



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Jefferson Elementary School	19643036011712	October 3, 2024	December 12, 2024

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 Schoolsite 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.

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:

Schoolwide Program

At Thomas Jefferson Elementary School, we are committed to providing an educational environment emphasizing

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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:

Schoolwide Program

At Thomas Jefferson Elementary School, we are committed to providing an educational environment emphasizing

The Thomas Jefferson Elementary School Plan for Student Achievement will include a comprehensive needs assessment that analyzes state and district data, including long-term goals in ELA, Math, ELD, parent involvement, and socio-emotional learning. It will also include an identification process for evaluating and monitoring the implementation of the SPSA, stakeholder involvement, and goals to improve student outcomes, including addressing the needs of student groups, evidence-based strategies, actions and services, and proposed expenditures.

Educational Partner Involvement

How, when, and with whom did Thomas Jefferson Elementary 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

We prioritize collaboration and transparency by actively involving teachers, parents, and classified staff in various meetings, including School Site Council (SSC), Instructional Leader Meetings, and English Learner Advisory Committee (ELAC) meetings. Both ELAC and SSC meet monthly to analyze student performance data, assess site goals, and evaluate current programs and resources, working together to determine the optimal allocation of funds to support our students' needs. Instructional Leader Meetings, also held monthly, focus on reviewing student performance data, where teacher leaders share valuable insights regarding effective programs and services. Throughout the year, staff meetings and professional development trainings provide additional platforms for teachers to contribute their input on data analysis, progress towards the School Plan for Student Achievement (SPSA) goals, and budget expenditures. The ELAC and SSC committees also review and provide feedback on expenditures in relation to data analysis and SPSA progress during their regular meetings. Through these collaborative efforts, we ensure that all stakeholders have a voice in the decision-making process, fostering a united approach to enhancing student success.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Our school will adhere to the attendance policy by implementing incentives to encourage regular attendance and address the challenges faced by students with chronic and very chronic absences. By creating a supportive and inclusive environment, we aim to promote the academic and social success of all our students, ensuring that each child feels valued and empowered in their learning journey.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Thomas Jefferson School, community input is a vital asset that shapes our educational strategies and enhances student outcomes. By actively engaging parents, students, and staff through various surveys and feedback mechanisms, we gather valuable insights that inform our School Plan goals, allocate resources effectively, and ultimately improve academic performance. This approach allows us to create a responsive educational environment that meets the diverse needs of our school community.

To ensure a comprehensive understanding of the needs and perceptions of our school community, Thomas Jefferson employs a variety of surveys and feedback channels. The Healthy Kids Survey for fifth graders provides insights into students' emotional and social experiences, while the Panorama Survey for grades 3-6 assesses social-emotional learning (SEL) competencies and environmental supports. Additionally, the DELAC Needs Assessment Survey captures the perspectives of parents of English learners. Other tools include Title I surveys, quick parent feedback forms, the California School Climate Survey, and the High-Reliability Schools (HRS) survey for educators. The annual evaluation of our Wellness Policy allows us to assess the effectiveness of district-wide initiatives, while the Random Moment Time Survey provides critical input from randomly selected staff about student services.

Recent survey data reveals a strong sense of community support and satisfaction among parents and staff. The Title I Fall Needs Assessment indicated that 82.2% of parents perceive the school as a safe learning environment, with 90.4% recognizing the importance of school attendance. The HRS survey for 2023-2024 highlighted that 90% of staff agree that school resources are effectively managed to support teaching efforts. Although participation in the California Healthy Kids Survey was below target, it revealed promising trends: 83% of students noted parent involvement, and 79% reported an anti-bullying climate. Additionally, the Panorama Survey on SEL competencies showed significant percentages of students exhibiting social awareness and self-management traits, which are crucial for their holistic development. These insights affirm our commitment to maintaining a safe, supportive, and engaging learning environment while guiding resource allocation and program development.

Based on the insights gained from community feedback, Thomas Jefferson has implemented several initiatives to enhance academic performance and student engagement. A key focus is strengthening phonemic and phonics instruction for students in grades TK-3, supported by Title I funds that allow for additional instructional aides and targeted reading intervention programs such as Sonday. To promote teacher collaboration and data-driven instruction, we have continued to integrate Professional Learning Communities (PLCs) into our schedule. These structured periods enable educators to share best practices and analyze student data collaboratively, creating a culture of continuous improvement among our staff.

Community outreach and the home/school connection are also prioritized. We have introduced family nights centered around STEAM education and organized field trips for all grade levels to enhance experiential learning. Furthermore, we have launched various programs to boost student engagement, such as Meet the Masters, which combines art education with hands-on projects. Partnerships with organizations like Think Together and YMCA provide additional support during unstructured times, encouraging active play and leadership among students. In addition to these programs we added an Art Teacher as well as brought the Vision to Learn program.

At Thomas Jefferson School, community input is essential to our educational framework. By systematically gathering and analyzing feedback from parents, students, and staff, we can make informed decisions that enhance academic performance and promote a positive school climate. Moving forward, our focus on school climate, attendance, and parental involvement will remain paramount as we strive to create an environment where every student can thrive. Through continued collaboration and community engagement, we are committed to ensuring that Thomas Jefferson School remains a safe, inclusive, and inspiring place for learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators at Thomas Jefferson Elementary School conduct regular classroom observations through both informal and formal walk-throughs to enhance instructional quality. Teachers who are evaluated participate in formal observations one to three times per year, during which they receive structured feedback and support aimed at improving their instructional practices. Additionally, teachers engage in vertical teaming observations at twice annually, allowing them to learn from each other's methods and share effective strategies across grade levels.

These observations play a critical role in setting site instructional goals and identifying professional development needs, while also promoting a culture of collaboration among educators. Data on observed instructional practices is systematically documented using a site-based Instructional Rounds tool (Google Form) and feedback forms. This documentation highlights specific strengths and areas for growth, ensuring that teachers have clear guidance on how to enhance their effectiveness.

Overall, the data indicates a positive trend in teachers' use of technology to engage, support, and monitor students during instruction. There has also been notable improvement in the implementation of Thinking Maps, sentence frames, and other language supports, as well as the incorporation of student collaboration into daily classroom activities. This comprehensive approach not only promotes professional growth among teachers but also enhances student learning outcomes, creating a more dynamic and effective educational environment. This year, our school site has researched the AVID program to determine if the program will be beneficial in supporting us reach our site goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessments are implemented at various intervals throughout the school year to monitor student progress and inform instructional decisions. These assessments include state evaluations such as the English Language Proficiency Assessments for California (ELPAC), writing assessments, and local assessments like the Interim Smarter Balanced Assessment Consortium (SBAC) and NWEA testing. By regularly administering these evaluations, the district can gather valuable data that reflects student performance across different subject areas and grade levels.

State and local assessment data are continuously reviewed at multiple levels to ensure that instructional practices are aligned with student needs. Local assessment data is made accessible through School City, allowing all teachers to analyze it during Professional Learning Communities (PLCs). This ongoing analysis empowers teachers to tailor their instruction effectively, enabling them to address gaps in students' skills and knowledge and optimize instructional time.

