

Thomas Elementary

10621666006514

Principal's Name: Matthew Phanco

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Matthew Phanco', written in a cursive style.

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

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Matthew Phanco	X				
2. Chairperson - Fidelina Orozco			X		
3. Secretary – Leslie Godia		X			
4. Julie Coleman		X			
5. Ashley Shelton				X	
6. Emily Gummershimer				X	
7. Lucy Granados				X	
8. Livier Padilla				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date 12/9/2025

Required Signatures

School Name: Thomas Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Matthew Phanco		4/16/2026
SSC Chairperson	Fidelina Orozco		4/16/2026

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

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

FY 2026/27

Thomas - 0450

ON-SITE ALLOCATION

3010	Title I	\$102,258 *
7090	LCFF Supplemental & Concentration	\$286,848
7091	LCFF for English Learners	\$42,780

TOTAL 2026/27 ON-SITE ALLOCATION

\$431,886

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,964
Program Budget	\$99,294
Total Title I Allocation	\$102,258

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Thomas Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		2 %	2024-2025	3.1 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		19.3 %	2024-2025	20.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		40.4 %	2025-2026	41.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.1 %	2025-2026	48.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		51.2 %	2025-2026	52.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.4 %	2025-2026	61.5 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		30.6 %	2025-2026	31.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		51.5 %	2025-2026	52.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.2 %	2025-2026	49.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		55.4 %	2025-2026	56.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.2 %	2025-2026	62.3 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		18.2 %	2025-2026	19.3 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-56 pts	-67.8 pts	2024-2025	-52.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (African American)		-105.9 pts	2024-2025	-90.9 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)		-70.5 pts	2024-2025	-55.5 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-145 pts	-165.8 pts	2024-2025	-150.8 pts	↑
Goal 1	SBAC ELA 3-8. 11 - Meets or Exceeds Standards (grades 3-11)		24.8 %	2024-2025	29.8 %	↑

Goal 1	SBAC Math - Average distance from standard (African American)		-137.3 pts	2024-2025	-122.3 pts	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-78 pts	-90.8 pts	2024-2025	-75.8 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-163 pts	-190.3 pts	2024-2025	-175.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18 %	2024-2025	23 %	↑
Goal 2	Chronic Absenteeism - (Asian)		20.6 %	2024-2025	20 %	↓
Goal 2	Chronic Absenteeism - (White)		30.9 %	2024-2025	30.3 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	22 %	23.3 %	2025-2026	22.7 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.6 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	94 %	89 %	2025-2026	90.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2 %	1.7 %	2025-2026	1.37 %	↓

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

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

1. ELA
- Based on our ELA metrics in this goal, the majority of students are not reading on grade level in 3rd-6th grades. The following student groups are not meeting our target goals:
- African American, Students with Disabilities and Socioeconomically Disadvantaged are three of our student groups that are underperforming

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

2. Math
- Based on our Math metrics in this goal, the majority of students are not performing on grade level in 3rd-6th grades. The following student groups are not meeting our target goals:
- African American and Students with Disabilities are two of our student groups that are underperforming

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

- 1. Other than iReady data system, Thomas does not have a one-stop location for administrators, Lead Teachers, or teams to access progress monitoring data
- 2. Our data shows that Tier 1 is still an emphasis to drive our Professional Learning for next year. Professional learning will focus on learning intentions and success criteria.

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

- Data collection system, like ESGI, that can be viewed by Administrators, Lead Teachers and grade level teams.
- Testing calendar that identifies benchmark and progress monitoring.

Section B:Investigation

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

ELA

Partially Implemented

Our actions were mostly implemented. We are still having difficulty in finding a data system that tracks identified assessments and progress monitoring that can be easily accessed by Administrators, Lead Teachers, and grade level teams.

We are continuing our focus on Reading by 1st grade and our focus on comprehension for grades 3rd-6th. We added quarterly fluency checks for grades 1st - 6th grades.

