

Jefferson Elementary

10621666006068

Principal's Name: Jennifer Thomas

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Thomas	X				
2. Chairperson – Bianca Barajas				X	
3. Laurie Surabian		X			
4. Jennie Cortez		X			
5. Lacey Missaghian		X			
6. Francisco Martinez			X		
7. Marlet Castillo				X	
8. Maribel Navarro				X	
9. Isabel Rodriguez				X	
10. Luz Romo				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Jefferson Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Thomas	<i>Jennifer Thomas</i>	5/6/24
SSC Chairperson	Bianca Barajas Garcia	<i>Bianca Barajas Garcia</i>	5-6-24

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

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

FY 2024/25

Jefferson - 0255

ON-SITE ALLOCATION

3010	Title I	\$54,540 *
7090	LCFF Supplemental & Concentration	\$170,952
7091	LCFF for English Learners	\$65,232

TOTAL 2024/25 ON-SITE ALLOCATION

\$290,724

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,616
Remaining Title I funds are at the discretion of the School Site Council	\$52,924
Total Title I Allocation	\$54,540

Jefferson Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-10 pts	-12.3 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	50 %	46.3 %	2023-2024	52 %
SBAC Math - Average distance from standard	✓	-10 pts	-7.3 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	50 %	45.4 %	2023-2024	52 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Balanced Literacy: The Roosevelt Region Literacy Plan was implemented in Grades TK-2. DIBELS testing was added to ensure mastery of foundational reading skills. Based on DIBELS results, 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. The percent of students meeting standard in Reading for i-Ready's December administration maintained at 35%. As a result, deployment re-teaching lessons were added during March and April to target specific student needs in responding to grade-level tasks.

Rtl in ELA: Tier 2 and 3 instruction was delivered as planned. As a result, the percentage of students scoring two or more years below grade level decreased from 28% to 25%.

MTSS in Mathematics: Tier 1 and Tier 2 instruction was delivered as planned. As a result, the percentage of students meeting standard in Math for i-Ready's December administration increased from 22% to 28%. The percentage of students scoring 2 or more years below grade level decreased from 30% to 22%.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

In ELA, SBAC 2023 was Yellow overall. Two student groups (English Learners and Students with Disabilities) were Orange. Additional supports are needed for newcomer English Learners.

In Math, SBAC 2023 was Green overall. One student group (Students with Disabilities) was Yellow. Staff and students identified limited opportunities for inclusion as a factor contributing to lower performance for students with disabilities.

During the Spring Semester, teachers began reflecting on the use of Math Stories as a problem-solving instructional routine. While the routine has resulted in improved problem solving, modifications are needed to increase student ownership in the process.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major differences between intended vs. actual budget expenditures occurred. Changes to intended vs. actual actions included the implementation of our regional literacy plan for Grades TK-2. These changes will continue for the 24/25 school year and are outlined in Goal 1 Action 1.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

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

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC noted the concern for English Learners who are struggling academically, particularly newcomers.

SSC requested additional after school tutoring with certificated teachers.

SSC requested Saturday School.

2 ELAC:

ELAC is concerned about the potential loss of the Designated Schools initiative. It is important to the ELAC families to keep the 30 additional minutes of the instructional day, 80 hours of additional PL/PLC time for teachers, and TSA.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff requested educational software including NewsELA, Boom Cards, i-Ready toolkit, and Lexia Core 5.

Staff requested a class contest trophy for math facts.