Administrators also have access to data on both a classroom and whole-school basis, which they regularly review to evaluate progress toward student proficiency. Collaborative efforts among the school staff, leadership team, and grade-level teams involve analyzing ELPAC and SBAC data to assess student outcomes comprehensively. ELPAC data specifically measures English learners' progress toward language proficiency, while SBAC data for students in grades three through six in English Language Arts (ELA) and Math is thoroughly analyzed. Additionally, NWEA data is utilized to assess ELA, English Language Development (ELD), and Math across all grade levels, providing a well-rounded view of student performance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Assessments embedded within district-adopted curricula, including the Eureka Math modules, Wonders units, and social studies and science tests, are utilized after each topic of study to support teachers' instructional planning and identify the need for Response to Intervention (RTI) support. These assessments play a crucial role in informing instructional practices and monitoring student progress, ensuring that teachers have the necessary data to adapt their teaching methods effectively.

Curriculum-embedded assessments are consistently employed to track student advancement and adjust instruction accordingly. For instance, in Eureka Math, students participate in timed skill-level tests to measure their mastery of basic skills, ensuring they meet the requirements for their respective skill levels. Additionally, ELA, ELD, and Math assessments provide essential data that guide teachers in shaping their classroom instruction based on student progress. By regularly assessing students within the context of the curriculum, educators can pinpoint areas of strength and identify those needing further support.

Through this structured approach to assessment, we empower educators to make informed decisions that enhance learning outcomes for all students. By integrating these assessments into daily instructional practices, we create a responsive learning environment where teachers can continuously monitor and support student growth, ultimately leading to improved academic achievement for every learner.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Thomas Jefferson Elementary School meet the qualifications to be recognized as highly qualified educators under the Every Student Succeeds Act (ESEA) legislation.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed Thomas Jefferson Elementary School teachers work in classrooms equipped with sufficient instructional resources and access to professional development opportunities that promote their professional growth. The school prioritizes creating an environment where educators can thrive, ensuring they have the necessary tools and materials to facilitate effective instruction. A robust framework for professional development complements this commitment to resource availability.

Regular staff meetings and staff development sessions facilitate professional development, allowing teachers to collaborate and share best practices. Additionally, modeling by Intervention Teachers provides practical examples of effective teaching strategies, further enhancing educators' skills. Weekly Professional Learning Community (PLC) meetings foster an ongoing dialogue among teachers, enabling them to analyze student data, discuss instructional strategies, and support each other's professional journeys.

Teachers also participate in professional development sessions led by outside consultants, focusing on essential areas such as English Language Arts (ELA), math, and social studies. These targeted sessions inform educators about the latest teaching methodologies and curricular developments. By investing in comprehensive professional development, Thomas Jefferson Elementary School supports its teachers in refining their practices, ultimately benefiting student learning outcomes and fostering a culture of continuous improvement.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Data from student assessments, both district-wide and state assessments, along with site walkthrough tool data and teacher survey feedback, inform the areas of focus for each staff development meeting held throughout the school year. This data-driven approach ensures that professional development aligns with the specific needs of educators and students, fostering continuous improvement in teaching practices.

For the 2024-2025 school year, staff development will concentrate on the following key areas:

Sondag: Phonemic Awareness and Phonics
Math: Backward Planning and Building Assessments
Heggerty: Phonemic Awareness
Parent Square
Math: Accountable Tak, Partner Talk and Feedback
Math Word Problem and Math Reasoning
ELD: Ellevation and Student data Chats
SBAC
Mandated Reporter
ST Math
GATE
PBIS: Tier II and Tier III

These focused topics aim to enhance instructional practices and improve student outcomes across the school.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Thomas Jefferson Elementary School receive robust support from intervention teachers and other site leaders, allowing them to participate in professional development aligned with district initiatives. These initiatives include Thinking Maps, Positive Behavioral Interventions and Supports (PBIS), Action Inquiry, and curriculum adoption.

During the 2024-2025 school year, the Leadership team offers training on NWEA data analysis and Tier II interventions for site-based professional development. Additionally, the Intervention Teachers provide multiple opportunities for professional development through various BUSD workshops, covering topics such as:

NWEA
ST Math
Thinking Maps
Wonders
Hatching

The Intervention teachers also work collaboratively with Multilingual Learners' teachers, assisting with curriculum development, assessment, and best teaching practices. Furthermore, instructional site leaders will provide professional development in the Student Study Team (SST), SMART Goals, and Ellevation. Our school counselor will lead professional development in Social-Emotional Learning (SEL) and the Second Step program.

Through these comprehensive professional development opportunities, we aim to enhance instructional practices and support the diverse needs of our students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Thomas Jefferson Elementary School have multiple opportunities to collaborate each week. Every Wednesday, we have early release for staff development, grade-level team meetings, or teacher planning. Professional Learning Communities (PLCs) take place on Tuesdays, Fridays, and alternating Wednesdays.

During these collaborative sessions, grade-level teams come together to analyze data, develop units of study, reorganize small groups for targeted instruction, and collaborate with specialists to implement best teaching practices. This structured approach to collaboration fosters a supportive environment that enhances instructional effectiveness and student learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All district-adopted curricula at Thomas Jefferson Elementary School are state-approved and meet established content area standards. Additionally, teachers employ research-based instructional strategies that align with the district's initiatives, including Thinking Maps.

All content is aligned with California Standards, and the curricula have received approval from the California State Board of Education and adoption by the BUSD Board of Education. This content is delivered to students through effective, data-driven instructional methods, such as Direct Interactive Instruction (DII) and UDL, in conjunction with Thinking Maps. This comprehensive approach ensures students receive a high-quality education supporting their diverse learning needs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Total instructional time available per regular school day at Thomas Jefferson Elementary School is 320 minutes. For grades K-3, 150 minutes are allocated for English Language Arts (ELA) instruction daily, while grades 4-6 receive 120 minutes of daily ELA instruction.

Teachers follow lesson pacing schedules to ensure standards are taught at the end of the school year. All grades (K-6) allocate 60 minutes for Mathematics, integrating science, health, social studies, and visual/performing arts into ELA and math instruction. Additionally, students participate in 200 minutes of physical education every two weeks. All English Learners (EL) receive 30 minutes of designated language instruction five days per week. This structured schedule ensures a well-rounded educational experience that meets the diverse needs of our students.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers at Thomas Jefferson Elementary School develop a year-long pacing guide that aligns with the standards and prerequisite skills necessary for mastering those standards.

In addition to daily instruction, struggling English Language Arts (ELA) and Mathematics students can receive further support through online programs with resources like ST Math.

Lesson pacing across all content areas is guided by master pacing schedules available district-wide and on digital platforms that align with the district-adopted curriculum. The school's master schedule also accommodates daily interventions across Tier 1, Tier 2, and Tier 3 levels, ensuring all students receive the targeted support they need to succeed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Thomas Jefferson Elementary School provides sufficient instructional materials to support all students, including those who are struggling, on target, and high-achieving, as well as English Learners. Each student is equipped with individual textbooks for English Language Arts (ELA), Mathematics, Social Studies, Science, and Health, all of which are district and state-approved curricular materials.

