging, and agency will be equal to or greater than 82%, as reported by the June 2025 Pulse Survey, as will all other demographic groups.</p> <p>Culture/Climate- Resilient and Mindful Students- subgoals Goal 1: By June 2025, our students will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5%(from 78% to 83%), and student identity by 5% (from 82% to 87%). Goal 2: By June 2025, our African American / Black students will increase the sense of belonging for all students by 5% (from 70% to 75%), student agency by 5% (from 76% to 81%), and student identity by 5% (from 82% to 87%) Goal 3: By June 2025, our ELs and students with IEPs will increase the sense of belonging for all students by 5% (from 69% to 74%), student agency by 5% (from 78% to 83%), and student identity by 5% (from 82% to 87%).</p> <p>Action Plan: PE and Elective Departments will engage in quarterly PDSA learning cycles to monitor the impact of targeted interventions, including the following signature practices: 2x2 student engagement, Bookends (beginning and end of week check-in with class), and Assigned Jobs/roles for students to fulfill. These practices will be monitored as part of the PDSA learning cycle and adjusted as needed. Department staff will analyze the Core and Pulse survey data after each survey administration to evaluate the current trends in response to school-wide actions. Other activities include Heritage Month celebrations, Friday wellness activities, scholar of the Month, and other school celebrations.</p> <p>Monitoring Progress: ILT will monitor the culture/climate data collected for PDSA learning cycles and share it with departments regularly and with all staff twice a year. Data monitoring of culture/climate indicators: attendance, chronic attendance, suspension by demographic groups. The administration will participate in classroom visits with feedback to teachers. The administration will also implement Collaborative Department meetings and facilitate monthly PD learning cycles aligned with school goals.</p> <p>Homeless and ELL needs are individually addressed in regards to disciplinary actions. Other means of correction focusing on supporting the students with alternate ways to solve problems and express feelings are the focus of behavioral interventions. For homeless youth, the middle school social worker is involved in all parts of the suspension process if necessary including an intake meeting with the family to identify resources and supports to move forward positively. Site counselors and social workers are involved with homeless and ELL youth when suspension is necessary to identify if school-based mental health services are appropriate and supportive to the students. The same is involved for students with disabilities. Case carriers would be a part of the process as well as behaviorist as appropriate. Again, the goal is to support with replacing the behaviors with an alternate, positive behavior and interventions focus on replacement behaviors. If necessary, the IEP team will develop a Behavior Intervention Plan (BIP) to identify goals and individualized supports for the student.</p>



Suspension/Exclusion Rate

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.		Campus Staff Assistant
6	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.		Recreation Aide
Total			

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.	\$5,000	
	Provide department release days for core academic (math/ science/ ELA/ Social Science) teachers once per semester to focus on curriculum development, data collection and analysis, and PDSA learning cycles. These release days will occur in semester 1 and semester 2.	\$19,483	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$101,765	
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curriculuar activities.	\$102,465	
	Technology to support parent /community engagement. Supplemental computer to support staff.	\$1,500	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.	\$90,298	
	Student mascot to support positive culture on campus.	\$500	
4	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.	\$96,680	
5	Need to fund .15 of Art teacher to supplement the grant funding to keep art teacher.	\$24,967	
	Provide funding to support the JLA marquee installation at the school's front entrance. This expense covers the installation cost associated with the marquee, which was funded through other sources in previous years. The marquee provides real-time communication about campus and LBUSD events and schedules for families and community partners and is accessible 24 hours a day.	\$10,423	
6	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.	\$48,816	
	Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.	\$3,400	
7	Field trips and buses will be provided for all students to attend field trips to support classroom instruction.	\$9,635	

African-American

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year.	\$2,337	
Total		\$517,269	

All Parents
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.	\$5,000	
	Provide department release days for core academic (math/ science/ ELA/ Social Science) teachers once per semester to focus on curriculum development, data collection and analysis, and PDSA learning cycles. These release days will occur in semester 1 and semester 2.	\$19,483	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$101,765	
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$102,465	
	Technology to support parent /community engagement. Supplemental computer to support staff.	\$1,500	

