

Jefferson Elementary

10621666006316

Principal's Name: May Lee-Stanton

Principal's Signature: 

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 – May Lee-Stanton	X				
2. Chairperson - Bianca Barajas				X	
3. Laurie Surabian		X			
4. Jennie Cortez		X			
5. Sylvia Gonzalez		X			
6. Francisco Martinez			X		
7. Marlet Castillo				X	
8. Maribel Navarro				X	
9. Isabel Rodriguez				X	
10. Jasmine Manning				X	
11.					

Check the appropriate box below:

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

Date_____.

Required Signatures

School Name: Jefferson Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	May Lee-Stanton	<i>May Lee-Stanton</i>	1/21/26
SSC Chairperson	 Bianca Barajas	 Bianca Barajas	1/21/26

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

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

FY 2026/27

Jefferson - 0255

ON-SITE ALLOCATION

3010	Title I	\$42,642 *
7090	LCFF Supplemental & Concentration	\$119,808
7091	LCFF for English Learners	\$47,840

TOTAL 2026/27 ON-SITE ALLOCATION

\$210,290

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,236
Program Budget	\$41,406
Total Title I Allocation	\$42,642

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Jefferson 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		7.7 %	2024-2025	8.8 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		42.4 %	2024-2025	43.5 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		60 %	2025-2026	61.1 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50.2 %	2025-2026	51.3 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		78.6 %	2025-2026	79.7 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62 %	2025-2026	63.1 % 
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		39.3 %	2025-2026	40.4 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		52 %	2025-2026	53.1 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		50.8 %	2025-2026	51.9 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		71.4 %	2025-2026	72.5 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.4 %	2025-2026	65.5 % 
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		31.4 %	2025-2026	32.5 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	10 pts	14.7 pts	2024-2025	29.7 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		57.2 %	2024-2025	60.2 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	5 pts	9.9 pts	2024-2025	24.9 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		55.7 %	2024-2025	60.7 % 

Goal 2	Chronic Absenteeism - (English Learner)		22.1 %	2024-2025	21.5 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	18 %	14 %	2025-2026	13.4 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	100 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	99.8 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		95 %	2025-2026	97 %	↑
Goal 2	Suspension Rate - (English Learner)		5.1 %	2024-2025	4.77 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	3.5 %	1.4 %	2025-2026	1.07 %	↓

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. Students are underperforming in math as compared to ELA overall, even though students performed in the 'Blue' Performance band both in ELA and math.
- 2. Students with disabilities underperformed in Math as compared to ELA. Students with disabilities performed in the "Yellow" Performance band for both ELA and math. All other student groups performed in the green or blue performance band overall.

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

- POP1 (Math): Causes**
- 1. Daily schedules allow more time for ELA than Math.
 - 2. Math instruction is focused on Concepts and Procedures (Claim 1) rather than the full rigor of the mathematical practices including Claims 2, 3, and 4.
 - 3. Students are not transferring skills from instructional routines to new contexts.
 - 4. Students are struggling to make sense of application word problems and use visual models to represent the word problem.
 - 5. Many students who scored more than one grade level below standard also struggled with math computation as measured by the Santa Clara Quick Assessment.
- POP2 (SWD): Causes**
- 1. During the 25/26 school year, there was a decrease in grade-level aligned assessment and progress-monitoring for students in 3rd-6th grade SDC M/M Classes.
 - 2. Students with disabilities need greater access to inclusion in general education classrooms.
 - 3. Many students with disabilities who declined in their academic performance also struggled with Social/Emotional Skills.

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.

POP1 (Math):Needs

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

POP2 (SWD):Needs

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

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.

Structured Literacy

Fully Implemented

Actions were fully implemented.

MTSS in Reading

Fully Implemented

Actions were fully implemented leading to Jefferson scoring at 57.2% on SBAC in English Language Arts. The multi-tiered levels of supports in Reading supported all students at the different levels, providing the supports needed to fill in the gaps in reading.

