



JEFFERSON ELEMENTARY

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Jefferson Elementary	01-61291-6002398	April 30, 2026	June 16, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Plan Purpose

This plan is being used by Thomas Jefferson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. This plan is in direct alignment with our Local Control and Accountability Plan and all other federal, state, and local programs. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

Analysis of our schoolwide data indicates that we need to continue to work on improving our reclassification rates for English Language learners, as well as focus on improving math fluency and math literacy. Therefore, our foci for the 2025-26 will include implementing best practices for English Language proficiency and language acquisition for multilingual learners, as well as implementation of Tier 1 best practices for math fluency and literacy.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

Our School Plan for Student Achievement (SPSA) for the 2026-2027 school year is centered on improving reclassification rates for English Language Learners, as well as strengthening Tier 1 math instruction for all learners.

Goal 1: Universally Designed Teaching and Learning for College and Career Success

We will focus on strengthening Tier 1 and 2 ELD strategies across all grade levels, supporting the reclassification of our English Language Learners. We will also focus on providing research-based best practices for math instruction across all grade levels, improving math fluency and literacy for all students.

Goal 2: Positive School Climate and School Connectedness

Social-emotional learning is a key component to student success and sense of belonging at school. Jefferson will continue to build students' positive self-regulation skills through Tier 1 and Tier 2 social-emotional initiatives such as lunch bunch, Playworks, Peacemakers, and Toolbox, as well as with the incorporation of restorative justice practices to support students' interpersonal relationships and tools for navigating conflict. We will continue to invest in school based counseling practices to support the development of improved executive functioning skills for our students in need of Tier 2 and Tier 3 interventions to achieve academically.

Goal 3: Equity and Inclusion with Families and Employee Engagement

Recognizing that strong family-staff collaboration enhances student success, the school will focus on building upon our current partnerships to develop a more robust offering of family workshops. In addition to our current engagement strategies for families, which include Volunteering, Coffee Chats, SSC, ELAC, and Family Affinity Groups, Jefferson will add academic and social-emotional workshops for families to align best practices between school and home.

Education Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parent participation included feedback and input from various parent groups such as the School Site Council (SSC), Principal Coffee Chats, and the English Language Advisory Committee (ELAC). In 2025-26, SSC met once-a-month from October 2025 to May 2026; Principal Coffee Chats and ELAC also met once-a-month from October 2025 to May 2026. Teacher input was gathered at both staff meetings and at leadership team meetings. The School Site Council meets

throughout the year (with representatives from ELAC as well as our Instructional Leadership Team) to plan and review budgetary information. The whole staff meets monthly and through our collaboration process gives feedback, suggestions, and works to implement the plan, while continuously planning for the Review and Update. As we move through the year we work to finalize the SPSA and approve it through Jefferson Instructional Leadership Team, ELAC, and finally through the School Site Council, and the Board of Education.

Date	Community Partner Group	Engagement Description
2/23/26	Staff Meeting	Data review and input collection for next year's foci
1/29/26	PATAAAS Meeting [open to Parents and Teachers Advocating African American Success]	Data review and needs assessment and suggestions for improvement
2/6/26	Coffee with the Principal (open to all families)	Conducted needs assessment and suggestions for improvement
3/13/26	ELAC	Data review and collected suggestions for programming/instruction
3/12/26	Community Meeting (open to all families)	Conducted needs assessment and suggestions for improvement
2/12/26	SSC	Data review and collected suggestions for programming/instruction
4/2/26	SSC	Review of Title I draft allocations
3/18/26	Staff Meeting	Continued input collection for next year's foci
4/23/26	CSAT Meeting	Review of CCSPS draft allocations

4/30/26	SSC	Review of second draft of Title I draft allocations
5/4/26	CSAT Meeting	Review of SPSA draft and second draft of CCSPP draft allocations
5/8/26	ELAC	Review Title I draft allocations

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
587	237	46	515	69			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
53	32	365	71	18	5	2	33

CA School Dashboard 2025

Jefferson Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	English Learner Progress
All Students	-43.1 pts ↑ 12 pts 237	-58.4 pts 2.7 pts 242	45.3 pts 0.1 pts 78	29.3% ↑ 1.7% 624	2.3% ↑ 1.2% 641	
English Learners	-59.1 pts ↑ 13.3 pts 125	-65.8 pts 1.7 pts 131	42.2 pts 1.5 pts 47	27.4% 0.3% 288	1.7% ↑ 1.7% 294	52.4% ↑ 11.7% 191

Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	
Homeless	**	**	**	63.6% ↓ 5.6% 11	0% 0% 11	
Socioeconomically Disadvantaged	-50.1 pts ↑ 10.5 pts 212	-64 pts ↑ 3.8 pts 217	44.7 pts 0.6 pts 72	29.2% ↑ 1.7% 541	2.5% ↑ 1.6% 554	
Students with Disabilities	-125.3 pts ↑ 13.8 pts 32	-174 pts ↓ 35.7 pts 33	**	31.6% ↓ 8.9% 79	3.8% ↓ 0.3% 80	