Additionally, leveled instructional resources tailored for struggling learners, English learners, and Gifted and Talented Education (GATE) students are embedded within the adopted curriculum. This comprehensive approach ensures that all students have access to the materials they need to succeed academically.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

At Thomas Jefferson Elementary School, all teachers consistently utilize district-adopted curricula in the areas of Language Arts, Mathematics, English Language Development (ELD), Social Studies, and Science. The curricula include resources such as Go Math, Eureka Math, Wonders, StudySync, WonderWorks, Savvas, CA Inspire, and CA Health/Fitness.

All materials are approved by the California State Board of Education and are aligned with the state standards for each subject area. This ensures that students receive a high-quality education that meets established academic expectations.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Thomas Jefferson Elementary School, teachers deliver differentiated instruction to help all students meet state standards. This includes small group guided reading using leveled texts from the curriculum, grade-level Response to Intervention (RTI) services based on data, and modified classwork and homework.

For underperforming students, additional support is provided through intervention courses before, during, and after school, facilitated by teachers and resources such as ST Math. Instructional Aides also play a vital role in supporting small group instruction across grades K-6, ensuring that each student receives the targeted assistance they need to succeed.

Evidence-based educational practices to raise student achievement

At Thomas Jefferson Elementary School, teachers implement research-based instructional practices on a daily basis. These include the use of Thinking Maps and Universal Design for Learning (UDL) strategies and materials.

Furthermore, we are enhancing our technological capabilities, with all classrooms equipped with Interactive Panels, teacher microphones, and student headphones. This commitment to innovative teaching methods and technology ensures that our students have access to engaging and effective learning experiences.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Thomas Jefferson Elementary School, our Community Social Worker is available to connect families with additional community resources, including tutoring, counseling, and medical services. The school's counselors also collaborate with families to provide necessary support.

During the instructional day, teachers offer intervention and small group instruction, with opportunities for additional tutoring before or after school as needed. Furthermore, students have access to a variety of online resources, including Pear Deck, ST Math, and Paper Tutoring, to enhance their learning experience and support their academic progress.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Thomas Jefferson Elementary School, the School Site Council (SSC) and English Learner Advisory Committee (ELAC) regularly review, discuss, and evaluate the allocation of Title I and other site funds to effectively support our students. These discussions occur monthly and encompass how Title I funds are utilized in conjunction with additional funding sources.

Feedback is gathered from parents and community members through meetings, parent conferences, and quick surveys, ensuring that our financial decisions reflect the needs and priorities of our school community.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

At Thomas Jefferson Elementary School, daily classroom materials and supplies are funded through supplemental and concentration grant money. Title I funding supports the employment of four Instructional Aides who assist struggling learners in both kindergarten and upper grades.

Additionally, categorical funds are allocated to purchase technology that enhances and differentiates instruction for students in English Language Arts (ELA) and Mathematics, with a specific focus on supporting Students with Disabilities, as well as low socio-economic, African-American, and Hispanic students. This targeted investment ensures that all students have access to the resources they need to succeed.

Fiscal support (EPC)

Thomas Jefferson Elementary School's site budget is closely aligned with the goals outlined in the Single Plan for Student Achievement (SPSA). This budget is strategically utilized to ensure that these goals are met, with the overarching aim of fostering students' academic progress.

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism: Chronic absenteeism remains a concern, particularly among Students with Disabilities, Socioeconomically Disadvantaged students, and African American students. Targeted interventions are needed to improve attendance rates within these groups.

Mathematics: Mathematics performance is rated Orange across multiple student groups, indicating a need for focused instructional support and intervention to improve student achievement in math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In English Language Arts students scored in the yellow, while subgroup of Students with Disabilities scored in the red.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our NWEA scores show that we have maintained in 2nd and 6th grade, while slightly declining in other grades.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Thomas Jefferson Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.22%	0.20%	0	1	1
African American	15.21%	16.13%	16.84%	68	75	83
Asian	3.80%	4.73%	3.25%	17	22	16
Filipino	5.59%	4.3%	3.85%	25	20	19
Hispanic/Latino	66.00%	66.67%	66.53%	295	299	328
Pacific Islander	1.57%	0.86%	0.81%	7	4	4
White	4.03%	6.02%	4.06%	18	28	20
Multiple/No Response	1.79%	1.94%	3.04%	8	9	15
Total Enrollment				447	465	493

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			21
Kindergarten	58	50	50
Grade 1	63	69	56
Grade 2	64	70	83
Grade3	64	71	70
Grade 4	66	67	69
Grade 5	67	69	70
Grade 6	65	69	75
Total Enrollment	447	465	493

Conclusions based on this data:

1. Hispanic/Latino students continue to make up a majority of the school's student population.
2. School enrollment has increased since 22-23.
3. Our Hispanic/Latino subgroup is the largest at 66.53%

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	122	130	123	24.4%	27.3%	24.9%
Fluent English Proficient (FEP)	42	34	34	10.4%	9.4%	6.9%
Reclassified Fluent English Proficient (RFEP)				1.8%		

Conclusions based on this data:

1. The percentage of students who are labeled as English Learners has decreased from 22-23.
2. The percentage of students who have been Reclassified Fluent English Proficient has increased.
3. There is a decrease on Fluent English Proficient students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	73	68	66	72	65	66	72	65	100.0	98.6	95.6
Grade 4	67	71	64	67	70	64	67	70	64	100.0	98.6	100
Grade 5	68	67	69	68	66	67	68	66	67	100.0	98.5	97.1
Grade 6	65	72	74	65	71	73	65	71	73	100.0	98.6	98.6
All Grades	266	283	275	266	279	269	266	279	269	100.0	98.6	97.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2360.	2372.	2403.	12.12	6.94	16.92	15.15	16.67	20.00	16.67	27.78	27.69	56.06	48.61	35.38
Grade 4	2409.	2457.	2459.	1.49	18.57	21.88	23.88	28.57	21.88	25.37	18.57	26.56	49.25	34.29	29.69
Grade 5	2505.	2481.	2500.	16.18	9.09	23.88	27.94	31.82	26.87	39.71	30.30	23.88	16.18	28.79	25.37
Grade 6	2518.	2517.	2505.	9.23	7.04	6.85	38.46	39.44	38.36	30.77	39.44	21.92	21.54	14.08	32.88
All Grades	N/A	N/A	N/A	9.77	10.39	17.10	26.32	29.03	27.14	28.20	29.03	24.91	35.71	31.54	30.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.61	4.17	12.31	45.45	68.06	73.85	43.94	27.78	13.85
Grade 4	1.49	14.29	14.06	70.15	67.14	70.31	28.36	18.57	15.63
Grade 5	13.24	12.12	13.43	75.00	69.70	70.15	11.76	18.18	16.42
Grade 6	6.15	4.23	8.22	64.62	69.01	52.05	29.23	26.76	39.73
All Grades	7.89	8.60	11.90	63.91	68.46	66.17	28.20	22.94	21.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.61	9.72	15.38	42.42	43.06	50.77	46.97	47.22	33.85
Grade 4	4.48	18.57	15.63	59.70	61.43	60.94	35.82	20.00	23.44
Grade 5	14.71	9.09	7.46	75.00	66.67	73.13	10.29	24.24	19.40
Grade 6	20.00	12.68	12.33	61.54	76.06	57.53	18.46	11.27	30.14
All Grades	12.41	12.54	12.64	59.77	61.65	60.59	27.82	25.81	26.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	5.56	9.23	62.12	77.78	73.85	28.79	16.67	16.92
Grade 4	4.48	10.00	7.81	67.16	64.29	76.56	28.36	25.71	15.63
Grade 5	10.29	10.61	7.46	83.82	77.27	74.63	5.88	12.12	17.91
Grade 6	15.38	4.23	8.22	72.31	83.10	82.19	12.31	12.68	9.59
All Grades	9.77	7.53	8.18	71.43	75.63	76.95	18.80	16.85	14.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.58	4.17	6.15	48.48	62.50	72.31	43.94	33.33	21.54
Grade 4	10.45	12.86	18.75	65.67	77.14	65.63	23.88	10.00	15.63
Grade 5	13.24	9.09	22.39	69.12	66.67	61.19	17.65	24.24	16.42
Grade 6	12.31	7.04	9.59	78.46	77.46	67.12	9.23	15.49	23.29
All Grades	10.90	8.24	14.13	65.41	70.97	66.54	23.68	20.79	19.33