Action 1

Title: Balanced Literacy

[Action Details:](#)

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

[Owner\(s\):](#)

[Timeline:](#)

- BAS quarterly assessment
- i-Ready tri-annual assessment
- Quarterly common summative assessments (CSAs)
- CSAs for Grades 3-6:
 - Quarter 1: Informational Text IAB
 - Quarter 2: Literary Text IAB
 - Quarter 3: Vocabulary/Language FIAB
- Classroom observation/feedback
- IPG Reports
- CFAs
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments
- DIBELS Tri-annual assessment for students in Grades K-2

- Principal/VP
- Instructional Coach
- TSA
- Classroom Teachers
- Certificated Tutor (1.0 FTE)
- Rti Team
- Students (goal-setting)

August 2024 to June 2025

- PL calendar will be developed by admin team based on staff feedback from 2023-2024 survey and observations
- PLC calendars will be developed to implement the CFA and CSA for the 2024-2025 school year
- Data analysis will occur at the start of the year along with discussions after each district and/or state assessment
- Data analysis of BAS, i-Ready will occur during the PLC meetings along with extended dialog during quarterly admin/teacher data chats

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

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. Building a screening and formative assessment system that gives students and teachers clarity on their progress in relation to grade level reading standard

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. Certificated Tutor will work with students who are identified as needing additional supports with reading in Grades 3-6
10. Targeted instruction for SPED students in their area of strength to ensure grade level access

Tier 3

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No Student Groups are currently performing at the lowest level in areas of ELA, Math, or English Learner Progress. However, Students with Disabilities are performing in the Orange, with a DFS of -71.7 in ELA.

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

Training for both staff and students in the use of designated supports and accommodations available within testing and daily technology use during reading instruction with additional focus for students with disabilities.

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

Software and technology selection will be made based on the needs of Jefferson students with disabilities as shown by their performance on various assessments.

4. As a site: What are planned actions to support this student group? Screening and placement within reading intervention groups within one week for newly enrolled students, particularly concerning students with disabilities. Goal-setting/progress monitoring support using IAB reports in identifying strengths and weaknesses within each ELA Target for any students scoring Not Meeting Standards in ELA.

Action 2

Title: Rtl in Reading

[Action Details:](#)

Jefferson will implement a school-wide Rtl program with a multi-tiered system of support for all students in order to increase the number of students reading on grade level as measured by BAS testing in grades K-6. Our goal is that by June of 2024, at least 85% of Jefferson students are reading on grade level as measured by BAS testing.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Quarterly Phonics for Reading decoding assessment for students in Grades 3-6 who are working on foundational reading skills
- Diagnostic data for intervention instruction (BPST, Phonemic Awareness Assessment, etc)
- Quarterly BAS results (K- 6th)
- i-Ready
- ELPAC data
- CSA/CFA data
- Classroom observation/feedback & reflective conversations according to the IPG
- Quarterly student data chats

Owner(s):

- Principal/VP
- Instructional Coach
- TSA
- Certificated Tutor
- Classroom teachers
- Intervention Team
 - Admin
 - CT
 - TSA
 - RSP teacher
- Intervention teachers
- Students (goal - setting)

Timeline:

August 2024 to June 2025

- Intervention groups will be finalized within the first two weeks of school
- Progress monitoring will take place at PLC meetings
- Intervention team will review student BAS test materials along with BPST and Phonemic Awareness test to determine appropriate intervention supports after each quarter.
- Intervention assessments will be given at the end of each quarter to conclude intervention effectiveness and placement for upcoming quarter.
- Semester check-ins with admin and RSP teacher to ensure growth for identified students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 3:

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. For homeless/foster youth, provide multiple opportunities during the day for intervention. For example, if a student has reading tutoring from 8:30 to 9:00, but they miss it due to tardiness, they will also have a tutoring opportunity from 3:00 to 4:00. Likewise, if a student is unable to stay after school, they will have a morning tutoring opportunity.