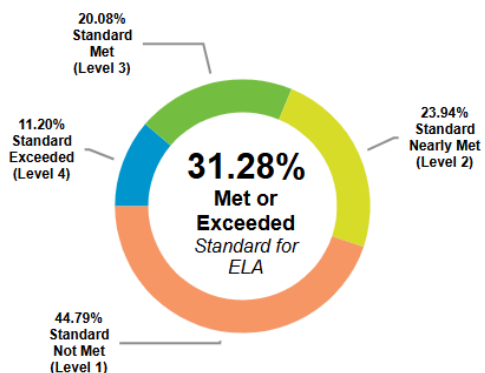
Jefferson Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-43.1 pts ↑ 12 pts 237	-58.4 pts 2.7 pts 242	45.3 pts 0.1 pts 78	29.3% ↑ 1.7% 624	2.3% ↑ 1.2% 641
African American	-54.5 pts ↑ 21.2 pts 20	-77.1 pts ↑ 13.6 pts 20	**	26.8% ↓ 0.8% 56	10.7% ↑ 9.4% 56
American Indian or Alaska Native	**	**	**	**	**
Asian	27.2 pts ↑ 40.6 pts 27	12.2 pts ↑ 26.2 pts 30	**	17.3% ↑ 5.3% 81	0% 0% 85

Filipino	**	**	**	27.8% ↑ 2.8% 18	0% 0% 19
Hispanic	-57.7 pts ↑ 8.3 pts 161	-73.7 pts ↓ 8.9 pts 164	42.7 pts ↓ 3.2 pts 58	31.3% ↑ 1.2% 403	1.5% ↑ 1% 411
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	**	**	**	40% ↑ 18.6% 25	3.7% ↓ 3.2% 27
Two or more races	**	**	**	19.4% ↓ 19.9% 31	6.1% ↓ 0.8% 33

CAASPP/ELPAC Results

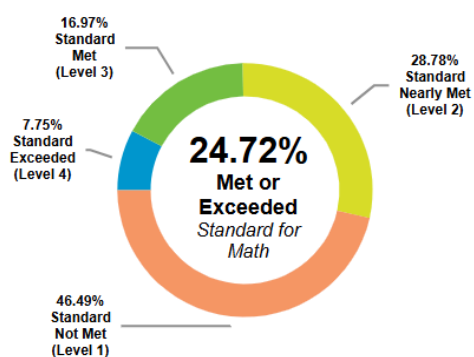
ELA

Percent of students within each achievement level



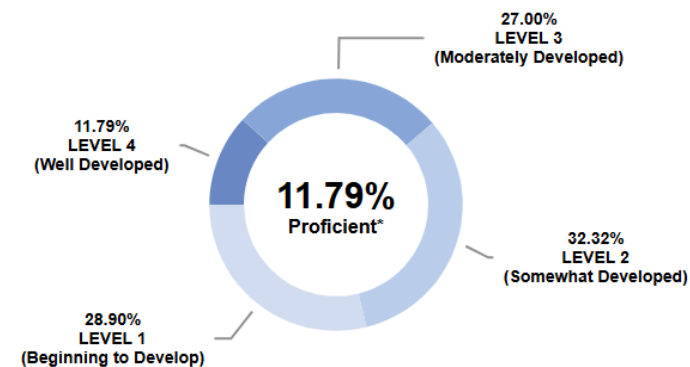
Mathematics

Percent of students within each achievement level



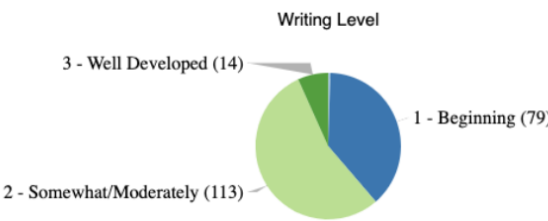
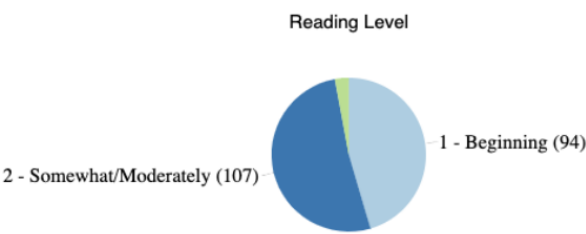
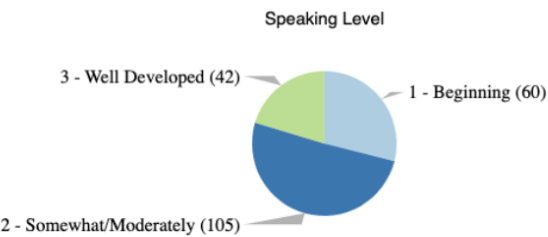
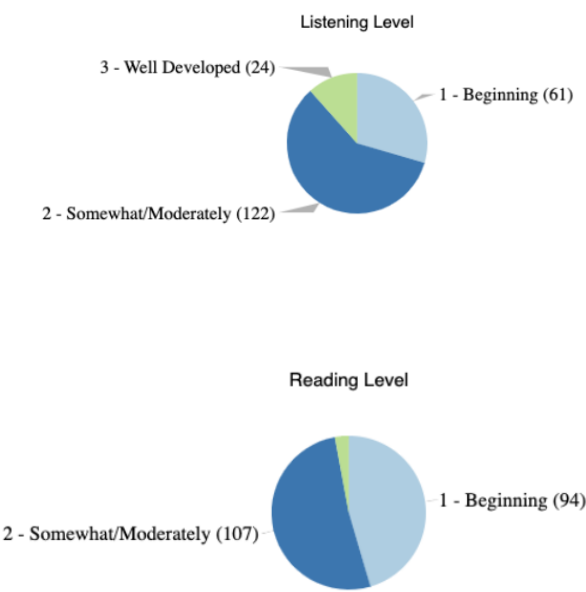
English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Additional Data