Math

Fully Implemented

This year we continued to implement our Math Lesson Design math fluency games. Our coach and Math Coaches models math fluency games in several grade levels. Number Sense will continue to be a focus in grades K-6th grades. Grades 3rd-6th will continue to use SWUN Math Lesson Design protocols.

RTI - Tiered Levels of Support

Fully Implemented

All grade levels implemented RTI in ELA/MATH. We set growth target goals for students and held incentives for students meeting their goals.

ELL - Redesignation

Fully Implemented

This year we added Professional Learning for grades 1st - 6th in ELD and an afterschool Newcomers class to support newcomers and LTELs.

Career Path - 4th - 6th grades

Partially Implemented

While we had some events aligned to our College and Career Goal, we were unable to fully implement.

After-School Activities

Fully Implemented

Several clubs and after-school activities were added this year to provide a greater opportunities for all students to participate.

SEL - Social Emotional Supports

Fully Implemented

Our MTSS are in place and our TST meets twice a month to identify Chronic Absenteeism and misbehaviors. Tier 1 & Tier 2 interventions are assigned

Cultural Diversity Celebrations

Fully Implemented

Thomas has a monthly cultural celebration calendar. We do a Monday Morning Community Celebration sharing stories, classroom work, songs and stories celebrating the cultural diversity at Thomas. We have also held community events involving the Thomas Community celebrating Hispanic Heritage Events and our BSU Live Museum.

Chronic Absenteeism

Fully Implemented

Our MTSS has greatly improved the last two years with our TST meeting bimonthly and identifying students with Tier 2 & 3 academic and SEL concerns. Students are then assigned a 6/8 week intervention and data is reviewed to determine if growth or further support is needed.

Recruitment and retention of staff

Fully Implemented

Thomas has a great retention of staff history. Teachers and staff leave when taking a new position or retire. We continue to monitor our Panorama and other survey data to measure the effectiveness in our capacity building and identify areas for growth. Our Community School Coordinator held a teacher listening tour to identify areas of strength and growth.

Parenting Classes

Fully Implemented

Several parenting classes were held in conjunction with our Community Schools, Home School Liaison, Reading Night, Books for Bingo and Parent University.

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

ELA

Partially Effective

The actions were **Partially Effective** - While there were classrooms and grade levels that improved in Distance from standard, we have grade levels and student groups that have increased in Distance from standard. SWD increased from -145 to -165. African American student group increased DFS to -106.

Math

Partially Effective

The actions were **Partially Effective** - While there were classrooms and grade levels that improved in Distance from standard, we have grade levels and student groups that have increased in Distance from standard. SWD increased from -163 to -195. African American student group increased DFS to -137

RTI - Tiered Levels of Support

Effective

The actions were **Effective** - iReady D2 in grades 3rd-6th students beat District and Regional Typical Growth and Stretch Growth averages. FUSD Typical Growth - 57.5% FUSD Stretch Growth - 40.9% Hoover Typical Growth - 58.3% Hoover Stretch Growth - 42.2%. **Thomas Typical growth - 60.5% Stretch Growth - 45.2%**

ELL - Redesignation

Effective

The actions were **Effective** - Thomas Redesignation has maintained year over year. In 2024-25 Thomas redesignated 25 students. In 2025-26, Thomas redesignated 26 students.

Career Path - 4th - 6th grades

Effective

The actions were **Effective** - We do not have any data to identify growth on this action other than student engagement data in Panorama = 93%

After-School Activities

Effective

The actions were **Effective** - Our Extended learning activities have grown from 5 clubs to 13 clubs and tutoring groups. Our After-School has increased from 150 - 320 students.

SEL - Social Emotional Supports

Effective

The actions were **Effective** - Our Panorama data shows an increase of 1% from 90%-91% in SEL student data. Student Wellness has increased from 87% to 90% and Student engagement maintained at 84%.