Action 3

Title: MTSS in Mathematics

Action Details:

Math will continue as the instructional focus for the 2023-2024 school year. Students will receive a minimum of 120 minutes of math instruction daily. Professional Learning throughout the year will focus on math. Jefferson teachers will engage all students in math lessons that reflect the shift to common core, reaching the depth of focus, coherence and rigor for their grade level standards.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- i-Ready tri-annual assessment
- End of unit CSA's in math, utilizing IAB's and FIAB's in Grades 3-6
- CFA (site based) assessments
- Classroom observation utilizing the Instructional Practice Guide (IPG)
- Data collected through the implementation of Math Stories
- Quarterly Math Facts timed test assessment
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments

Owner(s):

- Principal/VP
- Instructional Coach
- TSA
- Classroom Teachers
- JIST
- Students (goal - setting)

Timeline:

July 2024 to June 2025

- PL calendar will be created to highlight math instruction throughout the 2024-25 school year
- CFA calendar created to facilitate the analysis of student work on the assessment to deepen instruction through intervention and enrichment opportunities.
- Weekly coaching to support implementation of math stories

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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 Standards Institute and FCOE Formative Use of SBAC Resources, including travel costs

Tier 2:

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

Tier 3:

7. Teachers will use resources within their GVC to identify prerequisite skills the students are missing as they grapple with their grade level standards. Teachers have gained proficiency in addressing prerequisite skills in fluency and application. Our next steps are to understand where the gaps are in conceptual understanding and to provide a Tier 3 structure to address these gaps, ensuring that students accelerate to the full scope of the grade level standard.
8. Mke's Math Magic after-school club will support students in Grade 6 who are not proficient in their basic math facts

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Screening and placement within math intervention groups within one week for newly enrolled students, particularly concerning homeless students
2. Training for both staff and students in the use of designated supports and accommodations available within testing and daily technology use during math instruction
3. Goal-setting/progress monitoring support using IAB reports in identifying strengths and weaknesses within each Math domain

Action 4

Title: EL Re-Designation

[Action Details:](#)

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

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- English Language Proficiency Assessment of California (ELPAC) data
- Writing Progress Monitoring: Quarterly On-Demand Writing Assessment
- Reading Progress Monitoring: BAS quarterly assessment (K-6th), i-Ready Data
- Quarterly common summative assessments (CSA)
- Classroom observation/feedback and reflective conversations according to the IPG
- EL redesignation Goal Setting report

[Owner\(s\):](#)

- Principal/MP
- Instructional Coach
- Classroom Teachers
- TSA (Reading)
- Students (goal - setting)
- ELAC Parent Committee

[Timeline:](#)

August 2024 to June 2025

- Teachers will create an EL action plan for each EL student during the first quarter of 2024-25 school year
- Teachers will monitor EL students quarterly, commenting on report card about their progress
- Teachers will provide ELPAC test prep during the second quarter of the 2024-25 year
- Admin will support in monitoring focus students who are nearing the re-designation criteria

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

1. Teachers will create an EL action plan that targets specific deficit skills to focus on throughout the school year.
2. Differentiated instruction will be provided in all classrooms.
 - Newcomer English Learners will be provided support with conversational English and foundational reading skills in English.

- At-Risk and LTELs will receive language support in their area of growth to ensure access to grade-level curriculum.
- RFEP students will be monitored and provided support with grade-level materials when they are not meeting standards.
- Supplemental contracts for staff and teachers, and materials and supplies

3. Substitute teachers will be used to allow Jefferson teachers to administer the ELPAC test.

4. Selected EL students in 4th-6th will receive small group focused reading instruction from a TSA

5. The materials utilized to support EL instruction will consist of leveled readers, a range of ELA resources, educational software, and various technology.

6. ELPAC intervention will be implemented in the 2023-24 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 2023-2024 school year, each topic presented for supporting English Learners will be linked to our broader learning within On-Demand writing.

9. Teachers and admin will conduct quarterly data chats to monitor progress towards redesignation.

10. Awards and incentives will be provided to recognize EL student achievement along the ELD Proficiency Level continuum and redesignation.