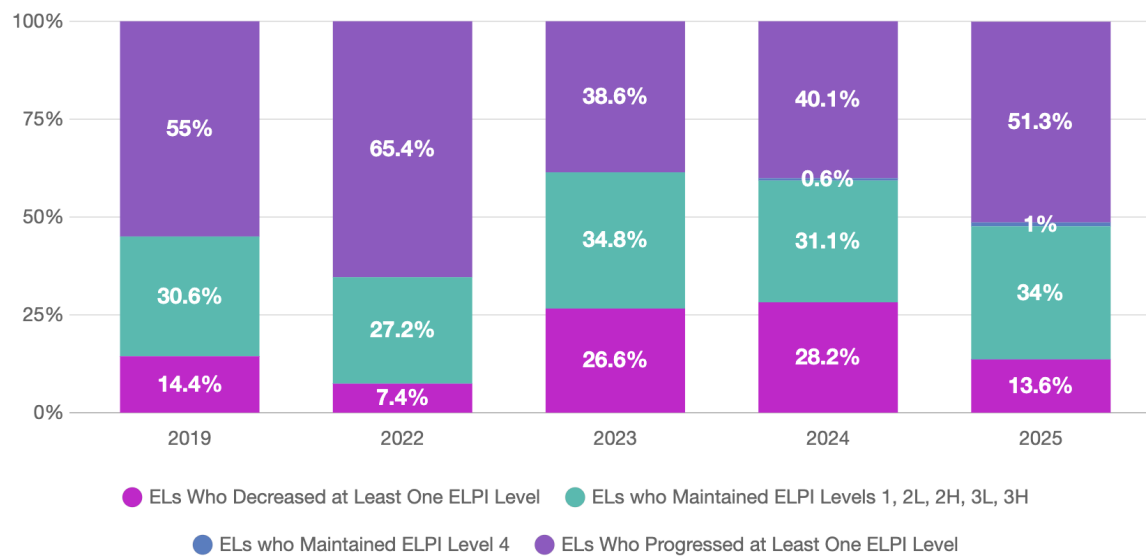
ELPAC Domain Data



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Jefferson CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys		All %
Parent Involvement Promotion of parent involvement		41

• Parental Involvement in school	68
• School encourages me to be an active partner	51
• School actively seeks the input of parents	30
• Parents feel welcome to participate at this school	38
School Supports for Students	
• Student learning environment	41
• School is a safe place for my child	43
• School motivates students to learn	38
• School has adults who really care about students	41
• Opportunities for meaningful student participation	47
• Communication with parents about school	56
• Teachers responsive to child's social and emotional needs	94
• School provides parents with advice and resources to support my child's social and emotional needs	77
Rules & Facilities	
• School enforces rules equally	43
• School treats all students with respect	44
• School promotes respect of cultural beliefs	49
• Substance use problems	10
• School disorder	23

• Harassment or bullying (Large problem)	12
• Clean and well-maintained facilities	28

5th Grade Student Surveys	All %
Student Engagement and Supports	
• School Connectedness	64
• Academic motivation	84
• School boredom	46
• Caring adults in school	65
• High expectations-adults in school	80
• Meaningful participation	40
• Facilities upkeep	61
• Parent involvement in schooling	76
• Social and emotional learning supports	77
• Anti Bullying climate	69
School Safety and Cyberbullying	
• Feel safe at school	69
• Feel safe on way to and from school	89