Cultural Diversity Celebrations

Effective

We do not have a data point to measure the effectiveness other than participation. 100% of students are eligible and participated in all community events. Our parent/community participation for our community events was well over 90% of families.

Chronic Absenteeism

Effective

The actions were **Effective** - Thomas's Chronic Absenteeism has improved the past two years: 2023-24 =32% 2024-2025 = 20.4% 2025-26 = 19%.

Recruitment and retention of staff

Effective

The actions were **Effective** - Staff Panorama data in school environment is 94% and staff culture is at 86% both above District average.

Parenting Classes

Effective

The actions were **Effective** - Parent Panorama data shows a 95% in Family Engagement, 95% in School Environment.

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

ELA - We will continue our current actions to support our Literacy goals, including professional learning opportunities. We will continue to implement our school-wide writing focus, fluency and emphasize early literacy in grades TK-2nd.

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

SSC:

- Reviewed current 2025-26 schoolwide data: TK FSA & K-6th , iReady D1&D2, and SBAC data
- Reviewed ELL redesignation data

ELAC:

- Parents provided SSC survey needs assessment data:
 1. Tutoring opportunities
 2. Extended learning
 3. EL Learning Programs
 4. Parent resources and classes

Staff:

- Professional Learning aligned to Student Needs
- Teachers shared they would like to have a greater input when it comes to overall decision making. Community Schools is partnering with Teacher Powered Schools to accommodate
- Better Headphones for student laptops

- Reviewed current budget and moved unused monies in object lines to best support student achievement as well as meet schoolwide goals and actions
- SSC created a committee to take staff, student and ELAC survey data and write our SPSA Draft



Action

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

ELA

Action Details

Early Literacy

Thomas Elementary will implement a comprehensive language arts program with a three tiered approach to improve foundational reading, writing, listening/speaking skills utilizing comprehension and complex text. Professional grade levels and individual teachers using cycles of inquiry to build collective teacher efficacy. Our school Instructional Coach will support find ways to support and build staff and student capacity in alignment to our FUSD Goals & Guardrails.

Direct Instructional Services

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

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

- TIER 1 -**
- Regular Professional Learning Community Meetings will utilize the 5 guiding questions in PLC+ to guide work and design lesson progressions and intentions for clarity.
 - PLC grade-level teams will plan instruction on tier 1 effective first teachings for all students.
 - Utilize our site Instructional Leadership Team to create and maintain academic focus.
 - Our ILT team will include a representative from TK-6th grades
 - The team will meet monthly to support the site, region, and district's instructional goals.
 - Release time will be made available for Peer Observations. Teachers will build their capacity and alignment by observing each other.
 - When PLC grade-level teams or individual teachers have release time they will be planning and gathering ideas to support students in all three tiers of instruction.
 - Common Formative Assessments will be utilized to identify student progress towards meeting/exceeding standards
 - Once data is collected and analyzed by the teacher and PLC grade-level team, they will determine next steps on how to support all students through the tiered levels of support.
 - TK - 2nd grade will continue to use Basic Phonics Skills Assessment.
 - TK - 1st grade will utilize best practices to support phonemic and phonological awareness and high-frequency words in support of FUSD Goals & Guardrails.

TIER 2 -

- Create a Tiered level of support to support all Grade-Levels.
 - The tiered level of support will consist of tools/resources to support students at different levels of tiered instruction
- Tier 2 and 3 interventions
 - Tier 2: Grade level teams will identify a RTI time along with materials such as the Tiered Intervention books to support struggling students.
 - Tier 3: The SPED team will work closely with general education teachers to support the instruction these students need to meet their IEP goals through the general ed classroom
- After-school tutoring
 - Will be aligned to good first teaching (Tier 1) Tier 2 instruction will support students needing additional support in ELA/
- Supplemental supports utilized to support all students
- Reading support will be provided during the school day and after school for identified students.
- Paraprofessionals and support staff will be utilized to support Tiered levels of support
- TST team will screen students D's & F's. Teachers will submit referrals to TST for academic concerns.