All Parents

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	<p>100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.</p> <p>Student mascot to support positive culture on campus.</p>	\$90,298	
		\$500	
4	<p>Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.</p>	\$96,680	
5	<p>Need to fund .15 of Art teacher to supplement the grant funding to keep art teacher.</p>	\$24,967	
	<p>Provide funding to support the JLA marquee installation at the school's front entrance. This expense covers the installation cost associated with the marquee, which was funded through other sources in previous years. The marquee provides real-time communication about campus and LBUSD events and schedules for families and community partners and is accessible 24 hours a day.</p>	\$10,423	
6	<p>Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.</p>	\$48,816	
	<p>Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.</p>	\$3,400	
7	<p>Field trips and buses will be provided for all students to attend field trips to support classroom instruction.</p>	\$9,635	

All Parents

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year.	\$2,337	
Total		\$517,269	

All Staff

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.	\$5,000	
	Provide department release days for core academic (math/ science/ ELA/ Social Science) teachers once per semester to focus on curriculum development, data collection and analysis, and PDSA learning cycles. These release days will occur in semester 1 and semester 2.	\$19,483	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$101,765	
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$102,465	
	Technology to support parent /community engagement. Supplemental computer to support staff.	\$1,500	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.	\$90,298	
	Student mascot to support positive culture on campus.	\$500	
4	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.	\$96,680	
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6	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.	\$48,816	
	Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.	\$3,400	
7	Field trips and buses will be provided for all students to attend field trips to support classroom instruction.	\$9,635	

All Staff

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year.	\$2,337	
Total		\$517,269	

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All Students

School Year: 24-25

Budgeted Items			
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	Technology to support parent /community engagement. Supplemental computer to support staff.	\$1,500	

English Learners

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	100% Title 1 Mobilize, train and engage parents on the importance and responsibility to advocate for English Language Learners through ELAC Mobilize, train and engage SSC parents and staff on being responsible stewards for the use of site funds to impact the academic and SEL needs of students and staff Be a liaison between the site and district to ensure instructional sufficiencies are met for Williams Improve parent communication through Title 1 Newsletters and other social media apps - Monitor and communicate the impact relating to data Monitor the development and collection of TDRs Upload all compliance documents to ensure accurate and timely submission Support translations for school events, parent workshops, and home communication Support the expansion and use of parent volunteers Monitor and support School Website to enhance parent communication Facilitate 6th Grade Orientation for new parents and students Support attendance outreach (SART/SARB/SST) Facilitate or coordinate Parent Workshops and training Serve as a liaison to site-level parent groups Support SPSA-related tasks Support MS Choice Fair Develop and coordinate community partnerships & donations Coordinate supports with IIC, FRC, Wellness Centers, WEB, Parent Education, CANVAS 75% Title 1 Assesses which services are most needed at the school and works with the school leadership team, the community, families and agencies to bring the identified services to the school. Conducts need and asset assessments to prioritize services, identify gaps in services, and build on existing supports. Works with school staff, agencies, and community agencies to bring services and resources to the schools. Initiates, facilitates, coordinates programs and strategies that support the community involvement in school programs. Promotes new partnerships and develops existing partnerships to provide the necessary wrap-around services to meet the needs of students and families. Creates and implements the community schools plan in collaboration with all school stakeholders. Coordinates community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified as partners per the needs assessment and district-wide initiatives. Provides coordination of programs during and beyond the school day for students, families, and the community. Engages the community and parents in partnerships that meet critical needs and support student achievement. Integrates and aligns resources to school goals and priorities. Establishes, maintains, and updates agreements and MOUs with partners and programs. Collaborates with the school team to monitor outcomes and the effectiveness of partnerships. Conducts training and facilitates meetings (ie., on-boarding of new staff, convening learning community meetings, and other shared governance group meetings). Seeks outside resources and grants to support the ongoing implementation of the community schools programs and services.	\$90,298	
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English Learners