MTSS in Mathematics

Partially Implemented

Actions were partially implemented. Due to unfilled math intervention teacher, math intervention started in March, with having one teacher per grade level (3-6) provide focused intervention on math standards students scored the least proficient on on their IABs. This will be in addition to tier 1 and 2 instruction teachers are providing in class. Intervention will be provided after school with fluid grouping of students to ensure students are receiving instruction aligned to their needs.

EL Re-Designation

Fully Implemented

Actions were fully implemented. Certificated tutor provided language acquisition and guided reading lessons to support for newcomers and EL 1 and 2 students. Teachers provide english learners with designated and integrated ELD in the classroom. As a result, the percentage of EL students who are 2 or more years below grade level on iReady decreased from 50.5% on iReady Diagnostic 1 to 37.4% on iReady Diagnostic 2.

Real World Learning Experiences

Fully Implemented

All students participated in Goal 2 activities and field trips, in addition to clubs and sports on site.

College and Career Competency

Fully Implemented

100% of our families responded that Jefferson students have activities their students can join.

Recruit and Retain Staff

Fully Implemented

96% of staff responded favorably to our Climate and Culture survey in the domain of Staff Culture, with 92% feeling valued as a staff member at Jefferson Elementary

Family Engagement

Fully Implemented

100% of our families responded positively to our Climate and Culture survey in the domain of family engagement. 100% of the families responded that the school partners with them to gather their input on decisions that impact out school community.

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.

Structured Literacy

Effective

The Roosevelt Region Literacy Plan was implemented in Grades TK-2. The first cohort of 9 teachers completed LETRS training in the Science of Reading. Teachers in Grades TK-3 attended regional Professional Learning. DIBELS testing was implemented for the second year to assess automaticity of foundational reading skills. Based on Professional Learning and assessment, instructional routines for Tier 1 and Tier 2 instruction were modified. In Grades 3-6, Tier 1 instruction was delivered as planned, with CFA's, complex text, and daily tasks aligned to grade-level standards. Tier 2 instruction was supported by our certificated tutor (TSA) through direct support to students. Teachers in Grades TK-6 added elements of science instruction, integrating hands-on science activities with reading and writing tasks. As a result, the percent of students meeting standard in Reading for iReady's December administration increased from 38%to 39%.

MTSS in Reading

Effective

Kinder through second grade teachers followed the 6-step phonics lesson and provided tier 2 and 3 instruction as planned to target individual student needs. Teaching Fellows pushed in for grades 1 and 2 to provide small group instruction. 3-6 grade teachers delivered Tier 1and 2 instruction as planned, with CFA's, complex text, and daily tasks aligned to grade-level standards. Tier 3 instruction was supported by our certificated tutor (TSA) through direct support to students. Teachers in Grades TK-6 added elements of science instruction, integrating hands-on science activities with reading and writing tasks. Certificated tutor provided intervention for students in grades 3-6 who needed foundational skills and guided reading support. As a result, the percentage of students scoring two or more years below grade level decreased from 28.7% to 22.7%.

MTSS in Mathematics

Effective

Teachers participated in Professional Learning and coaching with FCSS on the Math Problem Solving routine. Through this process, teachers were able to identify strategies to improve student discourse and increase student ownership of the learning in mathematic, with a focus on Claim 3:Communicating Reasoning. Tier 1 and Tier 2 instruction was delivered as planned. As a result, the percentage of students scoring two or more years below grade level decreased from 22.7% to 18.8%.

EL Re-Designation

Effective

Teachers provided instruction at grade level rigor while ensuring scaffolds were in place to support English Learners. In grades 3-6, English learners who are newcomers or are 2 or more years behind grade level received ELD intervention from certificated tutor to build vocabulary and provided with reading comprehension strategies. As a result, the number of English learners who are two or more years behind decreased from 50.5% on iReady Diagnostic 1 to 37.4% on iReady Diagnostic 2.

Real World Learning Experiences

Effective

Students had opportunities to engage in sports, clubs, and field trips. 98% of students responded favorably that their school has extracurricular activities they can join.

College and Career Competency

Effective

RCA and Tier 2 Specialist connected with identified students needing social emotional supports. 97% of students reported on the Student Climate and Culture Survey that Jefferson teaches their students to take care of their mental health. 98% of students reported on the Student Climate and Culture survey that Jefferson has extracurricular activities that they can join.