Conclusions based on this data:

1. The overall student achievement in ELA for 21-22 within standard exceed or standard met was 36.09. The overall student achievement in ELA for 22-23 was 39.42%. and in 23-24 it was 44.24% Overall a growth of 8.15% in ELA performance.
2. The performance in the area in ELA exceeds standards declined in grades 3, 4, and 5 but increased in grade 6.

3. The performance in the area of Writing above standards increased to 12.64%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	72	68	66	72	67	66	72	67	100.0	100.0	98.5
Grade 4	67	71	64	67	70	64	67	70	64	100.0	98.6	100
Grade 5	68	67	69	68	65	69	68	65	69	100.0	97.0	100
Grade 6	65	72	74	65	71	73	65	71	73	100.0	98.6	98.6
All Grades	266	282	275	266	278	273	266	278	273	100.0	98.6	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2392.	2375.	2389.	9.09	4.17	11.94	16.67	16.67	10.45	33.33	26.39	35.82	40.91	52.78	41.79
Grade 4	2440.	2457.	2444.	10.45	14.29	7.81	22.39	22.86	28.13	35.82	37.14	29.69	31.34	25.71	34.38
Grade 5	2493.	2488.	2492.	7.35	23.08	17.39	20.59	10.77	18.84	45.59	29.23	30.43	26.47	36.92	33.33
Grade 6	2486.	2504.	2484.	7.69	8.45	9.59	18.46	18.31	20.55	33.85	42.25	27.40	40.00	30.99	42.47
All Grades	N/A	N/A	N/A	8.65	12.23	11.72	19.55	17.27	19.41	37.22	33.81	30.77	34.59	36.69	38.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.12	5.56	4.48	48.48	50.00	52.24	39.39	44.44	43.28
Grade 4	4.48	8.57	9.38	52.24	51.43	50.00	43.28	40.00	40.63
Grade 5	5.88	7.69	13.04	61.76	58.46	56.52	32.35	33.85	30.43
Grade 6	4.62	4.23	5.48	60.00	66.20	56.16	35.38	29.58	38.36
All Grades	6.77	6.47	8.06	55.64	56.47	53.85	37.59	37.05	38.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.15	11.11	8.96	51.52	56.94	68.66	33.33	31.94	22.39
Grade 4	14.93	14.29	6.25	52.24	61.43	60.94	32.84	24.29	32.81
Grade 5	5.88	21.54	14.49	76.47	55.38	57.97	17.65	23.08	27.54
Grade 6	3.08	7.04	4.11	69.23	69.01	67.12	27.69	23.94	28.77
All Grades	9.77	13.31	8.42	62.41	60.79	63.74	27.82	25.90	27.84

Conclusions based on this data:

1. The overall achievement in Mathematics in the standard exceeded category declined for grades 4 and 5, increased for grades 3 and 6.
2. Grade 3 increased in Standard Exceeded of 2.85%.
3. We increased the percentage from 56.94% to 68.66% for At or Near Standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1434.1	1466.3	1385.5	1445.9	1448.6	1396.9	1406.8	1507.6	1358.8	15	14	17
1	1430.6	1455.0	1426.0	1447.7	1453.6	1438.7	1413.1	1455.9	1412.7	19	20	11
2	1481.9	1490.4	1470.2	1476.1	1487.6	1490.2	1487.2	1492.6	1449.6	14	17	22
3	1476.0	1471.4	1451.9	1477.3	1466.4	1443.9	1474.4	1475.9	1459.4	27	17	16
4	1510.4	1525.0	1523.3	1506.0	1526.8	1525.7	1514.3	1522.8	1520.5	23	25	16
5	1536.2	1559.7	1525.4	1522.4	1558.9	1513.3	1549.6	1560.0	1537.1	18	23	19
6	1526.4	1566.5	1511.2	1521.5	1570.5	1507.6	1530.9	1562.1	1514.2	14	19	16
All Grades										130	135	117

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	42.86	5.88	73.33	35.71	5.88	20.00	14.29	70.59	6.67	7.14	17.65	15	14	17
1	5.26	15.00	0.00	15.79	40.00	54.55	52.63	35.00	27.27	26.32	10.00	18.18	19	20	11
2	14.29	11.76	18.18	35.71	70.59	45.45	50.00	17.65	22.73	0.00	0.00	13.64	14	17	22
3	14.81	11.76	0.00	25.93	23.53	50.00	33.33	29.41	18.75	25.93	35.29	31.25	27	17	16
4	17.39	24.00	18.75	39.13	44.00	50.00	34.78	20.00	25.00	8.70	12.00	6.25	23	25	16
5	33.33	47.83	36.84	33.33	34.78	36.84	33.33	13.04	10.53	0.00	4.35	15.79	18	23	19
6	21.43	52.63	6.25	42.86	31.58	50.00	14.29	15.79	25.00	21.43	0.00	18.75	14	19	16
All Grades	15.38	29.63	13.68	36.15	40.00	41.03	34.62	20.74	28.21	13.85	9.63	17.09	130	135	117