Additional ideas to support

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

1. African American
2. Students with disabilities
3. Socioeconomically disadvantaged youth
4. English Language Learners
5. Hispanics
6. White
7. Asian
8. Foster Youth/Homeless

English Learner Students

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

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

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

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

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

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

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

1. 4 additional paraprofessionals to support early learning in Kindergarten.

2. Online subscriptions and materials/supplies to support Math & ELA fluency and student engagement.

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

Students with Disabilities (SWD):

African American (AA):

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

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

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

Family Engagement

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

Early literacy nights
Books for Bingo
Success Together - Family Book Club, Family Game Night & Parenting Classes

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be cocreated by Admin and ILT based on data and classroom observation feedback.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning) Expect to see

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

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

- Weekly Common Formative Assessment data will monitor effectiveness of Tier 1 and 2 instruction.
- Progress monitoring Data will be housed using a site based data collection system.
- Weekly PLC meetings will be scheduled to review student work or assessment data to identify strengths and gaps in student understanding.
- Weekly admin walks will be utilized to provide feedback to grade level teams on identified "Look Fors"

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

Shape these behaviors...

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

- TK - Will utilize FSA and CFA data to inform instructional decisions.
- K-2 will utilize Assessment Council Test, CFA weekly data and iReady to inform instructional decisions.
- 3rd - 6th will utilize weekly CFA, iReady, and FIAB data to inform instructional decisions.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

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

As a result of increased formative and summative assessment data results, review, and planning for student achievement,

The following are expected:

1. Students iReady results will increase to 70% meeting or exceeding grade level in K-2nd

- TK - 1st grades will utilize Lit 6 practices for a balanced literacy program
- Outcomes monitored by Principal, VP, and teachers.

K - 6th

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 40% of students meeting their stretch growth will increase by 12% comparing last year's data to this year's data.

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

2. Students in 3rd- 6th SBAC Results: decrease the distance from meeting standards in ELA from -66 to -56
Outcomes measured by growth from distance from standard.
Outcomes monitored by Principal and teachers.

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

Math

Action Details

Literacy Intervention

Thomas will support rigorous math instruction ensuring lessons include concept development, practice, fluency building, and application

In addition our ILT will continue to address and find ways to support and build staff and student capacity in math.

Direct Instructional Services

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

Thomas will utilize the following to support student achievement:

TIER 1 -

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

TIER 2 -

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

- After-school tutoring
 - Data will be used to identify students.
- Support staff will be utilized to support Tiered levels of support.

Additional Supports

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

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

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

The following supports will be funded using 7090/7091:

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

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

Family Engagement

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

Thomas will continue to partner with Parent University and Success Together to schedule parenting engagement activities and classes to support family engagement. Parent Panorama data, coffee hour and parenting class feedback will inform our school for effectiveness and future topics.

Professional Learning

Describe Professional Learning related to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Weekly Common Formative Assessment data will monitor effectiveness of Tier 1 and 2 instruction. • Weekly PLC meetings will be scheduled to review student work or assessment data to identify strengths and gaps in student understanding. • Weekly admin walks will be utilized to provide feedback to grade level teams on identified "Look Fors" • Math Fluency practices • Teachers • PLC • Instructional Coach • Administrators	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • TK - Will utilize FSA and CFA data to inform instructional decisions. • K-2 will utilize Assessment Council Test, CFA weekly data and iReady to inform instructional decisions. • 3rd - 6th will utilize weekly CFA, iReady, and FIAB data to inform instructional decisions. K - 6th Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 40%of students meeting their stretch growth will increase by12% comparing last year's data to this year's data. Outcomes will be monitored by teachers, grade level PLCs, and administrators. • Teachers • PLC • Instructional Coach • Administrators	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. As a result of increased formative and summative assessment data results, review, and planning for student achievement, The following are expected: 1. Students iReady results will increase to 70% meeting or exceeding grade level in K-2nd 2. Students in 3rd- 6th SBAC Results: decrease the distance from meeting standards in ELA from -93to -78 Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers. • Teachers • PLC • Instructional Coach • Administrators