Recruit and Retain Staff

Effective

On the Fall Climate and Culture Survey, 92% of the staff feel valued, which is 3% higher than the district average.

Family Engagement

Effective

On the Fall Climate and Culture Survey, 98% of families responded favorably that the school encourages families to participate in school functions and events and 100% of the families responded that the school partners with families to gather input on decisions that will impact the school.

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.

*Continue with DIBELS Assessment

*Continue with supports for Newcomers and English Learners

*Continue with professional learning around math stories, with commitment to provide word bank, provide time for error analysis, holding students accountable for explaining their thinking, and having students use scoring rubric with fidelity, focus on claims 2, 3, and 4

*Provide PL to support reading comprehension and language acquisition

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

SSC:

Parents requested Reading Specialist for next year to support with Response to Intervention.

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

ELAC:

Parents requested workshops on language acquisition and literacy skills.

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

Staff:

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

Staff also requested having Reading Specialist to support with Response to Intervention.

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



Action

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

MTSS in Reading

Action Details

Early Literacy

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

- Tier 1:
1. Leveled/decodable text and various materials for guided reading/reader's workshop instruction
 2. Targeted instruction for all students through differentiated teaching
 3. Teaching Fellows for K-2 differentiated instruction, teaching subs, supplemental contracts for staff, and materials and supplies
 4. Graphics and copy machine for printed materials
 5. Implementing screening and formative assessment that gives students and teachers clarity on their progress in relation to grade level reading standard
 6. Increased monitoring through daily classroom observations with specific feedback
- Tier 2:
6. Technology/educational software to supplement ELA core curriculum
 7. Technology will be purchased and maintained to ensure all students have daily access to educational software
 8. Implementation of Blended Learning within Literacy Skills
 9. Literacy Coach will work with students who are identified as needing additional supports with reading in Grades 3-6
 10. Targeted instruction for SPED students in their area of strength to ensure grade level access

Tier 3:

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

English Learner Students

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

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

Student Groups

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

- Students with Disabilities (SWD):** With title 1 funds, we plan to support students with disabilities by purchasing materials and supplies as needed to support instruction.
- Socio-economically Disadvantaged (SED):** With Title 1 funds, we plan to support socio-economically disadvantaged students by funding Teaching Fellows, substitute teachers for teachers to plan and supplemental contracts for teachers and classified staff to provide extra support to students. We also plan to purchase books, materials, supplies, as well as materials from graphics.

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

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

Socio-economically Disadvantaged (SED): With 7090/7091 funds, we plan to support socio-economically disadvantaged students by funding Teaching Fellows (in 1st/2nd grade classrooms during Reading Intervention Block), substitute teachers for teachers to plan and supplemental contracts for teachers and classified staff to provide extra support to students, ELPAC assessor, mileage for home visits, translation, babysitting, materials and supplies, and office equipment lease.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED): With Literacy Grant funding we plan to fund a Reading Specialist to support with 3rd -6th grade students in foundational skills and guided reading. With Community Schools funding, we plan to contract with FCSS for instructional coaching and consulting regarding Math instruction.

Family Engagement

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

• **Student Academics:**

1. Translating, and communication materials for parent/teacher conferences after first quarter
2. Staff and translating to provide workshops on how to increase literacy at home
3. Staff, translating, and communication materials for ELAC
4. Staff, translating, and communication materials for School Site Council Meetings
5. Information regarding current units of study in reading and math will be provided on Class Dojo to parents

• **Student Centered and Real-World Learning:**

1. Recruitment among parents to support Career Day event

• **Student Engagement:**

1. Translating and communication materials for Back to School Night and Open House
2. Staff to provide home visits to increase parent/student engagement
3. Food, curriculum, and staff to support Parent Coffee Hour in conjunction with Parent University
4. Contract with Success Together to provide Family Book Clubs
5. Contract with Success Together to provide Seeds of Hope, a 6-week course
Annual Parent Involvement Recognition Luncheon to encourage parent participation
6. Class Dojo use in classrooms and school-wide as a social-media platform

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

Professional Learning

Describe Professional Learning related to this action.