• Been hit or pushed	56
• Mean rumors spread about you	49
• Called bad names or target of mean jokes	59
• Saw a weapon at school	3
• Cyberbullying	19
School Disciplinary Environment	
• Rule clarity	78
• Students well behaved	38
• Students treated fairly when break rules	51
• Students treated with respect	84
Substance Use & Health	
• Alcohol or drug use	11
• Eating of breakfast	73
• Late bedtime (10 pm or later)	29
Mental Health	
• Frequent sadness	27
• Wellness (feel good and happy)	78

Staff Surveys	All %
----------------------	--------------

School Supports for Students	
• Caring adult relationships	16
• High expectations-adults in school	22
• Student meaningful participation	15
• Promotion of parental involvement	18
• Student learning environment	17
• Facilities upkeep	12
• Support for social emotional learning	22
• Provides adequate counseling support services	10
• Anti Bullying climate	27
School Supports for Staff	
• Staff working conditions	17
• Staff collegiality	16
School Safety	
• Is a safe place for staff	25
• Is a safe place for students	20
Fairness, Rule Clarity and Respect for Diversity	
• Fairness and rule clarity	14
• Respect for Diversity	25
Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	12

• Students readiness to learn	5
• Harassment/bullying (Mod/Severe problem)	19
• Student depression (Mod/Severe problem)	48
Training Needs	
• Positive behavioral support/management	42
• Creating a positive school climate	39
• Meeting social/emotional/dev. needs	74
• Supporting students exposed to trauma	74

Data Analysis

Academic Indicator-CAASPP ELA

- According to the CA Dashboard, the overall ELA scores for grades 3-5 increased when comparing the 2024 and 2025 school years. In 2024, the Dashboard showed an overall decrease of 5.3 points in ELA, however, in 2025, there was an overall increase of 12 points.
- English Language Learners' overall scores increased by 13.3 points
- African American students' overall scores dropped by 21.2 points
- Socioeconomically Disadvantaged students' overall scores increased by 10.5 points
- Hispanic students' overall scores increased by 8.3 points
- Students with Disabilities' overall scores increased by 13.8 points which is a move in the right direction, however this subgroup remains our lowest performing group in ELA
- According to the California School Dashboard, overall ELA performance for grades 3–5 showed a positive shift between the 2024 and 2025 school years. In 2024, scores reflected a decline of 5.3 points; however, in 2025, scores increased by 12 points, indicating meaningful improvement in student outcomes. This upward trend suggests that recent instructional efforts are beginning to have a measurable impact and provide a strong foundation on which to build continued growth.

- This improvement may be attributed to several key strategies, including the implementation of **parent literacy workshops**, which support reading development at home, and the work of an **intervention specialist** providing targeted support to struggling students. Additionally, the use of **tiered literacy interventions in the classroom**, particularly with an emphasis on **shared reading practices**, has strengthened foundational literacy skills in the early grades. Focused instruction on **test-taking strategies and student familiarity with assessment formats** has also likely contributed to a more accurate reflection of student learning.
- Furthermore, the school's intentional focus on **structured, tiered literacy intervention in grades 1–3**, grounded in an established intervention curriculum, along with ongoing **data-informed instructional decisions and progress monitoring**, has helped ensure that supports are responsive to student needs. Collectively, these efforts represent effective practices that can be refined and expanded to sustain and accelerate ELA achievement moving forward.

Academic Indicator-CAASPP Math

- According to the CA Dashboard, the overall Math scores for grades 3-5 increased by only 2.7 points in 2025.
- English Language Learners overall scores increased by 1.7 points.
- African American students' overall scores increased by 13.6 points
- Socioeconomically Disadvantaged students' overall scores increased by 3.8 points
- Students with Disabilities' overall scores dropped by 35.7 points; this was the only subgroup to show such a significant decrease
- Hispanic students' overall scores declined by 8.9 points
- Our Students with Disabilities continue to be a group needing additional supports to improve their math skills; as part of this SPSA, our site will focus on math fluency and literacy for the 2026-27 school year to address this area of need.

Chronic Absenteeism

- Jefferson continues to show progress in its efforts to reduce Chronic Absenteeism. In 2024, 27.7% of students were tagged as “chronically absent,” while in 2025, 29.3% of students were marked as “chronically absent.” This shows an overall increase of 1.7%. Our site will continue to focus on intervention systems for absences to support students families; these include, attendance awards at Community Meetings, phone calls home to determine causes for absences, home visits when needed to offer additional support, and our SART and SARB process which are lead by the Attendance Review Team (ART) at the site, as well as building a culture of belonging through strong PBIS systems, integrated opportunities for arts and enrichment programming.
- We will also pay for an additional 6 hours of wellness/counseling programming to work towards executive functioning skills of all students and support their school engagement thus improving their academic outcomes and sense of efficacy increasing their motivation for school attendance.