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

RTI - Tiered Levels of Support

Action Details

Literacy Intervention

Thomas will design and implement a RTI system aligned with Fresno Unified’s Goal 1 of Early Literacy and Goal 2 of Early Intervention, ensuring that support is timely, targeted, and grounded in data so students not meeting standards receive instruction at their appropriate instructional level. The work begins with strong Tier 1 instruction, supported by professional learning that equips teachers with the skills for effective first teaching. All students will participate in Tier 2 instruction based on their individual data profiles—whether they require support to address grade-level gaps or enrichment that extends learning beyond grade-level expectations. Progress monitoring will occur every 6–8 weeks, allowing for flexible regrouping and responsive adjustments to instruction so each student continues to make measurable growth.

Direct Instructional Services

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

- Thomas will:
- Allocate three dedicated staff members to early literacy (goal 1)
 - Professional learning will emphasize effective Tier 1 and Tier 2 instructional practices, ensuring teachers are equipped to deliver strong core instruction and responsive intervention.
 - Lead teachers will design and implement a schoolwide progress-monitoring tool that provides consistent data to guide both Tier 1 and Tier 2 instruction, ensuring teachers can quickly identify student needs and adjust instruction to support early literacy growth.
 - Teachers will also have opportunities for PLC collaboration to analyze data, plan instruction, and adjust support based on student needs.
 - Thomas’s academic coach will guide this work through ongoing professional learning and coaching cycles, helping ensure consistent implementation and continuous improvement across classrooms.

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

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

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

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

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

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

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

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

Students with Disabilities (SWD):

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

African American (AA):

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

Family Engagement

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

Early literacy nights
Books for Bingo
Success Together - Family Book Club, Family Game Night & Parenting Classes

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will be provided through on the job training for staff needing support through our instructional coach or in PLCs.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...
Include how these outcomes will be measured and who will monitor them.

Medium-Term (Change in Behavior or Performance)

Want to see

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.
Include how these outcomes will be measured and who will monitor them.

Fluency will be checked quarterly in ELA and Math in grades 1st - 6th.

PLC teams will monitor student progress and identify students that are not making adequate progress

PLC teams will identify who benefited and who did not benefit from Tier 1 instruction and design Tier 2 intervention strategies. Students not making adequate progress may be referred to TST.

- Teachers
- PLC
- Instructional Coach
- Administrators

Shape these behaviors...

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

TST team will meet bimonthly to evaluate students not making adequate academic progress or have attendance issues.

Grade level teams will conduct regular data reviews following Common and District assessments

- Teachers
- PLC
- Instructional Coach
- Administrators

PLC will identify goals quarterly for student progress and monitor the effectiveness of their TIER 1 and 2 instruction.

- Teachers
- PLC
- Instructional Coach
- Administrators

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

ELL - Redesignation

Action Details

Literacy Intervention

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

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

Direct Instructional Services

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

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

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

- Online Subscriptions to support instruction
- Materials and Supplies

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

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

- ELPAC Assessors
- ELD Intervention
- ELD Materials and Supplies

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

The following supports will be utilized to support:

ELL and LTELs:

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

Family Engagement

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

Early literacy nights
Books for Bingo
Success Together - Family Book Club, Family Game Night & Parenting Classes
ELAC Coffee Hours

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to staff to support students either by coach or PLCs as needed.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

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

- Teachers
- PLC
- Instructional Coach
- Administrators

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

- Teachers
- PLC
- Instructional Coach
- Administrators

And ultimately achieve these impacts.