11. Science activities will serve as frontloading to support background knowledge and vocabulary for grade-level reading tasks.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

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

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Students with Disabilities

1. Integration of students with disabilities into the school-wide community to enhance the development of conversational English. Supports include but not limited to Science Activities, Jaguar Cafe, Connection Clubs, mainstreaming opportunities particularly in writing, and music.
2. Ensure students with disabilities have access to designated supports and accommodations during testing sessions as well as daily instruction using technology.
3. Goal-setting/progress monitoring using targets within ELA IAB's/CSA's

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2861		45,014.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Educational Software and Books	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7139		112,323.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	5,375.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,070.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Sub Agreements	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Off Eq Lease			Office Equipment Lease	26,800.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contract plus ELPAC Testing (\$2000)	6,132.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	5,252.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts - ELPAC	3,064.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	572.00

\$224,602.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95 %	90.5 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Students were able to participate in all experiences as planned. Students with disabilities in the Autism MS program were able to participate in field trips, music, and the Black History Month concert.

Science activities were added to classroom instruction to increase hands-on learning within the classroom.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

For students with disabilities, opportunities for inclusion are now provided for all students within special events including field trips, music, Jaguar Jam, etc. We are now seeking greater opportunities for inclusion within classroom instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Events were held as planned, with the addition of a student-led concert in honor of Black History Month.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Continue to expand real-world learning experiences for all students, with a particular focus on increasing inclusion opportunities for students with disabilities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC requested increased inclusion opportunities for students with disabilities. SSC provided positive feedback regarding the increase of hours for SPED paraprofessionals from 6 to 7 hours. SSC also provided positive feedback regarding inclusion of students in the Autism MS program in music, field trips, and concert.

2 ELAC:

ELAC appreciated all real-world learning experiences, but maintained their concern that all English Learner students make progress towards re-designation. Families requested additional materials to prepare for ELPAC that students could practice at home.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff appreciated additional inclusion opportunities for students with disabilities. Staff were concerned about the integration of science content within the literacy block. The found that the science curriculum lacked sufficient text and tasks to align to reading and writing standards.

Action 1

Title: Real World Learning Experiences

[Action Details:](#)

Jefferson will work to identify increased opportunities for students to participate in real world learning experiences, including career-readiness, arts, activities and athletics.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Student attendance for real world learning experiences such as Career Day, field trips, and clubs
- Student Ownership metric on FUSD Instructional Practice Guides for Language Arts and Mathematics
- Student survey responses

[Owner\(s\):](#)

- Principal/VP
- TSA
- Classroom Teachers
- Classified Employees
- Parents
- Coaches

[Timeline:](#)

August 2024 to June 2025

- Connection Clubs will be established quarterly
- Teachers will identify students to participate in Connection clubs based on student engaged in school, length of enrollment at Jefferson, social skills and interaction with peers
- Sport teams will follow district schedule
 - Cycle 1 = Volleyball, Football
 - Cycle 2 = Soccer, Cross Country
 - Cycle 3 = Basketball
 - Cycle 4 = Softball
- A 4th Grade 'JV' Team will be established for each sport to build skills as students approach 5th and 6th Grade

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. English Learners that have been identified as needing extra language opportunities will have priority access to real-world activities.

2. A ticket system has been created to give first access to real-world activities for students who are economically disadvantaged and foster students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		28.9 %	2023-2024	20 %
Suspension Rate - Semester 1	✓	1.45 %	4 %	2023-2024	3.67 %
Suspension Rate - Semester 1 (Hispanic)	✓		3.3 %	2023-2024	2.97 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		7.2 %	2023-2024	6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

All actions continued as planned, with the new Intervention Specialist position filled in October. The position supported with small group instruction for Social-Emotional Skills for students in low-performing student groups and those identified through the TST process.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Overall chronic absenteeism was 39% (Yellow). One student group (Students with Disabilities) had chronic absenteeism of 40% (Orange). A key factor that contributed to the disproportionality of chronic absenteeism for Students with Disabilities was disproportionate days of suspension.