Suspensions

- Jefferson continues to show inconsistent progress in its efforts to reduce suspension rates, in particular for our most vulnerable populations. In 2024, 1.1% of the student body was suspended while in 2025, that percentage increased to 2.3%. Our rate of suspensions for our most vulnerable subgroups has fluctuated significantly, especially for our African American students, indicating a need for a consistent framework and approach to discipline from an equity lens. We will continue to work towards restorative practices and alternative means of discipline with incorporation of sitewide comprehensive training, including building robust Tier 1 interventions, such as using Toolbox curriculum, Playworks at recess, and the Peacemakers at recess. We will also continue to incorporate Tier 2 and Tier 3 interventions through our COST, including Lunch Bunch and individual counseling services.
- Additionally, we will provide professional development and training for all staff in restorative practices to support the development of consistent and tiered practices in alignment with our shared values and approach to student conflict and needs for intervention or support from a proactive and restorative approach to reduce the amount of time students are spending out of class or school in response to peer conflict.

English Learner Progress

- According to our ELPAC data, the breakdown of Proficiency is as follows:
 - Level 4 (Well Developed)= 11.79%
 - Level 3 (Moderately Developed)= 27.00%
 - Level 2 (Somewhat Developed)= 32.32%
 - Level 1 (Beginning to Develop)= 28.90%
- ELPAC Domain data for Fall of 2025 showed that Reading and Writing continue to be the two areas where students need more support and skill-building.
- To address these needs, the site will continue its focus on ELD Tier 1 instruction, as well as providing ELPAC Bootcamp for the 2025-26 school year. The Instructional Leadership Team will continue to look at data for our English Learners and will engage in Action Research with their teams to improve instructional practice.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The number of students receiving special education services has continued to increase, thus, an RSP position was increased from 0.6 to 1.0 FTE in 2025 and a paraeducator position was added in 2024. We house two pre-k SDC programs, and our

Tk-5 students receive special education services in a general education setting, case managed by 2.0 Resource Teachers and 3.0 Special Education paraprofessionals. The number of English Language Learners has also increased every year, however the site has been unable to fund an additional 1.0 ELD Para. To provide the needed services to our ELL students, site funds will continue to be used to extend the current ELD Para's hours, providing additional time to run small groups and ELPAC Bootcamp for ELL students.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

ELA Goal: By the end of the 2026-2027 school year, we will improve literacy for all learners in grades K-5, with a particular focus on multilingual learners, as measured by a 10 point increase on the CAASPP for grades 3-5, and a 5 point increase on the STAR ELA assessments for grades K-5.

Identified Need:

The 2024-25 California Dashboard results showed an overall increase of 12 points for all students in grade 3-5. Multilingual learners (125 students) increased by 13.3 points and students with disabilities (32 students) increased by 13.8 points. There is a clear opportunity to build on this momentum for additional growth.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Encourage teachers to participate in district-wide professional development for literacy (i.e LETRS, ELD, etc)	Attend offerings for professional development focused on phonemic awareness and reading	District offerings menu of professional development	N/A

ELA.2	Work with the Intervention Specialists to provide guidance to teachers on in class tier 1 literacy instruction and follow up with tier 2 intervention during Jaguar academy	Follow Learning Academy guidelines created by intervention specialist and use materials provided in the guidance to facilitate Tier 2 intervention	Jaguar Academy planning and data monitoring worksheets	N/A
ELA.3	Work with the instructional leadership team to provide PD for teachers on use of Tier 1 and Tier 2 literacy materials across content areas in alignment with CCSS	Work with lead teachers to understand use of curricula offered at the site for Tier 1 and Tier 2 literacy across content areas	Agendas for ILT meetings	Title I ILT Cert. Ext. Hrs for Lesson Study Planning \$7,000
ELA.4	Provide PD on best practices for literacy across the content areas to all teachers through modeling of strategies by intervention specialists and grade level leads	Sign up and attend PD sessions with the intervention specialists to see strategies modeled	Schedules for intervention specialists showing push-in times to model strategies	N/A

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

Math Goal: By the end of the 2026-2027 school year, we will improve math fluidity and literacy for all learners in grades K-5, with a particular focus on multilingual learners and students with disabilities, as measured by a at least a 10 point increase on the CAASPP for grades 3-5, and a 5 point increase on the STAR Math assessments for grades K-5.

Identified Need:

The 2024-25 California Dashboard results showed a slight increase of 2.7 points on the Math CAASPP for grades 3-5 with students performing 58.4 points below standard, in addition, students with disabilities and hispanic students underperformed in comparison to their peers. Students with disabilities declined 35.7 points and hispanic students declined 8.9 points compared to the prior year, while English learners increased only 1.7 points.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
Math.1	Allocate funds for professional development focused on math instruction	Attend offerings for professional development focused on math	- Agendas for professional development - Budget expenditures	PD Allocation-Lesson Study CSSPP \$18,200
Math.2	Plan and agendize professional development workshops through partners or instructional leadership team on research based math strategies	Implement Tier 1 and 2 strategies and best practices to support math fluency and literacy	- Agendas for professional development - Classroom learning walks - Lesson Study Demo Lesson Agendas	Title I ILT Cert. Ext. Hrs for Lesson Study Planning \$7,000
Math.3	Facilitate action research for math strategies with ILT and grade level teams	Assess, analyze, and respond to math data following an action research model through Lesson Study	- Agendas for ILT - Grade level Lesson Study PLC notes	Title I ILT Addt'l Hrs Title I \$7,000