School Year: 24-25

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8	Fund a teacher one additional hour per week to support the site needs for technology support assistance, including but not limited to access to Chromebooks, Wifi connections, troubleshooting tech issues, help desk ticket management, and serving as liaison to district tech support. The teacher will provide direct support for staff and students on-site to maintain technology programs and services as needed throughout the year.	\$2,337	
Total		\$517,269	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Materials and supplies for student incentives for the Positive Behavior Support Plan.	\$5,000	
	Provide department release days for core academic (math/ science/ ELA/ Social Science) teachers once per semester to focus on curriculum development, data collection and analysis, and PDSA learning cycles. These release days will occur in semester 1 and semester 2.	\$19,483	
	The work of this 50% Assistant Principal #2 will focus on students M-Z: Attendance, Tardy, and Chronically Absent plans for improvement, interventions, and incentives. Diversity, Equity, and Inclusion work school-wide. Multiple F intervention and improvement plans Anger Management and De-escalation Interventions Restorative Justice practices and implementation, modeling, and PD Student mediation Mental Health Collaborative participation Youth tobacco/diversion program Summer Orientation planning Black Student Parent Initiative Black Student Union Black Student Art/Culture	\$101,765	
2	An additional Campus Staff Assistant will support the educational process at Jefferson by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. The CSA will also coordinate services for our parents and families who need extra support. This CSA will spend at least 2 hours per day mentoring Tier 2 and Tier 3 students to ensure their success. Build a rapport with students and assist in promoting a positive, productive and safe campus climate. Identify and resolve conflicts between students and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility on campus. Conduct follow-up observations on campus following incidents; refer students to counseling staff as appropriate; report inappropriate behaviors and rule infractions to school administration. Communicate with students, administrators, law enforcement and others to exchange information; advise school administration and School Safety personnel of causes and effects of student tension on campus. Monitoring student behavior in an alternate class environment. Screen student and visitor entry to campus; escort and direct students and visitors to campus destinations, identify and address unauthorized visitors. Secure buildings and gates; assist administration in searches of student lockers and property, confiscate inappropriate items. Observe and monitor campus buildings, gates, restrooms, lunch areas, grounds and parking lots to assure the well-being and safety of students and staff; monitor student activities during lunch and passing periods. Perform a variety of campus support activities such as receiving, storing and issuing supplies and equipment; answering phones; distributing textbooks and other instructional materials; set-up furniture and audio-visual equipment in classrooms. Mentor students who need extra support with behavior and academics. Work with families to ensure that all students have the support they need to be successful at Jefferson. This includes help with ParentVue, Canvas, uniform assistance, mentoring, and access to extra curricular activities.	\$102,465	
	Technology to support parent /community engagement. Supplemental computer to support staff.	\$1,500	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	Student mascot to support positive culture on campus.	\$500	
4	Additional Bilingual Spanish IOA-Many of our students experience adversity in their lives including poverty, health challenges, and community violence which can result in attendance issues. An additional bilingual office assistant is needed to support all students with chronic absenteeism. This position will provide added support by teaming with our assistant principals, counselors, and social worker to build strong relationships with all students and help them overcome barriers that hinder their attendance. Increased parent support will also be provided. Additional bilingual Spanish IOA to help parents with enrollment, technology, transportation, and CANVAS.	\$96,680	
5	Need to fund .15 of Art teacher to supplement the grant funding to keep art teacher.	\$24,967	
	Provide funding to support the JLA marquee installation at the school's front entrance. This expense covers the installation cost associated with the marquee, which was funded through other sources in previous years. The marquee provides real-time communication about campus and LBUSD events and schedules for families and community partners and is accessible 24 hours a day.	\$10,423	
6	Recreation Aides to assist in the cafe and lunch to ensure a safe and orderly breakfast and lunch period, making sure rest rooms are clear after passing periods, and assisting with students changing for PE classes by monitoring the numbers area. Aides will also be used to organize sports and activities at lunch. Aides will also help with after school supervision and activities as well as offer specialized clubs after school.	\$48,816	
	Community engagement-welcome signs and banners to promote parent events on campus. Signs and banners will be used to inform parents about events and access to campus and Canvas.	\$3,400	
7	Field trips and buses will be provided for all students to attend field trips to support classroom instruction.	\$9,635	