1-Academic coach and Reading Specialist will provide professional learning in the areas of growth as identified by DIBELS, BAS, iReady, IABS, and FIABS. Academic coach will provide learning cycles with teachers as needed through co-planning, co-teaching, reflection, and supporting with PLCs and the work of PLC+.

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.

80% of classroom observations will show implementation of:

Grades K-2: student application of foundational skills as measured by DIBELS, BAS, FSA

Grades K-6: student articulation and application of reading comprehension skills and writing assessed on CAASPP and iReady.

The outcomes will be monitored by admin, teachers, academic coach, PLCs, and ILT

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

With improved student application of foundational skills and reading comprehension skills, student outcomes will improve in reading as measured by growth from i-Ready 1 to i-Ready 2. Average percent of students meeting their stretch growth will increase from 50.2% in December 2026 to 55% in December 2027.

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, SBAC proficiency in ELA will grow from 57.2% to 60% by June 2027 and DFS will improve by 15 points.

MTSS in Mathematics

Action Details

College & Career Readiness

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

- Tier 1:
- 1. Fluency of math facts will continue to be a focus for students; utilizing CCSS math fluencies, and Number Talks
 - 2. Professional learning will focus on lesson delivery, with alignment of student discourse to grade-level standards
 - 3. POD/My Favorite No practice used for daily review of prerequisite skills or current math concepts utilizing Math Stories strategies to help with problem solving process
 - 4. Professional Learning for staff including FCSS Coaching Cycles
- Tier 2:
- 1. Computer programs/software will be used to individualize student progress in math
 - 2. Use of Blended Learning with a focus on monitoring student proficiency within each domain for grade-level math standards
 - 3. Targeted instructions for SPED students in their area of strength to ensure grade level accessibility
- Tier 3:
- 1. Teachers will use resources within their GVC to identify prerequisite skills the students are missing as they grapple with their grade level standards.
 - 2. Small group instruction will be used to support students needing extra support
 - 3. After school intervention will be offered to close the gap in 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.

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

Student Groups

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

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

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

Students with Disabilities (SWD):

With funds from 7090/7091, we plan to support students with disabilities by purchasing materials and supplies needed to enhance instruction.

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

Students with Disabilities (SWD):

With funds from the Community Schools Grant, we plan to support students with disabilities by providing instructional coaching in mathematics for K–6 teachers in collaboration with FCSS staff. This coaching will focus on increasing student ownership of learning and strengthening instructional practices. Supplemental contracts will be offered to certificated and classified staff, as needed, to provide additional supports for students and teachers.

Family Engagement

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

• **Student Academics:**

- 1. Translating, and communication materials for parent/teacher conferences after first quarter
- 2. Staff and translating to provide workshops on how to increase math literacy at home
- 3. Staff, translating, and communication materials for ELAC. Site math data will be shared during ELAC meetings.
- 4. Staff, translating, and communication materials for School Site Council Meetings. Site math data will be shared during SSC meetings.
- 5. Information regarding current units of study in reading and math will be provided on Class Dojo to parents

• College and Career Ready:

- 1. Recruitment among parents to support Career Day event

• Student Engagement:

- 1. Translating and communication materials for Back to School Night and Open House
- 2. Staff to provide home visits to increase parent/student engagement
- 3. Food, curriculum, and staff to support Parent Coffee Hour in conjunction with Parent University
- 4. Contract with Success Together to provide Family Book Clubs
- 5. Contract with Success Together to provide Seeds of Hope, a 6-week course
Annual Parent Involvement Recognition Luncheon to encourage parent participation
- 6. Class Dojo use in classrooms and school-wide as a social-media platform

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

Professional Learning

Describe Professional Learning related to this action.

FCSS will provide professional learning, instructional coaching, and consulting regarding Math instruction.

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

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

Long-Term (Change in Condition)
Hope to see

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

-The first round of PL and coaching with FCSS will take place in September for K- 6th grade.

-80% of classroom observations will show implementation of student using math academic vocabulary during explanation of problem solving step.

-Outcomes will be monitored by admin, teachers, ILT and academic coach.