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	28.57	5.88	66.67	35.71	23.53	20.00	28.57	47.06	0.00	7.14	23.53	15	14	17
1	5.26	10.00	18.18	47.37	65.00	45.45	42.11	20.00	27.27	5.26	5.00	9.09	19	20	11
2	28.57	11.76	45.45	35.71	76.47	31.82	35.71	11.76	13.64	0.00	0.00	9.09	14	17	22
3	18.52	17.65	6.25	37.04	23.53	56.25	25.93	29.41	12.50	18.52	29.41	25.00	27	17	16
4	34.78	52.00	37.50	43.48	32.00	43.75	17.39	8.00	18.75	4.35	8.00	0.00	23	25	16
5	55.56	52.17	63.16	16.67	43.48	21.05	22.22	0.00	5.26	5.56	4.35	10.53	18	23	19
6	50.00	78.95	25.00	21.43	15.79	50.00	14.29	5.26	6.25	14.29	0.00	18.75	14	19	16
All Grades	28.46	37.78	30.77	38.46	41.48	37.61	25.38	13.33	17.95	7.69	7.41	13.68	130	135	117

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	35.71	0.00	60.00	21.43	5.88	33.33	35.71	76.47	6.67	7.14	17.65	15	14	17
1	0.00	10.00	0.00	26.32	40.00	36.36	36.84	30.00	27.27	36.84	20.00	36.36	19	20	11
2	7.14	23.53	13.64	28.57	35.29	36.36	57.14	23.53	18.18	7.14	17.65	31.82	14	17	22
3	0.00	5.88	0.00	22.22	17.65	25.00	33.33	23.53	50.00	44.44	52.94	25.00	27	17	16
4	8.70	16.00	6.25	39.13	28.00	37.50	21.74	36.00	50.00	30.43	20.00	6.25	23	25	16
5	11.11	30.43	10.53	44.44	21.74	36.84	38.89	34.78	31.58	5.56	13.04	21.05	18	23	19
6	0.00	15.79	0.00	50.00	47.37	18.75	21.43	36.84	50.00	28.57	0.00	31.25	14	19	16
All Grades	3.85	19.26	5.13	36.92	30.37	28.21	33.85	31.85	42.74	25.38	18.52	23.93	130	135	117

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	28.57	5.88	66.67	64.29	70.59	6.67	7.14	23.53	15	14	17
1	15.79	45.00	54.55	78.95	50.00	36.36	5.26	5.00	9.09	19	20	11
2	7.14	23.53	40.91	92.86	76.47	54.55	0.00	0.00	4.55	14	17	22
3	29.63	17.65	6.25	44.44	35.29	68.75	25.93	47.06	25.00	27	17	16
4	60.87	40.00	50.00	34.78	48.00	43.75	4.35	12.00	6.25	23	25	16
5	27.78	43.48	42.11	66.67	56.52	47.37	5.56	0.00	10.53	18	23	19
6	28.57	47.37	12.50	57.14	47.37	75.00	14.29	5.26	12.50	14	19	16
All Grades	30.00	36.30	29.91	60.00	53.33	57.26	10.00	10.37	12.82	130	135	117

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	21.43	17.65	80.00	71.43	52.94	0.00	7.14	29.41	15	14	17
1	0.00	15.00	9.09	78.95	80.00	63.64	21.05	5.00	27.27	19	20	11
2	35.71	35.29	31.82	57.14	64.71	59.09	7.14	0.00	9.09	14	17	22
3	29.63	23.53	18.75	48.15	47.06	56.25	22.22	29.41	25.00	27	17	16
4	17.39	52.00	50.00	65.22	44.00	43.75	17.39	4.00	6.25	23	25	16
5	55.56	82.61	63.16	22.22	13.04	26.32	22.22	4.35	10.53	18	23	19
6	50.00	84.21	31.25	28.57	15.79	50.00	21.43	0.00	18.75	14	19	16
All Grades	28.46	47.41	33.33	54.62	45.93	49.57	16.92	6.67	17.09	130	135	117

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	35.71	0.00	86.67	64.29	76.47	0.00	0.00	23.53	15	14	17
1	10.53	40.00	18.18	31.58	40.00	45.45	57.89	20.00	36.36	19	20	11
2	7.14	23.53	4.55	85.71	58.82	68.18	7.14	17.65	27.27	14	17	22
3	0.00	5.88	0.00	40.74	47.06	50.00	59.26	47.06	50.00	27	17	16
4	8.70	12.00	12.50	60.87	56.00	68.75	30.43	32.00	18.75	23	25	16
5	16.67	47.83	10.53	66.67	39.13	68.42	16.67	13.04	21.05	18	23	19
6	0.00	21.05	6.25	64.29	63.16	43.75	35.71	15.79	50.00	14	19	16
All Grades	7.69	26.67	6.84	59.23	51.85	61.54	33.08	21.48	31.62	130	135	117

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	57.14	5.88	53.33	35.71	64.71	13.33	7.14	29.41	15	14	17
1	5.26	5.00	0.00	68.42	75.00	81.82	26.32	20.00	18.18	19	20	11
2	14.29	29.41	27.27	71.43	64.71	40.91	14.29	5.88	31.82	14	17	22
3	3.70	17.65	0.00	70.37	58.82	75.00	25.93	23.53	25.00	27	17	16
4	21.74	28.00	25.00	56.52	64.00	68.75	21.74	8.00	6.25	23	25	16
5	50.00	30.43	26.32	44.44	60.87	57.89	5.56	8.70	15.79	18	23	19
6	21.43	21.05	0.00	71.43	78.95	87.50	7.14	0.00	12.50	14	19	16
All Grades	20.00	25.93	13.68	62.31	63.70	65.81	17.69	10.37	20.51	130	135	117

Conclusions based on this data:

1. In 23-24, 117 were tested for ELPAC.

2. The number of third grade students tested in 23-24 was 31.25% of sthe students were in Level 1, 18.75% of students were in level 2, 50.00% of students were in level 3, 0% and of students were in level 4.
3. We had 13.68% of students in Level for during 23-24 school year.

School and Student Performance Data

California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
493	90.1%	24.9%	1.2%
Total Number of Students enrolled in Thomas Jefferson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	123	24.9%
Foster Youth	6	1.2%
Homeless	30	6.1%
Socioeconomically Disadvantaged	444	90.1%
Students with Disabilities	90	18.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	83	16.8%
American Indian	1	0.2%
Asian	16	3.2%
Filipino	19	3.9%
Hispanic	328	66.5%
Two or More Races	15	3%
Pacific Islander	4	0.8%
White	20	4.1%

Conclusions based on this data:

- 1. A large majority of students are considered to be Socioeconomically Disadvantaged.
- 2. 27.3% of students are English Learners, 79.9% of students are Socioeconomically Disadvantaged.
- 3. Hispanic and African American students make up 84.1% of the school's population, which is an increase from previous years.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

- The suspension rate is Medium.
- Academic Peformance in ELA and Math is Low.
- Chronic Absenteeism is Very High.