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Low SES

School Year: 24-25

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School Year: 24-25

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School Year: 24-25

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**750 E. Euclid Ave., Long Beach, CA 9004
562-438-9904**

Home-School Compact

Amended 09/16/25

The staff and parents/guardians at Jefferson Leadership Academy have high expectations of the students and themselves. To provide the highest quality instructional program to students, the staff and parents/guardians of Jefferson Leadership Academy agree to implement the following activities:

THE SCHOOL

- School will:
 - Provide a rigorous and challenging instructional program based upon the California State Standards for each grade level
 - Provide after-school tutoring when resources are available
 - Involve parents/guardians in the governance of the school
 - Keep parents informed of their child's progress
 - The agreement will be posted on the school website and school communication
 - Create/post the elements of this agreement in school/student/parent governing area
 - School staff will be positive role models for students

THE HOME

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

- Parents/Guardians will:
 - Send their children to school well-rested, having an opportunity to have breakfast or having had breakfast on time every day
 - Provide a quiet place for their children to study and check his/her work
 - Communicate with their children at least 20 minutes each night
 - Attend all teacher-requested conferences to discuss the academic progress of their children
 - Abide by the local laws to keep ALL children safe during drop off and pick up times

THE STUDENT



750 E. Euclid Ave., Long Beach, CA 9004
562-438-9904

- Students will
 - Come to school prepared to learn by being on time and coming well-rested
 - Be responsible learners by paying attention in class, reading every day, and doing their best in school
 - Strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner
 - Interact with teachers, staff, and peers in a positive manner



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Acuerdo entre la escuela y el hogar

Modificado el 16/09/25

El personal y los padres/tutores de Jefferson Leadership Academy tienen grandes expectativas tanto para los alumnos como para ellos mismos. Con el fin de proporcionar a los alumnos un programa educativo de la máxima calidad, el personal y los padres/tutores de Jefferson Leadership Academy acuerdan llevar a cabo las siguientes actividades:

LA ESCUELA

- La escuela:
 - Ofrecerá un programa educativo riguroso y estimulante basado en los estándares del estado de California para cada nivel de grado.
 - Ofrecerá clases particulares después del horario escolar cuando haya recursos disponibles.
 - Involucrará a los padres/tutores en la gestión de la escuela.
 - Mantendrá a los padres informados sobre el progreso de sus hijos.
 - El acuerdo se publicará en el sitio web de la escuela y en las comunicaciones escolares.
 - Creará/publicará los elementos de este acuerdo en el área de gestión de la escuela/estudiantes/padres.
 - El personal de la escuela será un modelo positivo para los estudiantes.
 - Traducción realizada con la versión gratuita del traductor DeepL.com

EL HOGAR

Nuestro distrito valora profundamente la colaboración familiar como algo esencial para el éxito de los estudiantes. Le invitamos y animamos cordialmente a participar en la educación de su hijo. Para garantizar que podamos ofrecerle el mejor apoyo posible, le rogamos que, en la medida de lo posible, concierte las citas con antelación. Las reuniones se centrarán en las necesidades de su hijo, y nos comprometemos a trabajar juntos de forma respetuosa y orientada a la búsqueda de soluciones. Si necesita ayuda con el idioma, con la programación de citas u otras adaptaciones, estamos aquí para ayudarle.

- Los padres/tutores deberán:
 - Enviar a sus hijos al colegio bien descansados, habiendo tenido la oportunidad de desayunar o habiendo desayunado a tiempo todos los días.
 - Proporcionar un lugar tranquilo para que sus hijos estudien y revisen su trabajo.



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- Comunicarse con sus hijos al menos 20 minutos cada noche.
- Asistir a todas las reuniones solicitadas por los profesores para discutir el progreso académico de sus hijos.
- Cumplir con las leyes locales para mantener a TODOS los niños seguros durante las horas de entrada y salida.