The schoolwide suspension rate was 4.7% (Orange). Two student groups (Hispanic and Students with Disabilities) had a suspension rate in the Red performance level. The suspension rate for Hispanic students was 4.5% (Red due to increase from 21/22) and Students with Disabilities was 6.6% (Red). A key factor that contributed to the disproportionality of suspension for Students with Disabilities was the need for the development of Tier 2 opportunities for Social-Emotional learning. In addition, Tier 3 interventions including counseling and behavior intervention support are needed to decrease suspension incidents.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We intended to bring in counseling as a Tier 3 SEL support. All 4 Youth was able to onboard in March. During the Fall, students were referred to Care Solace. Some families were able to arrange counseling services through Care Solace, however, many students waited until an on-campus option was available.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Counseling support services will be added through All 4 Youth (Goal 3, Action 1).
TST will focus on Students with Disabilities with a goal of decreasing the suspension rate. (Goal 3, Action 1)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).
SSC suggested additional social work support, targeted to families of students with chronic absenteeism, with a goal of improving family-school engagement.

2 ELAC:
ELAC requests additional social work support for families of students who struggle with chronic absenteeism.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Staff requested increased access to counseling for students. Staff provided positive feedback regarding the addition of the Intervention Specialist position. Staff requested additional support for students and families struggling with chronic absenteeism.

Action 1

Title: College and Career Competency

[Action Details:](#)

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Counseling roster
- Atlas behavior reports
- Classroom observation/feedback and reflective conversations
- Office referrals
- School-wide suspension data
- Classroom observations
- A2A reports
- School Climate surveys
- Jefferson Focus Students (chronic, behavioral, academic concerns)
- Parent Sign-in at school functions
- RCA home-visit log
- Time accounting for babysitting and interpreting services

Owner(s):

- Principal/VP
- Intervention Specialist
- HSL
- TSA
- Classroom Teacher
- Climate & Culture Team
- Psychologist
- Counselor
- Parents Resource Counseling Assistant (RCA)

Timeline:

August 2024 to June 2025

- Atlas behavior reports and SEL survey results will be analyzed throughout the school year by Climate and Culture Team
- SST monthly meetings to identify struggling students and create action plan/behavior contracts for increased student engagement
- Scheduled Parent University session every Friday (both district provided modules and site based identified topics/needs)
- Parent Monthly newsletter
- Atlas reports monitored weekly
- A2A meetings held monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

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

With Title I funds we plan to support English learner students by...

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

With 7090 or 7091 funds we plan to support English learner students by...

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 (Alay Psychological Services and RCA) will be instrumental in supporting foster youth at

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

Planned conversations with incoming homeless/foster youth to welcome to the site and explain our campus

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.

expectations

- Selection of students for mentoring and other programs based on current low-performing subgroups
- Prioritize students with disabilities for selection in mentoring, counseling, and other programs
- Weekly SEL instruction for all SDC students to support school engagement
- Center for Suspended Students to support in preventing suspension recurrence for African-American students
- Intervention Specialist to prioritize students with disabilities for attendance monitoring, contracts, and social-work services

Action 2

Title: School and Community Engagement

Action Details:

Jefferson staff will continue to build upon our current structures and routines to establish a school that fosters character and workplace competencies for all students.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Data collection of Jaguar Jam participants (no office referrals for the entire month)
- Social Emotional Competency Survey results
- 3 to Be and Student of the Month recipients
- Classroom observation/feedback and reflective conversations
- Classroom observations
- Class meeting monitoring
- Second Step lesson completion monitoring

Owner(s):

- Principal/VP
- Intervention Specialist
- Classroom Teacher
- Certificated Tutor
- Culture & Climate Team
- Psychologist
- Counselor
- Parents
- Resource Counseling Assistant (RCA)
- TSA
- SST Team

Timeline:

August 2024 to June 2025

- SEL survey results will be analyzed throughout the school year by Climate and Culture Team
- Survey will be given to staff, students and parents in a timely manner.
- Climate and Culture team will process and share results to staff.
- Monthly Student of the Month, 3 to Be, and Character Counts recognition

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Guest speakers from our community will develop a relationship with Jefferson students through site sponsored events to prepare for their future through the We're Getting Ready Campaign and Real Men Read.
- Weekly resiliency lessons will be provided for all first grade students by Fresno Chaplaincy program.
- All staff will implement an anti-bullying initiative (Olweus).
- Students will have access to appropriate materials and supplies required for weekly class meetings, social skills and peer mediation.
- Enrichment Fridays will celebrate students with excellent/improved attendance, no referrals and completed class work with 30 minute activities with the classroom teacher. The rotation includes art activities, learning buddies, and Character Count class projects.

- Class Meetings will be provided weekly to increase student engagement and connectedness
- Weekly Social/Emotional lessons, including the Second Step curriculum will support social skills
- Graphics to support parent participation

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Teachers will ensure that proficiency in English is not a barrier to participation in anti-bullying and social emotional initiatives.
2. Counseling team (Alay Psychological Services and RCA) will be instrumental in supporting foster youth at Jefferson.
3. RCA to support students and parents

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Hispanic student population is performing at the lowest level in areas of Suspension.

The Students with Disabilities student population is performing at the lowest level in areas of Suspension.

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

-Students in the Mid/Moderate SDC program will participate in a bi-weekly Jaguar Cafe, in which they run a cafe to gain real-world experience with sales, budgeting, and customer service.

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

With 7090 or 7091 funds we plan to support Hispanic students by focusing TST resources on decreasing the suspension rate for Hispanic students by providing Social-Emotional Learning (Tier 2) resources and counseling (Tier 3) resources.

4. As a site: What are planned actions to support this student group? We plan on assigning staff members focus students to mentor with a goal of increasing attendance and decreasing suspension incidents for Hispanic students and Students with Disabilities. We will celebrate Inclusion Week and monitor to ensure inclusion of students with disabilities in all Career-Readiness activities. The TST Team will review, provide support, and progress monitor students in need of Tier III intervention. Intervention Specialist will identify student needs and coordinate the intervention team to provide supports.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for Parent Involvement. ** NO FOOD OR INCENTIVES **	500.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		61,267.00

\$61,767.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓	99.48 %	98.5 %	2023-2024	99.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff ratings for the organizational culture domain of the Climate & Culture survey remained high, at 98.5% favorable. Staff attributes this to resources provided through the Designated Schools initiative, as well as cohesion between admin, staff, families, and students.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff seniority continues to be a factor that contributes to the disproportionality of resources for Students with Disabilities. During the 23-24 school year, 50% of teachers in SPED classrooms were within their first two years of teaching, compared to 0 GE teachers.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Narrow PL focus to ensure opportunities for feedback and a depth of focus in one key area for ELA and one key area for Math.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

No major changes

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

SSC provided positive feedback regarding teachers' commitment to student learning.

ELAC stressed the importance of our academic intervention focus for reading and language acquisition.

Staff was thankful for teacher-appreciation events such as the taco truck, PLC Game Day, and parent luncheon. Staff requested additional similar events.

Staff requested an improvement in facilities. The last modernization of classrooms was in 2002. Teachers are requesting classroom improvements to flooring, furniture, and electrical work (circuits breaking and access to plugs needed). Teachers are also requesting modernization of the cafeteria and improvements to groundskeeping.