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

ELD Goal: By the end of the 2026-2027 school year, we will increase the percentage of English Language Learners (ELLs) in all grade levels who demonstrate one or more levels of growth on the overall ELPAC summative assessment by 10 percentage points

Identified Need:

According to the 2024-25 Summative ELPAC results, 13.6% of ELLs decreased at least one ELPI level, and 34% maintained their ELPI levels (i.e, did not move up a level from the previous year).

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELD.1	Allocate funds for additional hours to Para ELD to run ELL	Attend offerings for professional development focused on ELD	Budget expenditures and timesheets	ELD Para Hrly Title I

	groups and ELPAC bootcamp after contractual time.		ELL groupings schedule	\$4,025
ELD.2	Plan and agendize professional development focused on best practices for ELD integrated across content area	Implement Tier 1 and 2 strategies and best practices to support acquisition of English language proficiency across content areas	Agendas for professional development	Title I ILT Cert. Ext. Hrs for Lesson Study Planning \$7,000 PD Allocation-Lesson Study CSSPP \$18,200
ELD.3	Engage in learning walks with the ILT to engage in data talks and align best practices for Tier 1 ELD across the school	Implement Tier 1 and 2 strategies and best practices to support acquisition of English language proficiency	- Data Talks Agenda - Lesson Study PLC notes	Sub Release Time Allocation [school business, including Learning Walks/ IEP/SST/504 \$16466
ELD.4	Work with the intervention team to prepare literacy and math workshops for ELAC families	Partner with families to share strategies they can use at home to support students English Language Development	ELAC agendas	ELAC Workshops Allocation Title I \$2,000
ELD.5	Work with the intervention team to schedule and run ELPAC Bootcamp and prioritize MLL for cycle 2 of Jaguar Academy in consultation with intervention teachers	Partner with the intervention specialists to provide preparation for the ELPAC, using targeted strategies in each of the 4 domains	- ELPAC Bootcamp Schedule - ELPAC bootcamp student groupings - Jaguar Academy Cycle 2 Planning Sheets with Data Profile	TCHR HRLY Title I \$6,000
ELD.6	Ensure all students eligible for the ELPAC are assessed	Partner with the site Admin and intervention team to implement ELPAC assessment	ELPAC Assessment schedule	N/A

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts-Student Performance Based on Distance from Standard on the ELA CAASPP	Overall= 43.1 points below standard (increase of 12 pts from previous yr) English Learners= 59.1 points below standard (increase of 13.3 pts from previous yr) Socioeconomically Disadvantaged= 50.1 points below standard Students with disabilities= 125.3 points below standard	Increase academic outcomes for ELA by 10 points for all groups
Academic Indicator for Mathematics-Student Performance Based on Distance from Standard on the Math CAASPP	Overall= 58.4 points below standard (increase of 2.7 pts from previous yr) English Learners= 65.8 points below standard Socioeconomically Disadvantaged= 64 points below standard Students with disabilities= 174 points below standard	Increase academic outcomes for Math by 10 points for all groups
English Language Proficiency Indicator for English Learners- Summative ELPAC	Level 4 (Well Developed)= 11.79% Level 3 (Moderately Developed)= 27.00% Level 2 (Somewhat Developed)= 32.32% Level 1 (Beginning to Develop)= 28.90%	Increase the percentage of English Language Learners in all grade levels who demonstrate one or more levels of growth on the ELPAC by 10%

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal: By the end of the 2025-26 school year, Jefferson elementary will decrease the percentage of chronic absenteeism schoolwide by a minimum of 5% and increase the average feeling of school connectedness by 15% among all 5th-grade students, as measured by the "School Connectedness" scale of the California Healthy Kids Survey, attendance data, and focal student interviews.