EL ESTUDIANTE

- Los alumnos:
 - Acudirán al colegio preparados para aprender, llegando puntuales y bien descansados.
 - Serán alumnos responsables, prestando atención en clase, leyendo todos los días y esforzándose al máximo en el colegio.
 - Se esforzará por creer en sus capacidades, mantendrán una actitud positiva y serán alumnos cooperativos y comprometidos.
 - Interactuarán con los profesores, el personal y sus compañeros de manera positiva.
 - Cumplirán las leyes locales para garantizar la seguridad de TODOS los niños durante las horas de entrada y salida del colegio.



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FAMILY INVOLVEMENT GUIDELINES

Jefferson Leadership Academy (JLA), which receives Title I, Part A funds, has developed a set of Family Involvement Guidelines in collaboration with JLA School Site Council members. These guidelines have been distributed to families of participating students. The Family Involvement Guidelines include important information required by Section 1118(b) of the Elementary and Secondary Education Act (ESEA). They outline JLA's expectations for family involvement and describe school-specific activities to promote this involvement. The Home-School Compact is also included as part of JLA's Family Involvement Guidelines.

PART I: JLA is committed to implementing the following requirements:

- Collaborate with families of participating children to create and distribute the JLA Family Involvement Guidelines, ensuring mutual agreement between JLA and families.
- Inform families about the JLA Family Involvement Guidelines clearly and consistently. Whenever possible, provide these guidelines in a language the family can understand.
- Make the JLA Family Involvement Guidelines accessible to the local community.
- Periodically update the JLA Family Involvement Guidelines to address the evolving needs of families and the school community.
- Include the JLA Home-School Compact as part of the JLA Family Involvement Guidelines.
- Adhere to the legal definition of family engagement and conduct programs, activities, and procedures in accordance with this definition.

PART II: How Jefferson will implement the required components of the Jefferson Family Involvement Guidelines.

JLA will take the following actions to engage families in the joint development and agreement of its Family Involvement Guidelines and Schoolwide Plan, as appropriate, pursuant to Section 1118(b) of the ESEA:

1. Trainings and Meetings:

- Attend JLA district or site training sessions covering topics such as:
 - Responsibilities and roles of the School Site Council (SSC) and its members
 - Composition of the SSC
 - Budget considerations
 - The Single Plan for Student Achievement
 - The role of the English Learner Advisory Committee (ELAC) and other advisory committees
- Meet with SSC and ELAC members to review prior year guidelines and family involvement activities outlined in the Single Plan for Student Achievement.
- Invite other families and stakeholders to attend the meeting.
- Announce the meeting through the school website, Back-to-School Night, Parent Newsletter, and SchoolMessenger, among other channels.

2. During the Meeting:

- Review the School Plan for Student Achievement and collaboratively identify necessary changes.
- Update the Family Involvement Guidelines and the Home-School Compact.
- Ensure oral and written translations are available for Spanish- and Khmer-speaking families to facilitate discussions.

3. Distribution of Guidelines: JLA will distribute the Family Involvement Guidelines through

- SSC and ELAC meetings, the school website, and the annual Title I meeting/Back-to-School Night

4. Updating Guidelines: JLA will update the family involvement guidelines as needed to meet the needs of families and the school through

- SSC and ELAC meetings, family informational meetings, and JLA School Council meetings

5. Title I Annual Public Meeting: JLA will convene an annual Title I public meeting to inform families about:

- Title I Requirements
- How Title I funds are used at JLA
- The rights of families to participate
- Hold a flexible number of meetings at different times.
- Send notifications and flyers home in a language families can understand.
- Make announcements on the JLA marquee, Canvas, the parent newsletter, and through SchoolMessenger.

6. Regular Updates on Title I Programs: JLA will provide families with updated information on Title I programs throughout the school year through:

- The school's website
- The foyer parent board
- SSC, ELAC, and other family meetings.