School and Student Performance Data

Academic Performance English Language Arts

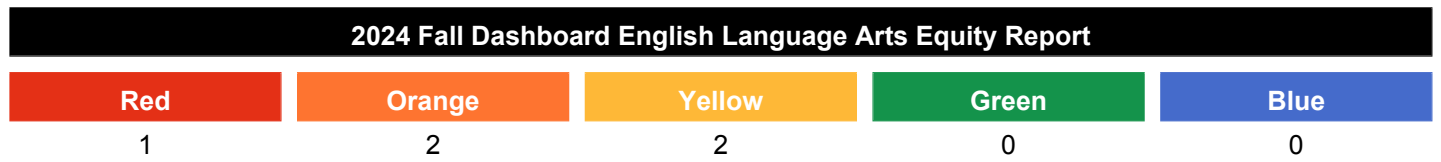
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>17.2 points below standard</div> <div>Increased 8.6 points</div> <div>259 Students</div>	<div>English Learners</div> <div> Orange</div> <div>35.3 points below standard</div> <div>Maintained 2.1 points</div> <div>70 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>30.4 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>20.1 points below standard</div> <div>Increased 6.4 points</div> <div>238 Students</div>

Students with Disabilities  Red 87.1 points below standard Maintained 1.5 points 55 Students	African American  Yellow 29.5 points below standard Increased 10.4 points 52 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color 48.5 points above standard Increased 50.1 points 11 Students	Hispanic  Orange 26.9 points below standard Maintained 1.1 points 169 Students
Two or More Races  No Performance Color Less than 11 Students 8 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. Current English Learners continue to fall 50.6 points below the standard. A discussion and review of how teachers are supporting EL students' ability to access content should be conducted and training needs to be provided for teachers regarding the site's agreed-upon AIM strategies.
2. Although the Students with Disabilities continue to be the Very Low below standard.
3. Students who are considered to be Socioeconomically Disadvantaged, which is the largest student subgroup in the school, scored 39.3 below standard.

School and Student Performance Data

Academic Performance Mathematics

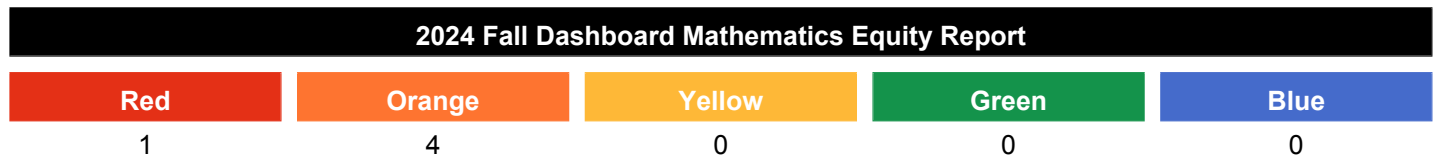
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>43.8 points below standard</div> <div>Declined 3.8 points</div> <div>259 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>57.7 points below standard</div> <div>Maintained 2.1 points</div> <div>72 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>103.1 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>47.6 points below standard</div> <div>Declined 4.8 points</div> <div>238 Students</div>

Students with Disabilities  Red 126.5 points below standard Declined 16.5 points 55 Students	African American  Orange 74.7 points below standard Maintained 1.9 points 52 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color 32.5 points above standard Increased 63.4 points 11 Students	Hispanic  Orange 47.8 points below standard Declined 13.1 points 169 Students
Two or More Races  No Performance Color Less than 11 Students 8 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. Students with Disabilities scored 115.3 below standard.
2. Socioeconomically students scored 49.3 below standard.
3. African American students scored Low with 80.3 below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 50% making progress. Number Students: 88 Students	 No Performance Color making progress. Number Students: 3 Students

This section provides a view of 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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5%	29.5%	2.3%	47.7%

Conclusions based on this data:

- 25.5% of students Maintained ELPI Levels.
- 28.3% of students decreased one ELPI Level.
- It can be concluded that language supports and improved designated and integrated ELD instruction is necessary in order to support students who are not making progress toward English proficiency.

School and Student Performance Data

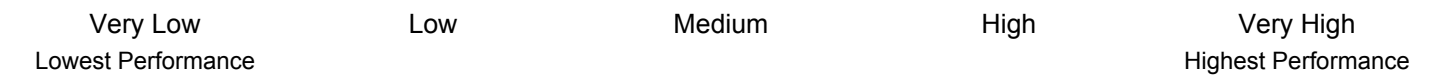
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>26.1% Chronically Absent</div> <div>Declined 2.1</div> <div>525 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>19.9% Chronically Absent</div> <div>Declined 5.1</div> <div>146 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>40% Chronically Absent</div> <div>0</div> <div>40 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>27.1% Chronically Absent</div> <div>Declined 1.4</div> <div>472 Students</div>

Students with Disabilities  Orange 29.2% Chronically Absent Declined 5.7 106 Students	African American  Orange 30% Chronically Absent Declined 5.4 90 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 5.9% Chronically Absent Declined 13.2 17 Students	Filipino  No Performance Color 5.3% Chronically Absent Maintained 0.3 19 Students	Hispanic  Red 28.3% Chronically Absent Increased 0.5 350 Students
Two or More Races  No Performance Color 16.7% Chronically Absent Increased 3.3 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  No Performance Color 20% Chronically Absent Declined 19.3 20 Students

Conclusions based on this data:

1. 48.7% of African American students were Chronically Absent.
2. 46.4% of Students with Disabilities wer Chronically Absent.
3. 28.5% of English Learners were Chronically Absent.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

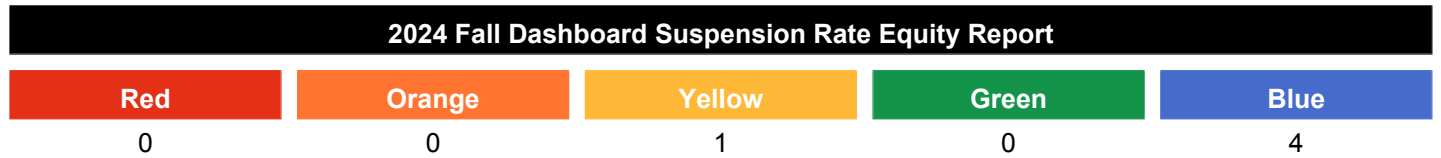
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0.9% suspended at least one day</div> <div>Declined 2.7%</div> <div>551 Students</div>	<div>English Learners</div> <div> Blue</div> <div>0.6% suspended at least one day</div> <div>Declined 1.4%</div> <div>156 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 8.3%</div> <div>47 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>1% suspended at least one day</div> <div>Declined 2.6%</div> <div>491 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 6.5% 111 Students	African American  Yellow 3.1% suspended at least one day Declined 4% 98 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Hispanic  Blue 0.6% suspended at least one day Declined 2.7% 361 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 6.3% 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  No Performance Color 0% suspended at least one day Declined 3.6% 23 Students

Conclusions based on this data:

- 6.3% of African American students were suspended at least one day.
- 2.1% of Hispanic were suspended at least one day.
- 1.5% of English Learners were suspended at least one day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Collaborative Conditions for learning

Thomas Jefferson Elementary will implement the School Safety Plan, PBIS program, and SEL curriculum to promote a positive and supportive school environment. Additionally, we will offer counseling services to students who need extra support, helping them make informed academic, health, and behavioral decisions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD will provide all students with safe, collaborative conditions for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

It is essential for students to feel a sense of belonging and safety at school while receiving the support needed to resolve conflicts effectively. Providing students with social skills and emotional coping strategies is crucial for fostering positive peer relationships and enhancing their social-emotional learning (SEL).