Identified Need:

According to the 2025-26 CA Healthy Kids Survey, 64% of 5th graders felt connected to school, with only 40% of students indicating "meaningful participation", and only 65% of students indicating that adults care about them at school. In 2025 29.3% of students were designated as chronically absent, with Latinx, and Socioeconomically disadvantaged students at 31.3% and 29.2% respectively.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Renew contract with Playworks for recess Coach and Junior Coach Program	Sign up for class games time with Playworks Coach and reinforce Tier 1 positive play structures in the classroom following Playworks model	• Playworks contract and expenditure • Junior Coach schedule • Class game time schedule • Recess coach on site 2 wks per month	SEL Allocation CCSPP Grant \$41,000
2.2	Provide Toolbox kits and PD for previously untrained staff in SEL curriculum and refill kits for existing classrooms from district office	Implement Toolbox SEL curriculum in the classroom with fidelity	• Toolbox kit request form • Classroom walkthroughs to observe Toolbox in action	SEL Allocation LCAP \$1855
2.3	Collaborate with the Intervention Specialists on	Identify students in need of Tier 2 socialization support	• Lunch bunch schedule and sign-up form	N/A

	Tier 2 SEL support programs, including Lunch Bunch to improve outcomes for students	and recommend them for Lunch Bunch to work on SEL and activities to improve academic outcomes through student voice and agency		
2.4	Allocate funds for continuation of Peacemakers program	Reinforce Peacemakers language (i.e “I message”, etc) in classroom for Tier 1 implementation of positive conflict resolution skill-building	• Schedule Peacemakers training sessions with lead teachers and students • Schedule Peacemakers for conflict resolution at recess	SEL-Peacemakers LCAP \$700
2.5	Allocate funds for the purchase of diverse books to add to school and classroom libraries, including books in Spanish for DLI	Order books that highlight diversity for classroom and school libraries	Library inventory	Library Allocation LCAP \$6500
2.6	Allocate funds for Positive Behavior incentives to support PBIS programs	PBIS Committee: Continue to develop structures around PBIS implementation Teachers: Follow guidelines to reinforce positive behaviors, including using ROAR tickets	-Community Meetings -PBIS Menu	PBIS Allocation LCAP \$2,000
2.7	Schedule school-wide assemblies to celebrate inclusion and diversity	Support school-wide goal of building a culture of spreading kindness and respect for all learners	-Calendar of assemblies	Events and Assemblies LCAP \$1000

				Multicultural Festival CCSPP Grant \$3,000
2.8	Work with teachers to plan and schedule enrichment opportunities that support SEL and instructional learning during and after school	Plan and execute enrichment opportunities for students in their classrooms	Calendar of enrichment activities	Enrichment Allocation CCSPP Grant \$24,610 School Garden Allocation CCSPP Grant \$35,860 Prop 28-Arts Funding \$20,000
2.9	Provide Integrated arts enrichment curriculum with classified 0.6 arts integration specialist	Plan and execute arts enrichment opportunities in collaboration with the classroom teacher for students in their classrooms	Calendar of enrichment activities	Prop 28-Arts Funding 91,201.00
2.10	Allocate funds for professional development on restorative practices framework in alignment with school based PBIS systems	Plan school wide professional development in contract with Collaborative School Cultures to provide training and coaching in restorative practices/SEL framework	-PD agendas -PD/PLC scope and sequence	CCSPP Grant \$21,000
2.11	Provide Monthly Wed. PD for staff as site based PLC with Restorative Practices Lead Team by grade level	Monthly PLC with scope and sequence for RP implementation school wide	-PD agendas -Wed PLC scope and sequence	N/A

2.12	Pay for an additional 6 hours of Wellness counselor/SEL interventions with a focus on executive functioning skills to support increased academic efficacy and growth mindset	Case management of student services, peer group workshops, and executive functioning skills workshops for class presentations to increase academic success	-service logs -calendar of SEL interventions -COST team notes with referrals for Wellness Interventions	Title I Wellness Counselor \$22,015
------	--	--	---	---

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates as Indicated by the 2024-25 CA Dashboard	Overall= 2.3% suspended at least 1 day (declined 1.2%) Students with Disabilities= 3.8% suspended at least 1 day African American Students 10.7% suspended at least 1 day	Decrease suspension rate for students with disabilities by 2% and for African Americans by 5%
Chronic Absenteeism as Indicated by the 2024-25 CA Dashboard	Overall= 29.3% chronically absent (increased by 1.7%) Socioeconomically Disadvantaged Student= 29.2% chronically absent (increased 1.7%) Students with Disabilities= 31.6% chronically absent (Declined 8.9%)	Decrease chronic absenteeism Socioeconomically Disadvantaged and Students with Disabilities by 5%
California Healthy Kids Survey	School Connectedness= 64%	Increase indicators for School

	Meaningful Participation= 40% Adult At School Cares= 65%	Connectedness by 15%
--	---	----------------------

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal: By the end of the 2026-27 school year, Jefferson Elementary will have added 2 new parent workshops, thereby increasing its offerings to engage families in academic and social-emotional partnerships.