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

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

- Teachers
- PLC
- Instructional Coach
- Administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	375.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PLC Planning **Budget lines for personnel include salaries and related benefits	19,994.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	1,274.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Off Eq Lease			: Lease for Copy Machines	35,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Copy Paper	10,000.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		16,534.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		13,515.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		15,310.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP, SST, 504 Meetings **Budget lines for personnel include salaries and related benefits	17,906.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Supplemental ELD After School Intervention *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,601.00
G1A4	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters for Parent Meetings **Budget lines for personnel include salaries and related benefits	306.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for ELPAC **Budget lines for personnel include salaries and related benefits	7,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Materials & Supplies	9,460.00

\$153,275.00

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

SEL - Social Emotional Supports

Action Details

Life Skills

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

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

Direct Instructional Services

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

- Home School Liaison
- 0.75 FTE Resource Counseling Assistant (Spanish)
- Generation Changer Mentors will be utilized to support students with chronic levels of misbehaviors and absenteeism.
- Substitutes to release teachers for CHAMPs, Second Step, Class Meeting, OLWEUS, etc... trainings
- Student of the month
- Incentives - classroom & schoolwide
- Substitutes for teacher release for SSTs and IEPs
- Materials and supplies to support SEL initiatives or incentives.
- Use of our GVC to develop SEL Skills, 2nd Step, and build capacity for all students

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

Title I funds used to support this Action:

- RCA bilingual support staff
- Materials and supplies

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

Students with Disabilities (SWD):

709/7091 funds used to support this Action:

- SEL Generation Changers mentors
- Materials and supplies

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

Students with Disabilities (SWD): We have had an increase of student behaviors with the rise in enrollment with students with autism or behaviors in our SPED programs. We continue to invest in MTSS and hold bimonthly TST meetings to identify students struggling with attendance or misbehaviors. We will also continue to work with our Safe & Civil Schools coach to offer Professional Learning to staff.

Family Engagement

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

Early literacy nights
Books for Bingo
Success Together - Family Book Club, Family Game Night & Parenting Classes

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to staff and Teachers as needed. Panorama data will determine areas of need.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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

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

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

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

Shape these behaviors...

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

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

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

And ultimately achieve these impacts.

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

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

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

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

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

Chronic Absenteeism

Action Details

Health & Wellness

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

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

Direct Instructional Services

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

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

English Learner Students

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

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

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

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

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

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

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

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

Student Groups

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

No Funds allocated at this time.

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

• Multiple Races (MR):

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

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

• Multiple Races (MR):

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

Family Engagement

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

HSL, TIER 2 Intervention Specialist and Administrators will meet with parents and students who have Chronic Absenteeism

Professional Learning

Describe Professional Learning related to this action.

Will be provided to staff as needed or determined by Chronic Absenteeism and Panorama data.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Our Tier 2 intervention specialist and TST team will meet bimonthly to monitor student attendance and identify students at risk.

Meetings will be held with HSL and Principal and resources offered to families/students in need of support.

Community School Coordinator will provide support to families and students identified through TST or parent/admin meetings

- Teachers
- TST

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Attendance Data will be monitored bimonthly

- Teachers
- TST
- SST
- Community School Coordinator
- Social Worker
- Psychologist
- Administrators

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

A decrease in chronic absenteeism will occur as a result of our services and monitoring of data throughout the year.

- Teachers
- TST
- SST
- Community School Coordinator
- Social Worker
- Psychologist
- Administrators

- SST
- Community School Coordinator
- Social Worker
- Psychologist
- Administrators

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

After-School Activities

Action Details

Equitable Access

In 2026.2027, Thomas will continue to increase the amount of clubs and after-school activities available to all students TK-6th through the use of our Community School Grant Coordinator and our After-school Coordinator 1 position.

Direct Instructional Services

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

- Supplemental contracts for certificated and classified staff to support clubs and extracurricular activities.
- Materials and supplies will be purchased to support clubs and extracurricular activities.

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

No funds allocated at this time

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

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

- Supplemental Contracts to encourage participation in extracurricular activities.

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

- Supplemental Contracts to encourage participation in extracurricular activities.