We focus on teaching practical coping skills, managing anger, and connecting students with community agencies. By nurturing a safe and welcoming environment, we ensure that every student has access to case-by-case support and resources from site-based anchors, empowering them to thrive both socially and emotionally.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Needs Survey: This survey supports the process of planning and developing Title I budget to promote the academic growth and achievement of its students	A total of 73 Responses in the Fall Title I survey 82.2% of parents feel that school is a safe place for their child to learn. 90.4% of parents felt the school emphasizes the importance of student attendance 97.3% of parents shared that our school offers support for social-emotional learning to students through Counseling	A total of 150 Responses in the Spring Needs Assessment, Title I survey 99% of parents feel that school is a safe place for their child to learn. 95% of parents felt the school emphasizes the importance of student attendance 99% of parents shared that our school offers support for social-emotional learning to students through Counseling
Healthy Kids Survey (Grade 5): an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency	68% Report that they feel safe at school.	80% will report that they feel safe at school.

	70% of students reported caring adults in schools 84% High expectations-adults in school 83% of students felt there was rule clarity 23% Late bedtime (at 10 pm or later)	80% of students will report a caring adult in school. 94% High expectations- adults in school 93% of students felt there was rule clarity 10% Late bedtime (at 10 pm or later)
Aeries: Student Data Base, student incident reports are logged in for behavior infractions. Feedback is provided to teachers each month on school-wide incident reports and by grade level, and areas and times of infraction for 24-25.	Breaking Classroom Rules has a total of 4 Breaking Playground Ruels has a total of 16 Disrespect has a total of 3 Property Damage has a total of 1	Breaking Classroom Rules has a total of 4 Breaking Playground Ruels has a total of 10 Disrespect has a total of 0 Property Damage has a total of 0
Panorama Survey: Measuring student perceptions, the Panorama Student Survey gathers feedback from students about their classroom experience. Social-Emotional Learning Survey (Grades 3-6)	71% (Grades 3-5) Report having a favorable sense of belonging. 57% (Grade 6) Report having a favorable sense of belonging. 68% (Grades 3-5) Report managing their emotions, thoughts, and behaviors in different situations. 73% (Grades 6) Report managing their emotions, thoughts, and behaviors in different situations 70% (Grades 3-5) Report having Grit. 61% (Grade 6) Report having Grit.	76% (Grades 3-5) Report having a favorable sense of belonging. 62% (Grade 6) Report having a favorable sense of belonging. 88% (Grades 3-5) Report managing their emotions, thoughts, and behaviors in different situations. 83% (Grades 6) Report managing their emotions, thoughts, and behaviors in different situations. 80% (Grades 3-5) Report having Grit. 80% (Grade 6) Report having Grit.
A2A Data (Grades K-6) Chronic absenteeism is defined as missing an average of 2 or more days absent each month and missing 10% of days in school including excused and unexcused absences.	4% Severely Chronically Absent 15% Chronically Absent 26% Manageable 23% Satisfactory 33% Excellent	3% will be Chronically Absent 6% Chronically Absent 14% Manageable 40% Satisfactory 37% Excellent

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Social-Emotional Learning (SEL) Framework Counseling Services: The school's counselors provide individual and group counseling sessions to support students in making positive choices. During these sessions,	All Students	District Funded 1000-1999: Certificated Personnel Salaries

<p>counselors teach various social-emotional skills, including self-control, classroom survival skills, social skills, emotional expression, and problem-solving. Instructional methods include worksheets, literature, role-play scenarios, and relevant videos. Counselors will regularly check in with teachers and families to monitor student progress.</p> <p>For students requiring long-term, intensive support, counselors will connect them to external agencies and resources such as Community Family Guidance Center, Olive Crest, ChildNet, and The Whole Child. Collaboration with the school-based community service worker will help ensure that additional resources are available. Counselors will also engage with outside therapists to establish a common language and consistent strategies among all stakeholders.</p> <p>SEL Team: An SEL team, comprising counselors, an administrator, and the community service worker, meets weekly to discuss attendance, school climate, and resources for families. Parent workshops will be organized to educate families on supporting their children's SEL needs, covering topics like Digital Citizenship, Bullying vs. Conflict, and Emotional Expression.</p> <p>Positive Behavioral Interventions and Supports (PBIS) Tier 1: Counselors will host school-wide assemblies to communicate expectations and promote success. Incentives and challenges will be implemented to reinforce a positive school culture. Explicit teaching of positive behavior expectations will occur through daily community-building activities such as Mindful Monday, Gratitude Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday. Special activities will be planned for Bullying Prevention Month, Kindness Week, Mental Health Awareness Month, and College and Career Week, in collaboration with teachers.</p> <p>Staff wellness will also be prioritized through initiatives like Wellness Wednesdays, featuring relaxation activities such as yoga and mindfulness exercises. Monthly cultural celebrations will promote diversity and inclusion. A Google Classroom will be available for staff, offering resources on various SEL topics, counseling referral forms, and important information.</p> <p>The PBIS team, consisting of counselors, teachers, and administrators, meets monthly, with subcommittees focusing on Tier 1, Tier 2, and Tier 3 interventions. The PBIS Behavior Flow Chart and T-Chart will be prominently displayed in classrooms. The "Gotcha Cart" will be available every Friday for students to redeem prizes. Counselors will collaborate with playground staff to</p>		<p>School Counselor Salary (Centrally Funded)</p> <p>District Funded 3000-3999: Employee Benefits School Counselor Benefits (Centrally Funded) 3495 Concentration Grant 2000-2999: Classified Personnel Salaries Add Hours to Librarian and IAs 15,000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Field Trips 550 Concentration Grant 3000-3999: Employee Benefits Add Hours to Librarian and IAs</p> <p>District Funded 3000-3999: Employee Benefits Benefits for parent worksop with a focus on Family Literacy Night</p> <p>District Funded 5800: Professional/Consulting Services And Operating Expenditures PlayWorks</p>
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	<p>ensure safety during sports, and a conflict mediation group will be established with selected 6th graders, equipped with distinguishing attire and tools. Presentations will also be conducted in after-school programs to reinforce behavior expectations. Additionally, a Behavioral Aide will support students during transitions and help reinforce goals outlined in 504 plans, SSTs, and student engagement plans.</p> <p>Tier 2: Classroom lessons will be tailored to address specific class needs, focusing on Growth Mindset, Goal Setting, Emotion Management, Empathy and Kindness, Problem Solving, and Sportsmanship. The Second Step and Zones of Regulation programs will be utilized for these lessons, which will occur weekly for 30 minutes. The implementation of these programs will be monitored by counselors and the site administrator to gather data and ensure consistency.</p> <p>Tier 3: Students requiring Tier 3 support may access counseling from school-based counselors, external agencies, or receive Direct Instructional Services (DIS) counseling from the school psychologist if they have an IEP.</p> <p>Programs: Various programs will be employed to enhance school climate, including YMCA, PlayWorks, Think Together, Second Step, Zones of Regulation, Paper Tutoring, and Long Beach City College during College and Career Week.</p>		
1.2	<p>Aligning Professional Development and Instructional Goals Goal: To enhance classroom success and positively impact student learning and social development through targeted professional development and effective use of Professional Learning Communities (PLCs).</p> <p>Professional Learning Community (PLC) Framework The PLC structure includes grade-level meetings, a leadership team, a safety committee, School Site Council, ELAC, a TOSA team, and community engagement with the Principal. Each group meets regularly to collaborate and improve student outcomes, focusing on the following five components:</p> <p>Shared Norms and Values: Establishing a focus on student learning. Collaboration: Building strong partnerships among staff to enhance educational practices.</p>	All Students	<p>District Funded 1000-1999: Certificated Personnel Salaries After school intervention</p> <p>District Funded 3000-3999: Employee Benefits After school intervention</p> <p>District Funded 1000-1999: Certificated Personnel Salaries PE teacher to provide release time to allow teachers to meet in grade level PLCs</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Attend district led professional development</p>