7. Information on the curriculum and assessment:

- JLA will provide families with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to achieve.
- JLA will also offer regular meeting opportunities to gather input and allow for participation in decisions related to your children's education through:
 - Family workshops
 - Family survey
 - Main Bulletin
 - The school's website
 - Back-to-School Night
 - SSC and ELAC meetings

8. Submission of Family Comments: JLA will submit any family comments on the school plan pursuant to Section 1114(b)(2) if the families of participating children find it unsatisfactory. This will be addressed at School Board meetings to gather input and allow for participation in decisions related to their children's education through:

- Family workshops
- Family survey
- Main Bulletin
- The school's website
- Back-to-School Night
- SSC and ELAC meetings

PART III: Shared responsibilities for high student academic achievement

1. JLA is committed to building school and family capacity for strong family involvement. This collaboration aims to ensure effective family involvement and strengthen the partnership between the school, Involved families, and the community, ultimately improving student academic achievement through the following activities:

- District training sessions are offered for families and staff.
- In-person family education workshops.
- Family and teacher conferences
- Family workshops are posted on the district website
- DCAC, DELAC, and other district family forums/meetings
- Resources available on the district website: click "P" for Parent University

2. JLA will incorporate the Home-School Compact into its Family Involvement Guidelines, which:

- Describes the shared responsibilities of the home, JLA, and students for academic achievement.
- It is developed, discussed, and reviewed at the first meetings of the SSC and ELAC.
- Requires School Board approval
- Describe the distribution process.

3. JLA, with the help of the district, will help families understand key topics such as:

- The state's academic content standards
- State and local academic assessments, including alternative assessments

4. JLA, with district support, will provide materials and training to help families work with their children to improve academic achievement. This will include family workshops.

5. JLA will empower its teachers and staff through teacher and staff professional development to effectively reach, communicate, and collaborate with families as equal partners.

6. JLA will ensure that information related to its programs, meetings, and activities is sent to participating families in a clear and understandable format and in a language they can understand, including translations of written materials and notifications coordinated by district staff.

PART IV: Jefferson's Discretionary Family Involvement Guidelines

The JLA Family Involvement Guidelines may also include additional discretionary activities that JLA, in consultation with families, decides to undertake to enhance the capacity of family involvement in the school.

These may include the following discretionary activities listed in section 1118(e) of ESEA:

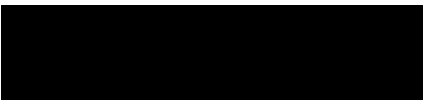
- Involve families in developing training for teachers, principals, and other educators to enhance the training's effectiveness.
- Provide necessary literacy training for families funded by Title I, Part A, if the school district has exhausted all other reasonably available funding sources.
- Training families to encourage the involvement of other families
- Organize JLA meetings at various times or hold home conferences between teachers or educators and families who cannot attend JLA meetings.
- Adopt and implement model approaches to improve family engagement
- Attend the district-wide Family Advisory Council (DCAC) to provide guidance on family involvement issues related to Title I, Part A programs.
- Develop appropriate roles for community organizations and businesses, including faith-based organizations, in family involvement activities.
- Provide other reasonable support for family involvement activities as requested by families pursuant to Section 1118.

* * * * *

PART V.

ADOPTION

The JLA Family Involvement Guidelines have been developed and agreed upon jointly with families of children participating in Title I and Part A programs. The Guidelines were adopted by the JLA School Site Council members on **October 14, 2025, and** will be in force for a school year. JLA will distribute the Guidelines to all families on or before **October 27, 2025**. Jefferson, whenever possible, will provide a copy of these Guidelines to families in a language the family can understand.



Renée Shipman, Ed.D.
Principal
Jefferson Leadership Academy

10/20/25
Date



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PAUTAS DE PARTICIPACIÓN FAMILIAR

Jefferson Leadership Academy (JLA), que recibe fondos del Título I, Parte A, ha desarrollado un conjunto de Pautas de participación familiar en colaboración con los miembros del Consejo Escolar de JLA. Estas pautas se han distribuido a las familias de los estudiantes que participan en el programa. Las Pautas de participación familiar incluyen información importante requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Describen las expectativas de JLA para la participación familiar y describen las actividades específicas de la escuela para promover esta participación. El Pacto Hogar-Escuela también se incluye como parte de las Pautas de participación familiar de JLA.