Family Engagement

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

Families will be invited to sporting, club and drama performances.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to staff as needed.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. After School supplemental contracts will be offered to Certificated and Classified staff. Engagement data will be utilized to monitor student participation. • ELOP Coordinator • Climate & Culture team • Administrators	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Engagement data will be utilized to monitor progress and enrollment of students in student engagement. Panorama data will be used to measure student connectedness • ELOP Coordinator • Climate & Culture team • Administrators	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Engagement data will be utilized to monitor progress and enrollment of students in student engagement. Panorama data will be used to measure student connectedness • ELOP Coordinator • Climate & Culture team • Administrators

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

Cultural Diversity Celebrations

Action Details

Community Engagement

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

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

Direct Instructional Services

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

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

English Learner Students

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

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

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

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

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

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

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

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

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

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

Student Groups

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

No funds allocated at this time

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

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

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

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

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

Family Engagement

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

BSU live museum
Amigos Unidos Celebrations
Lunch on the Lawn
Other school events celebrating family and community engagement.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will be provided to staff as needed.

Progress Monitoring: Outcomes

Reasoning for using this action:

Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

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

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

- Climate and Culture team
- Administrators

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

Shape these behaviors...

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

Panorama data

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Panorama data

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

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

Prop 28

Action Details

Life Skills

Thomas Elementary will continue our Arts Integration and partnering with Arts and Enrichment for All in grades K-6th to provide 6 weeks of Dance and Drama. We will continue to support arts in extended learning through art and drama clubs.

• ELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Classroom Materials and supplies will be purchased to support music, dance and drama.
- Materials and supplies needed to support our extended learning clubs in arts and drama
- Improved stage lighting and staging for our drama productions
- Guests presenters and professional learning for staff to improve participation in Arts and Drama

English Learner Students

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

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

Parents and community will be invited to participate in our Winter Program, Club presentations and Art and Drama Presentations.

- Concerts
- Productions
- Art Galarys
- BSU Live Museum

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Increased Student Engagement:

- Measured by: Attendance and School Climate Surveys (Panorama data)
- Monitored by: Arts integration teacher, club advisors teachers, and site admin

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions and self-regulate during instruction
- Measured by: Teacher observations, reduction in redirections or misbehavior incidents

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Enhanced School Culture and Climate:

- Thomas fosters a positive, inclusive environment where arts are seen as a value added expression where students feel a strong sense of belonging and engagement.
- Measured by: School Climate Surveys (Panorama Data) Student attendance, and family engagement data.
- Monitored by: Teachers, Club advisors, and site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0450 Thomas Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats (Individual, ILT, SPSA) **Budget lines for personnel include salaries and related benefits	7,556.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts **Budget lines for personnel include salaries and related benefits	13,006.00
G2A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5625		48,959.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Before Care Safety for Families **Budget lines for personnel include salaries and related benefits	10,744.00
G2A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	1.0000	Daniela Saavedra Castellanos, employee # 1071130 is the FY 25/26 School Social Worker funded by a grant. Thomas will fund from SPSA funds in FY 26/27. She has an active caseload with our students which means relationships are built already with students, families and our community. This position is built on a foundation of trust, and that is already established. **Budget lines for personnel include salaries and related benefits	179,368.00
G2A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.1875		16,320.00
G2A5	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Materials and Supplies *No Food or Incentives*	2,658.00

\$278,611.00

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

Recruitment and retention of staff

Action Details

Effective Staff

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

Direct Instructional Services

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

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

English Learner Students

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

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

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

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

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

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

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

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

Student Groups

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

No funds allocated at this time

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

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

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

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

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

Family Engagement

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

Not applicable to this action.

Professional Learning

Describe Professional Learning related to this action.