Action 1

Title: Recruit and Retain Staff

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Annual staff survey
- Monthly growth on IPG Walk Data
- Formative Teacher Evaluation Data
- Summative Teacher Evaluation Data

Owner(s):

- Principal/MP
- Instructional Coach
- TSA
- Lead Teachers
- Classroom Teachers
- Classified Staff
- Parents
- Volunteers

Timeline:

August 2024 to June 2025

- Professional Learning calendar will be developed by admin team based on feedback from 2023-2024 staff survey and Lead Teacher input
- Onramp will be provided for new teachers during Fall Semester by admin, TSA, and their PLC Lead Teacher
- Monthly Lead Teacher meetings will be conducted to foster growth of certificated staff through the PLC process
- Formative Teacher Evaluation data will be analyzed in December
- Summative Teacher Evaluation data will be analyzed in June

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. All staff will be trained in Cultural Proficiency to ensure all subgroups have equal access to educational opportunities
2. All staff will be trained in structures and initiatives related to Campus Culture & Climate, including supports for Tier 3 interventions to support social/emotional skills

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	93.9 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Actions were implemented as planned. As a result, Jefferson was able to exit ATSI status due to improvements in academic achievement, attendance, and social-emotional supports.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

As of March 2024, chronic absenteeism for homeless youth was 60%. Increased social work staffing is needed to coordinate and provide supports for homeless youth.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

A district social worker supported homeless and foster youth during the 23/24 school year. As a result, the coordination of services between the school, county, and families improved. Chronic absenteeism for foster youth improved from 81% in March of 2023 to 33% in March of 2024.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Increase social work support for foster and homeless youth. (Goal 5, Action 1)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC requests the addition of a school carnival to the events calendar for 24/25.

2 ELAC:

ELAC requests additional social work support for families of students who struggle with chronic absenteeism.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff requests the addition of a school carnival to the events calendar for 24/25.

Action 1

Title: Family Engagement

[Action Details:](#)

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Annual Parent Survey results
- Needs Assessment results from SSC
- Needs Assessment results from ELAC
- Parent University Enrollment
- Site Event Attendance

[Owner\(s\):](#)

- Principal/VP
- CWAS
- HSL
- Office Manager
- Attendance Clerk
- Home Visit Support Staff
- Classroom Teachers
- Parents
- Students

[Timeline:](#)

- August 2024 to June 2025
- In August, 2024, Parent Engagement Calendar will be developed based on staff feedback and parent input
 - In March-April, 2025, data analysis of parent engagement results will be shared with Instructional Leadership Team, SSC, and ELAC

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

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

4. Annual Parent Involvement Recognition Luncheon to encourage parent participation
5. Class Dojo use in classrooms and school-wide as a social-media platform

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Home visits to support families of students with chronic attendance concerns
2. Babysitting provided during ELAC, SSC, Parent University/Parent Coffee Hour, and Parent Digital Literacy classes
3. CWAS will coordinate supports for students in need of Tier 2 and 3 intervention for attendance.
4. HSL will support parents with access to school and community resources.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies ** NO FOOD OR INCENTIVES **	526.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement. ** NO FOOD OR INCENTIVES **	3,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating & Babysitting for Parent Participation	329.00

\$4,355.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0255 Jefferson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2861		45,014.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Educational Software and Books	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7139		112,323.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes	5,375.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,070.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Sub Agreements	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Office Equipment Lease	26,800.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contract plus ELPAC Testing (\$2000)	6,132.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	5,252.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts - ELPAC	3,064.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	572.00
G3A1	Title 1 Basic	Parent Participation	Direct-Graph			Graphics for Parent Involvement. ** NO FOOD OR INCENTIVES **	500.00
G3A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		61,267.00
G5A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies ** NO FOOD OR INCENTIVES **	526.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement. ** NO FOOD OR INCENTIVES **	3,000.00
G5A1	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Mileage for home visits	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating & Babysitting for Parent Participation	329.00
Total							\$290,724.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,540.00
Sup & Conc	7090	\$170,952.00
LCFF: EL	7091	\$65,232.00
Grand Total		\$290,724.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$224,602.00	
G3 - Increase student engagement in their school and community	\$61,767.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,355.00	
Grand Total		\$290,724.00