By the end of 2nd Quarter, the percentage of students meeting their stretch growth as measured on i-Ready 2 will increase from 51% (December 2025) to 55% (December 2026).

The percentage of students meeting standard on SBAC Math will increase from 56% (June 2025) to 58% (June 2026).

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

EL Re-Classification

Action Details

College & Career Readiness

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

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):

1. Teachers will create an EL action plan that targets specific deficit skills to focus on throughout the school year.
2. Differentiated instruction will be provided in all classrooms.
 - Newcomer English Learners will be provided support with conversational English and foundational reading skills in English.
 - At-Risk and LTELs will receive language support in their area of growth to ensure access to grade-level curriculum.
 - RFEP students will be monitored and provided support with grade-level materials when they are not meeting standards.
 - Supplemental contracts will be provided for staff and teachers to support with targeted instruction.
 - Materials and supplies will be purchased to enhance instruction.
3. Supplemental contract will be provided for an ELPAC assessor to administer the ELPAC test.
4. Selected EL students in 4th-6th will receive small group focused reading instruction from a Reading Specialist.
5. The materials utilized to support EL instruction will consist of leveled readers, a range of ELA resources, educational software, and various technology.
6. ELPAC intervention will be implemented in the 2026-27 school year for students who are nearing proficiency in English acquisition.
7. Focus vocabulary words will be assessed after the instruction of each grade-level text. Activities representing a range of purposes for vocabulary retention outlined in 'Vocabulary's CODE' will be added to the instructional sequence for each anchor text.
8. Professional Learning will include the ELD Standards and ELA/ELD Framework, including topics such as scaffolding, academic discourse, complex culturally relevant texts, and explicit language instruction. For the 2026-2027 school year, each topic presented for supporting English Learners will be linked to our broader learning within On-Demand writing.
9. Teachers and admin will conduct quarterly data chats to monitor progress towards reclassification.
10. Awards and incentives will be provided to recognize EL student achievement along the ELD Proficiency Level continuum and reclassification.

- 11. Science activities will serve as frontloading to support background knowledge and vocabulary for grade-level reading tasks.
- 12. Refer students with significant math needs to SST to determine tier 3 intervention supports.
- 13. MTSS Teams will address academic and social emotional needs related to student learning, with SST conducted in alignment with MTSS Framework.

English Learner Students

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

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

Student Groups

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

English Learner (EL):

With Title I funds, we plan to support English Learners by providing books, materials, and supplies as needed to enhance instruction. Supplemental contracts will be offered to certificated and classified staff to provide targeted intervention support based on district and site data.

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

English Learner (EL): With funds from 7090/7091 we plan to support English Learners by providing ELPAC assessor to give the ELPAC assessment. We also plan to support English Learners by providing books, materials, and supplies as needed to enhance instruction.

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

English Learner (EL):

With funds from the Literacy Grant, we plan to support English Learners by providing access to a pull-out Designated ELD program led by reading specialists, with priority given to Beginning English Learners.

Family Engagement

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

- **Student Academics:**
 1. Translating, and communication materials for parent/teacher conferences after first quarter
 2. Staff and translating to provide workshops on how to increase literacy at home
 3. Staff, translating, and communication materials for ELAC
 4. Staff, translating, and communication materials for School Site Council Meetings
 5. Information regarding current units of study in reading and math will be provided on Class Dojo to parents
- **College and Career Ready:**
 1. Recruitment among parents to support Career Day event
- **Student Engagement:**
 1. Translating and communication materials for Back to School Night and Open House
 2. Staff to provide home visits to increase parent/student engagement
 3. Food, curriculum, and staff to support Parent Coffee Hour in conjunction with Parent University
 4. Contract with Success Together to provide Family Book Clubs
 5. Contract with Success Together to provide Seeds of Hope, a 6-week course
Annual Parent Involvement Recognition Luncheon to encourage parent participation
 6. Class Dojo use in classrooms and school-wide as a social-media platform

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

Professional Learning

Describe Professional Learning related to this action.

Continued professional development with certificated and classified staff around building stronger connections with students and their families.

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.

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

Shape these behaviors...

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

By December 2026, at least 80% of all LTEL students will reach at least 50% typical growth in Reading as measured by i-Ready 2.