PARTE I: JLA se compromete a implementar los siguientes requisitos:

- Colaborar con las familias de los niños participantes para crear y distribuir las Pautas de participación familiar de JLA, asegurando el acuerdo mutuo entre JLA y las familias.
- Informar a las familias sobre las Pautas de participación familiar de JLA de manera clara y consistente. Siempre que sea posible, proporcione estas pautas en un idioma que la familia pueda entender.
- Hacer que las Directrices de Participación Familiar de la JLA sean accesibles a la comunidad local.
- Actualizar periódicamente las Pautas de participación familiar de JLA para abordar las necesidades cambiantes de las familias y la comunidad escolar.
- Incluir el pacto entre el hogar y la escuela de JLA como parte de las Pautas de participación familiar de JLA.
- Adherirse a la definición legal de participación familiar y realizar programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II: Cómo implementará Jefferson los componentes requeridos de las pautas de participación familiar de Jefferson.

JLA tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo de sus Pautas de participación familiar y el plan para toda la escuela, según corresponda, según la sección 1118 (b) de ESEA:

1. Capacitaciones y Reuniones:

- Asista a sesiones de capacitación del distrito o del sitio de JLA que cubren temas como:
 - Responsabilidades y roles del Consejo Escolar (SSC) y sus miembros
 - Composición de las SSC
 - Consideraciones presupuestarias
 - El Plan Único para el Rendimiento Estudiantil
 - El papel del Comité Asesor de Estudiantes de Inglés (ELAC) y otros comités asesores
- Reunirse con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.
- Invite a otras familias y partes interesadas a asistir a la reunión.
- Anuncie la reunión a través del sitio web de la escuela, la Noche de Regreso a Clases, el Boletín para Padres y SchoolMessenger, entre otros canales.

2. Durante la Reunión:

- Revisar el Plan Único para el Rendimiento Estudiantil e identificar en colaboración los cambios necesarios.

- Actualizar las Pautas de participación familiar y el Pacto entre el hogar y la escuela.
- Asegúrese de que haya traducciones orales y escritas disponibles para las familias de habla española y jemer para facilitar las discusiones.

3. Distribución de Pautas: JLA distribuirá las Pautas de Participación Familiar a través de

- Reuniones de SSC y ELAC, el sitio web de la escuela y la reunión anual de Título I/noche de regreso a clases

4. Actualización de las pautas: JLA actualizará las pautas de participación familiar según sea necesario para satisfacer las necesidades de las familias y la escuela a través de

- Reuniones del SSC y ELAC, reuniones informativas para las familias y reuniones del Consejo Escolar de la JLA

5. Reunión pública anual de Título I: JLA convocará una reunión pública anual de Título I para informar a las familias sobre:

- Los requisitos del Título I
- Cómo se utilizan los fondos del Título I en JLA
- Los derechos de las familias a participar
- Celebrar un número flexible de reuniones en distintos horarios.
- Envíe notificaciones y folletos a casa en un idioma que las familias puedan entender.
- Haga anuncios en la marquesina de JLA, Canvas, el boletín para padres y a través de SchoolMessenger.

6. Actualizaciones periódicas sobre los programas de Título I: JLA proporcionará a las familias información actualizada sobre los programas de Título I durante todo el año escolar a través de:

- El sitio web de la escuela
- El mostrador de la oficina principal
- Reuniones del SSC, ELAC y otras reuniones familiares.