Professional development will be made available to any staff as needed.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning)

Expect to see

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

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

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

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

Parenting Classes

Action Details

Community Engagement

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

Direct Instructional Services

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

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

English Learner Students

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

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

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

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

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

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

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

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

Student Groups

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

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

- Parent Materials & Supplies
- Babysitting for parent meetings

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

The following funds will be used to support this action:

- Professional Development and/or Travel

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

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

Family Engagement

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

Early literacy nights

Books for Bingo

Success Together - Family Book Club, Family Game Night & Parenting Classes

Professional Learning

Describe Professional Learning related to this action.

Not applicable for this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We will utilize Panorama data to monitor

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

2026-2027 Budget Detail for Schools

State/Federal Dept 0450 Thomas Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0450	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Sandez, Gloria	0.4375	G1A3		16,534.00
060	3010	0450	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Xiong, Kylie	0.4375	G1A3		13,515.00
060	3010	0450	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Cardoza, Corinne	0.4375	G1A3		15,310.00
060	3010	0450	1110	1000	4400	Nc-Equipment					G1A1	: Technology	375.00
060	3010	0450	1110	2495	4300	Mat & Supp					G2A5	: Parent Materials and Supplies *No Food or Incentives*	2,658.00
060	3010	0450	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Lopez, Sandra	0.5625	G2A2		48,959.00
060	3010	0450	4760	1000	1160	Teacher-Supp					G1A4	Supplemental ELD After School Intervention *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,601.00
060	3010	0450	4760	2495	2260	Cls Sup-Sup					G1A4	Interpreters for Parent Meetings **Budget lines for personnel include salaries and related benefits	306.00
030	7090	0450	1110	1000	1120	Teacher-Subs					G2A1	Subs for Data Chats (Individual, ILT, SPSA) **Budget lines for personnel include salaries and related benefits	7,556.00
030	7090	0450	1110	1000	1120	Teacher-Subs					G1A1	Subs for PLC Planning **Budget lines for personnel include salaries and related benefits	19,994.00
030	7090	0450	1110	1000	1120	Teacher-Subs					G1A3	Subs for IEP, SST, 504 Meetings **Budget lines for personnel include salaries and related benefits	17,906.00
030	7090	0450	1110	1000	1120	Teacher-Subs					G2A2	Before Care Safety for Families **Budget lines for personnel include salaries and related benefits	10,744.00
030	7090	0450	1110	1000	1160	Teacher-Supp					G2A1	Supplemental Contracts **Budget lines for personnel include salaries and related benefits	13,006.00
030	7090	0450	1110	1000	4300	Mat & Supp					G1A1	: Materials & Supplies	1,274.00
030	7090	0450	1110	1000	5723	Direct-Maint					G1A1	: Maintenance	2,000.00
030	7090	0450	1110	2100	5631	Off Eq Lease					G1A1	: Lease for Copy Machines	35,000.00
030	7090	0450	1110	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	1.0000	G2A2	Daniela Saavedra Castellanos, employee # 1071130 is the FY 25/26 School Social Worker funded by a grant. Thomas will fund from SPSA funds in FY 26/27. She has an active caseload with our students which means relationships are built already with students, families and our community. This position is built on a foundation of trust, and that is already established. **Budget lines for personnel include salaries and related benefits	179,368.00
030	7091	0450	4760	1000	1160	Teacher-Supp					G1A4	Supplemental Contracts for ELPAC **Budget lines for personnel include salaries and related benefits	7,000.00
030	7091	0450	4760	1000	4300	Mat & Supp					G1A4	: EL Materials & Supplies	9,460.00
030	7091	0450	4760	2495	4300	Mat & Supp					G1A1	: Copy Paper	10,000.00
030	7091	0450	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Lopez, Sandra	0.1875	G2A2		16,320.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$102,258.00
Sup & Conc	7090	\$286,848.00
LCFF: EL	7091	\$42,780.00
Grand Total		\$431,886.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$153,275.00
G2 - The Whole Child (SEL and Engagement)	\$278,611.00
Grand Total	\$431,886.00

\$431,886.00