And ultimately achieve these impacts.

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

By June of 2027, at least 65% of English Learners will progress at least 1 ELPI Level as measured by ELAC.

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

Real World Learning Experiences

Action Details

College & Career Readiness

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

1. Jefferson staff members will provide real-world learning experiences, both integrated within academic study as well as during stand-alone events. Students will have access to appropriate materials and supplies required for each activity.
2. Quarterly organized sport teams
3. Student Council
4. Field Trips and assemblies (FUSD Goal 2 designated trips, FUSD sponsored career and college field trips, VAPA field trips, and site funded trips) as funds allow
5. Site Support clubs for all TK - 6th grade student to have an opportunity to be involved in a school activity in order to help students feel connected and develop a sense of belonging.
6. Music instruction will be provided for all students, including chorus for grades TK-3, recorders and ukulele instrumental music for grade 4, and orchestra, band, and mariachi instrumental music for grades 5 and 6.
7. Students will be honored and recognized through various ways:
 1. Quarterly Academic Awards Assemblies
 2. Monthly parent newsletter featuring names of acknowledged students
 3. Monthly 3 to Be, Student of the Month and Character Counts recognition
 4. Quarterly Diggity celebrations for proficiency or growth on site and district assessments
 5. Attendance celebration for perfect or improved attendance
 6. End of the Year Extra-Curricular Luncheon
 7. CAASPP testing celebration

8. Classroom Attendance celebration for no absences or tardies for the entire class

English Learner Students

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

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

Student Groups

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

Students with Disabilities (SWD): With Title 1 funds we plan to support students with disabilities by providing materials and supplies as it relates to engagement in extra-curricular and art activities.

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

Students with Disabilities (SWD): With 7090/7091 funds we plan to support students with disabilities by providing materials and supplies as it relates to engagement in extra-curricular and art activities.

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

Students with Disabilities (SWD): With Community Schools funds, we plan to support students with disabilities by designating staff to connect families and students to community-based resources. With prop 28 funds, we will use this funding for materials and supplies to provide art engagement activities for all students.

Family Engagement

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

Parents will have opportunities to engage and participate in activities on and off campus, in support of recognizing student engagement in the arts and other real world experiences.

Professional Learning

Describe Professional Learning related to this action.

All staff will be provided professional learning on how to create opportunities within their day to engage students in community based and art related events.

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.

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By December 2026, all students with disabilities in SDC programs will have routine opportunities for inclusion during academic instruction in reading, writing, math, and/or science.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By June 2027, DFS for students with disabilities will improve by at least 15 points DFS in both Reading and Math.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows for RTI in primary grades.	40,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies - Parent Involvement (G1A1, G1A2, G1A3) **No Food or Incentives**	1,892.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899. (G1A1, G1A2, G1A3)	500.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for Home Visits (G1A1, G1A2, G1A3)	250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	9,549.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	9,549.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			ELPAC Testing Examiner Contract (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	7,362.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher contracts instructional (G1A1, G1A2, G1A3, G1A4) **Budget lines for personnel include salaries and related benefits	7,362.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	7,362.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Support Contracts (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	2,275.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books, Reference, Amplify Boost (G1A1, G1A2)	7,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (including food) (G1A1, G1A2, G1A3, G1A4, G2A1)	20,336.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Computer repairs G1A1	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Office Equipment Lease	26,800.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.2150	Laura Gonzalez RCA (G1A3, G2A1) **Budget lines for personnel include salaries and related benefits	18,713.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher Contracts - ELPAC **Budget lines for personnel include salaries and related benefits	736.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	213.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation and Babysitting **Budget lines for personnel include salaries and related benefits	326.00
G1A3		Attendance & Social Work Service	Cls Sup-Reg		0.5350		46,565.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.5350	Laura Gonzalez RCA (G1A3, G2A1) **Budget lines for personnel include salaries and related benefits	46,565.00

\$210,290.00

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

College and Career Competency

Action Details

College & Career Readiness

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

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):

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

English Learner Students

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

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 in the Red in EL Progress.