7. Información sobre el plan de estudios y la evaluación:

- JLA proporcionará a las familias una descripción y explicación del plan de estudios utilizado, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
- JLA también ofrecerá oportunidades de reuniones periódicas para recoger sugerencias y permitir la participación en decisiones relacionadas con la educación de sus hijos a través de:

- | | |
|-----------------------|------------------------------|
| ○ Talleres familiares | ○ El sitio web de la escuela |
| ○ Encuesta familiar | ○ Noche de regreso a clases |
| ○ Boletín principal | ○ Reuniones del SSC y ELAC |

8. Envío de comentarios familiares: JLA presentará cualquier comentario familiar sobre el plan escolar según la sección 1114(b)(2) si las familias de los niños participantes lo consideran insatisfactorio. Esto se abordará en las reuniones del Consejo Escolar para recoger sugerencias y permitir la participación en decisiones relacionadas con la educación de sus hijos a través de:

- | | |
|-----------------------|------------------------------|
| ○ Talleres familiares | ○ El sitio web de la escuela |
| ○ Encuesta familiar | ○ Noche de regreso a clases |
| ○ Boletín principal | ○ Reuniones del SSC y ELAC |

PARTE III: Responsabilidades compartidas para un alto rendimiento académico de los estudiantes

1. JLA está comprometida a desarrollar la capacidad de la escuela y las familias para una fuerte participación familiar. Esta colaboración tiene como objetivo garantizar la participación familiar efectiva y fortalecer la asociación entre la escuela, las familias comprometidas y la comunidad, mejorando en última instancia el rendimiento académico de los estudiantes a través de las siguientes actividades:

- Sesiones de capacitación del distrito ofrecidas para familias y personal.
- Talleres presenciales de educación familiar.
- Conferencias de familia y maestros
- Talleres familiares publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones familiares del distrito

- Recursos disponibles en el sitio web del distrito: haga clic en “P” para Universidad de padres
2. JLA incorporará el Pacto Hogar-Escuela en sus Pautas de Participación Familiar, que:
 - Describe las responsabilidades compartidas del hogar, JLA y los estudiantes para el rendimiento académico.
 - Se desarrolla, discute y revisa en las primeras reuniones del SSC y ELAC.
 - Requiere la aprobación del Consejo Escolar
 - Describe el proceso de distribución.
 3. JLA, con la ayuda del distrito, ayudará a las familias a comprender temas clave como:
 - Los estándares de contenido académico del estado
 - Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
 4. JLA, con el apoyo del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico. Esto incluirá talleres familiares.
 5. JLA capacitará a sus maestros y personal a través del desarrollo profesional de maestros y personal para llegar, comunicarse y colaborar efectivamente con las familias como socios iguales.
 6. JLA se asegurará de que la información relacionada con sus programas, reuniones y actividades se envíe a las familias participantes en un formato claro y comprensible y en un idioma que puedan comprender, incluidas traducciones de materiales escritos y notificaciones coordinadas por el personal del distrito.

PARTE IV: Componentes de las pautas discrecionales de participación familiar de Jefferson

Las Pautas de participación familiar de JLA también pueden incluir párrafos que describen actividades discrecionales adicionales que JLA, en consulta con las familias, decide realizar para mejorar la capacidad de participación de las familias en la escuela.

Estas pueden incluir las siguientes actividades discrecionales enumeradas en la sección 1118(e) de ESEA:

- Involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para aumentar la efectividad de la capacitación.
- Proporcionar la capacitación necesaria en alfabetización para las familias financiada por el Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles.
- Formar a las familias para fomentar la implicación de otras familias
- Organizar reuniones de JLA en distintos momentos o realizar conferencias en casa entre maestros o educadores y familias que no pueden asistir a las reuniones de JLA.
- Adoptar e implementar enfoques modelo para mejorar la participación familiar
- Establecer un consejo asesor familiar (DCAC) en todo el distrito para brindar orientación sobre asuntos de participación familiar relacionados con los programas del Título I, Parte A.
- Desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar.
- Proporcionar otro apoyo razonable para las actividades de participación familiar según lo soliciten las familias según la sección 1118.

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PARTE V.

ADOPCIÓN

Las pautas de participación familiar de JLA se han desarrollado y acordado conjuntamente con las familias de niños que participan en los programas del Título I y la Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar de JLA el **14/10/25** y estará en vigor durante un año escolar. JLA distribuirá las Pautas a todas las familias en o antes **27/10/25**. Jefferson, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

[Redacted Signature]

Renée Shipman, Ed.D.
Principal, Academia de Liderazgo Jefferson

10/20/25
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