Identified Need: Families in the Dual-Language Immersion program have requested workshops to provide them with strategies to support their children with Spanish language development at home. ELAC families have also shared positive feedback for literacy and math workshops and requested to continue offering academic workshops.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Hire and retain Community Schools Coordinator who will work with the Parent Facilitator to plan and schedule family workshops	N/A	Staffing list	CCSPP Coordinator Allocation CCSPP Grant \$171,555.09
3.2	Hire and retain a site Parent Facilitator to coordinate family workshops and fingerprinting event	N/A	Schedule of family workshops	District-funded
3.3	Allocate funds for additional parent	N/A	Flyers for parent workshops	Family Engagement CCSPP Grant

	workshops and coordinate with the Parent Facilitator and Intervention team to secure new offerings.		Attendance sheets for workshops	\$4740 Title I Parent Workshops \$2000
3.4	Provide opportunities for families to engage with the school through the volunteer process and coordinate with the parent facilitator to support families through the process.	Invite families who are cleared as volunteers to support in the classroom and in school wide events.	- Budget allocated for volunteer fingerprinting - Schedule fingerprinting event on site 2x in the school year	Fingerprinting Event Site Discretionary \$2,500

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Menu of Family Workshops offered in the 2025-26 school year: - Latino Literacy Project (Levels 1 and 2) - Literacy Night - Math Night - Science Night - ELAC: ELPAC Workshop - Nutrition - School SMARTS	Total number of family workshops offered= 8	Increase list of workshop offerings by adding 2 more workshops. Possible future workshops include: - DLI - Traffic Safety - Digital Citizenship/Safety - Know Your Rights - SEL Toolkit for Families
Family Feedback: LCAP Engagement Survey	Families appreciated current workshop offerings: Nutrition, Latino Literacy Project, School SMART, literacy, math Survey feedback included requests for	Receive positive feedback on family surveys regarding additional workshop offerings

	more math, traffic safety, and DLI workshops.	
--	---	--

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through the analysis of academic and behavioral data by grade level teams, the Instructional Leadership and the Coordination of Services Team (COST), goals centered on math instruction, Dual Language Immersion, Integrated ELD strategies, Socioemotional Learning and tiered literacy interventions were implemented in the 2025-26 school year. The intervention team, which included intervention specialists and an ELD paraeducator, worked with small groups of students for foundational reading skills. Intervention specialists also provided professional development to all teaching staff to develop consistent, research-aligned Tier1 reading strategies. To provide PD for dual-language immersion, Jefferson and SLUSD partnered with Teaching for Biliteracy to provide professional development to all DLI teachers. Jefferson also partnered with SVMl [Silicon Valley Math Initiative] to host a lesson study PLC on inquiry based math for lead teachers to enhance their instructional practice. Members of the Instructional leadership team participated in 20 hours of Be Glad ELD training, and two members of our Tk/K team participated in the trainer certification for verbal deescalation techniques through the Crisis Prevention Institute. These teachers will be able to provide site based professional development moving forward. Finally, we worked with the Boys and Girls Clubs for after school enrichment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

District funded certificated release time was provided throughout the course of the 2025-26 academic year for professional development and collaboration release time for DLI teachers. Jefferson teachers participated in a grant based lesson study plc through SVMl to integrate research based practices in math.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Jefferson elementary continued its LCAP goal on Universal Design for Learning to strengthen Tier 1 instructional practices for ELA and ELD. Additionally, in the 2025-26 school year, our foci also included Action Research focused on Tier 1 Math instruction, utilizing a PDSA cycle to implement and monitor the impact of math talk strategies in every class.

Proposed School Site Budget

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$29,566	\$41,040	\$42,400	n/a	n/a	\$7,142	\$25,000	\$ 145,148

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$145,148

Total Federal Funds Provided to the School from the LEA for CSI

n/a

Total Funds Budgeted for Strategies to Meet the Goals

\$145,148

in the SPSA

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Unrestricted	\$29,566
Title I	\$41,040
LCAP	\$42,400
Translation Budget	\$7,142
Outdoor Ed	\$25,000

Subtotal of additional federal funds included for this school: \$145,148

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
CCSPP Grant	\$270,000
Proposition 28	\$114,001

Subtotal of state or local funds included for this school: \$ [384,001]

Total of federal, state, and/or local funds for this school: \$[529,149]

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name	Role
Heidi Avelina Smith	Principal, Secretary
Eun-Sook Park	Teacher, Chairperson
Adrienne Ramirez	Parent
Jose Ruben Olivares	Teacher
Guadalupe Saucedo	Teacher
Taryn Frazer	Classified Staff
Richard Samayoa	Parent
Dinora Cibrian Soto	Parent, ELAC Liaison
Jasmin Tow	Parent
Maira Velazquez	Parent

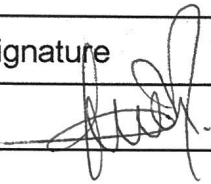
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

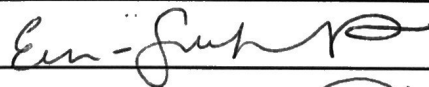
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Dinora Cibrian Soto		English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 30, 2025.

Name	Signature	Date	Role
Eun-Sook Park		5/29/26	SSC Chairperson
Heidi Avelina Smith	 <i>Heidi Avelina Smith</i>	4/30/26	Principal