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

With Title I funds we plan to provide subs for teachers to engage in cycles of learning with academic coach and FCOE staff to support our EL students. Supplemental contracts will also be given to teachers and staff to provide extra supports in reading intervention/Designated ELD. We will also have Teaching Fellows supporting our 1st and 2nd grade EL students during RTI. Materials and supplies for parent meetings will also be funded from Title 1 funds. Materials from Graphics will also be purchased from title 1 funds.

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

With 7090 or 7091 funds we plan to provide subs for teachers to engage in cycles of learning with academic coach and FCOE staff to support our EL students. Supplemental contracts will also be given to teachers and staff to provide extra supports in reading intervention/Designated ELD. We will also have Teaching Fellows supporting our 1st and 2nd grade EL students during RTI. Materials and supplies for parent meetings will also be funded from 7090/7091 funds. Materials and supplies, including food, will be purchased from 7090/7091 budget line. The office equipment lease is also funded by 7090/7091 to ensure we can make copies for EL students. Additionally, we will fund our RCA out of 7090/7091 to support the social emotional well-being of EL students.

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

- Counseling team (All4Youth and RCA) will be instrumental in supporting foster youth at Jefferson.
- Jefferson will provide support for classroom teachers in addressing the needs of EL students through outreach, home visits, and other related services.
- To ensure all families are able to attend meetings; interpreting services will be provided for all families with English Learners along with babysitting services for economically disadvantaged families.

Student Groups

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

Students with Disabilities (SWD):

With Title I funds we plan to provide subs for teachers to engage in cycles of learning with academic coach and FCOE staff to support our students with disabilities. Supplemental contracts will also be given to teachers and staff to provide extra supports in reading intervention.

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

Students with Disabilities (SWD):

We will fund our RCA out of 7090/7091 to support the social emotional well-being of our students with disabilities.

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

Students with Disabilities (SWD):

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

Family Engagement

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

- **Student Academics:**
 1. Translating, and communication materials for parent/teacher conferences after first quarter
 2. Staff and translating to provide workshops on how to increase literacy at home
 3. Staff, translating, and communication materials for ELAC
 4. Staff, translating, and communication materials for School Site Council Meetings
 5. Information regarding current units of study in reading and math will be provided on Class Dojo to parents
- **College and Career Ready:**
 1. Recruitment among parents to support Career Day event
- **Student Engagement:**
 1. Translating and communication materials for Back to School Night and Open House
 2. Staff to provide home visits to increase parent/student engagement
 3. Food, curriculum, and staff to support Parent Coffee Hour in conjunction with Parent University
 4. Contract with Success Together to provide Family Book Clubs
 5. Contract with Success Together to provide Seeds of Hope, a 6-week course
Annual Parent Involvement Recognition Luncheon to encourage parent participation
 6. Class Dojo use in classrooms and school-wide as a social-media platform

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

Professional Learning

Describe Professional Learning related to this action.

Continued professional development for teachers and staff around building stronger connections with students and families.

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.

By October 2026, chronic absenteeism will decrease from 15% to 14%.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

By January 2027, chronic absenteeism will be below 13%.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

By June 2027, chronic absenteeism will maintain at less than 13%.
In addition, ELPAC scores will show that at least 60% of English learners made progress of at least one ELPI level.

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

Prop 28

Action Details

College & Career Readiness

Jefferson Elementary will provide all students with a variety of high-quality arts, music, and extracurricular activities to increase student engagement and equitable access for all learners.

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):

Direct Instructional Services to students will include art, dance, music instructors, including all materials and supplies that will be needed for each area of art, dance and music. This could include clubs, district art events, talent shows, dance groups, and performances.

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.

EL Students will be specifically recruited and focused on to engage in arts, dance groups. music and extracurricular activities. Student participation in these activities will decrease the rate of chronic absenteeism from 22% to 17%. EL students include newcomer students, long term English Learner students, and reclassified students. This can also include food, incentives, clothing, and instruments that will be needed to celebrate and or showcase the work of students.

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?

Supplemental contracts will be provided for both classified and certificated staff to support with tutoring, professional learning, PLC Planning, ELPAC administration, and student and family engagement activities. Tutoring will happen both during the day and after school to provide tier 3 support in reading foundational skills to EL students. Tablets/laptops, online licenses, and classroom technology and supplies may also be purchased to support with instruction.

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

As a site, the planned actions to support EL students include small group and differentiated supports, focused ELD, designated/integrated ELD lessons to support with building vocabulary and comprehension. Tier 2, HSL, social worker, RCA will support students and families as needed to ensure clear and consistent communication occurs between home and school.

Family Engagement

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

HSL will support with translations as needed to ensure parents have a clear and consistent communication of activities between home and school.

Professional Learning

Describe Professional Learning related to this action.

N/A

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.

At least 50% of students will be engaged in engaged in afterschool arts and music extracurricular activities. This will be measured by December engagement tool. Admin, TSA, teachers, and ILT will monitor these outcomes.

Shape these behaviors...

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

Positive rating on our student engagement domain on the Fall survey will increase from 95% favorable in Fall 2026 to 97% favorable in Fall 2027.

Admin, TSA, teachers, and ILT will monitor these outcomes.

And ultimately achieve these impacts.

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

As a result, suspension rates will decrease from 1.4% to 1% for all groups by June 2027. This will be monitored by admin, TSA, teaches, and ILT.

2026-2027 Budget Detail for Schools

State/Federal Dept 0255 Jefferson Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0255	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : Teaching Fellows for RTI in primary grades.	40,000.00
060	3010	0255	1110	2495	4300	Mat & Supp					G1A1	Materials and Supplies - Parent Involvement (G1A1, G1A2, G1A3) **No Food or Incentives**	1,892.00
060	3010	0255	1110	2495	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899. (G1A1, G1A2, G1A3)	500.00
060	3010	0255	1110	3130	5211	Local Mileage					G1A1	Mileage for Home Visits (G1A1, G1A2, G1A3)	250.00
030	7090	0255	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	9,549.00
030	7090	0255	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	9,549.00
030	7090	0255	1110	1000	1160	Teacher-Supp					G1A1	ELPAC Testing Examiner Contract (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	7,362.00
030	7090	0255	1110	1000	1160	Teacher-Supp					G1A1	Teacher contracts instructional (G1A1, G1A2, G1A3, G1A4) **Budget lines for personnel include salaries and related benefits	7,362.00
030	7090	0255	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	7,362.00
030	7090	0255	1110	1000	2960	Oth Cls-Supp					G1A1	Classified Support Contracts (G1A1, G1A2, G1A3) **Budget lines for personnel include salaries and related benefits	2,275.00
030	7090	0255	1110	1000	4200	Bks & Ref					G1A1	Books, Reference, Amplify Boost (G1A1, G1A2)	7,500.00
030	7090	0255	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies (including food) (G1A1, G1A2, G1A3, G1A4, G2A1)	20,336.00
030	7090	0255	1110	1000	5723	Direct-Maint					G1A1	: Computer repairs G1A1	3,000.00
030	7090	0255	1110	2100	5631	Off Eq Lease					G1A1	Office Equipment Lease	26,800.00
030	7090	0255	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Gonzalez, Laura	0.2150	G1A3	Laura Gonzalez RCA (G1A3, G2A1) **Budget lines for personnel include salaries and related benefits	18,713.00
030	7091	0255	4760	1000	1160	Teacher-Supp					G1A3	Teacher Contracts - ELPAC **Budget lines for personnel include salaries and related benefits	736.00
030	7091	0255	4760	1000	4300	Mat & Supp					G1A3	Materials and Supplies	213.00
030	7091	0255	4760	2495	2960	Oth Cls-Supp					G1A3	Translation and Babysitting **Budget lines for personnel include salaries and related benefits	326.00
030	7091	0255	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg Span	W017	Gonzalez, Laura	0.5350	G1A3	Laura Gonzalez RCA (G1A3, G2A1) **Budget lines for personnel include salaries and related benefits	46,565.00
													\$210,290.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$42,642.00
Sup & Conc	7090	\$119,808.00
LCFF: EL	7091	\$47,840.00
Grand Total		\$210,290.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$210,290.00
Grand Total	\$210,290.00