<p>Improved Interactions: Creating opportunities for educators to learn from each other. Reflective Dialogue: Engaging in discussions about experiences and best practices. Continuous Improvement: Maintaining a focus on enhancing learning outcomes for students. Key Questions for PLCs:</p> <p>What do we expect students to learn? How will we know they learned it? How will we respond when students do not learn? How will we extend and enrich learning for students who have demonstrated proficiency? Each committee will review school and student data to create equitable learning environments and make decisions aimed at closing achievement gaps, including those for Students with Disabilities (SWD).</p> <p>Universal Design for Learning (UDL) Through PLC reflections, Thomas Jefferson will strengthen instructional practices aligned with UDL principles, ensuring that teaching focuses on the WHY, WHAT, and HOW of learning. This approach will create meaningful and challenging learning opportunities for all students.</p> <p>Professional Development and Training Areas of Focus:</p> <p>Conferences and workshops tailored for Kindergarten, Community Building, GATE, ELA, Math, PBIS, and STEAM. Kindergarten Conference, Inc.: Focuses on rigorous, relevant, and relationship-based teaching, emphasizing motivation and engagement in learning.</p> <p>Community Building: Identifying community partnerships and providing parent support and training to enhance literacy enrichment, empowering families to engage actively in their children's education.</p> <p>GATE: Gifted and Talented students will receive enrichment opportunities during and after school.</p> <p>Targeted Interventions Math and ELA Support:</p> <p>ST Math: High-dosage tutoring for struggling students and, using NWEA MAP Growth data to provide targeted acceleration. FEV Tutoring: An ESSA-approved intervention offering intensive support in ELA and math, with academic coaches reviewing student data to tailor instruction. Fast ForWord: A computer-based reading program to develop cognitive skills essential for reading success. Technology Integration</p>		<p>District Funded 3000-3999: Employee Benefits Benefits to have teachers attend district led professional development 20,000 Supplemental (EL) Grant 5800: Professional/Consulting Services And Operating Expenditures Professional development fees and transportation 20,000 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures STEAM</p> <p>District Funded 1000-1999: Certificated Personnel Salaries GATE Instructional Leader Stipend (Centrally Funded). 32000 Supplemental (EL) Grant 4000-4999: Books And Supplies Library Books</p>
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	<p>To provide effective and engaging instruction, necessary technology will be supplied to both teachers and students, including:</p> <p>Updated document cameras Headphones Microphones STEAM resources, including programs like Meet the Masters and STEMNETICS.</p>		
1.3	<p>Implementation of District-Selected Programs for a Safe and Drug-Free Campus</p> <p>Objective: To promote a safe, drug-free, and tobacco-free environment through comprehensive programs and community partnerships.</p> <p>Key Initiatives: Red Ribbon Week: Activities focused on encouraging students to make lifelong drug-free choices.</p> <p>Field Trips: Educational excursions that reinforce safety and well-being.</p> <p>Family Night: Parent workshops centered on literacy and family engagement to strengthen home-school connections.</p> <p>School Safety Plan: A comprehensive strategy outlining measures to ensure student and staff safety.</p> <p>Community Partnership with 24 Defender: Collaborate to provide parent workshops, review the Comprehensive Safety Plan, and conduct site walkthroughs for enhanced safety awareness.</p> <p>Public Safety and Traffic Engineering Review: Assessment of school curb drop-off and pick-up procedures, loading zones, and bus parking to ensure student safety during arrival and dismissal.</p> <p>Enrich LA Program: A health, wellness, and gardening class for students in grades K-6, promoting healthy food habits and lifestyles.</p> <p>Maintenance of Custodial and Health Office Supplies: Ensuring the school environment is safe and well-maintained through consistent upkeep of supplies.</p> <p>Safety Equipment for Classrooms: Installation of window coverings and provision of non-capitalized equipment to enhance safety measures during emergencies, ensuring students and teachers can remain out of sight if needed.</p>	All Students	<p>5000 Supplemental (EL) Grant 4000-4999: Books And Supplies PBIS 8,000 Concentration Grant 2000-2999: Classified Personnel Salaries Health Assistant Sub Coverage 1256 Concentration Grant 3000-3999: Employee Benefits Benefits for Health Assistant Sub Coverage 19664 SISS 4000-4999: Books And Supplies Window coverings for safety 1300 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent Workshops 30,675 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Contracted Services: Meet the Masters, Think Together, Enrich LA, Sondag 373 Title I Part A: Parent Involvement 3000-3999: Employee Benefits</p>

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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our school is committed to enhancing its culture by fostering strong character development and improving student attendance through targeted personnel and programs. To support positive behavior, we have implemented Positive Behavior Intervention Programs (PBIS), which include dedicated support from counselors, community social workers, behavior aides, and school psychologists. Staff members receive professional development on social-emotional learning, behavior de-escalation, and intervention strategies. Additionally, we have strengthened behavior management by reviewing and updating our school behavior matrix and referral processes while introducing monthly school-wide rewards to recognize positive behavior, academic achievement, and attendance.

To further support student well-being, our Social-Emotional Learning (SEL) Committee meets weekly with counselors, a community social worker, and an administrator to address students' basic needs that impact their learning. A Behavior Aide provides proactive support to students with identified behavioral challenges. Attendance improvement is another key focus, with school-wide monitoring and goal-setting communicated through newsletters and parent meetings. We have introduced Attendance Trophies to recognize outstanding classrooms and individual students while conducting family meetings to provide education on attendance and referrals for additional support.

Enrichment programs also play a vital role in fostering student engagement and learning. The implementation of EnrichLA and Meet the Masters ensures that all grade levels have access to gardening and art education, while field trips for TK-3 students enrich classroom learning through visits to the Long Beach Aquarium and Discovery Science Center. In addition, our Professional Learning Communities (PLC) utilize Marzano's PLC model to enhance team collaboration and monitor student progress. These efforts help identify academic needs, particularly for English learners, Black or African American students, and Students with Disabilities, to close achievement gaps and improve outcomes.

As a result of these initiatives, our California Healthy Kids Survey results show an increase in students feeling safe at school and perceiving high expectations from adults. While we maintained scores in areas such as Caring Adults and Late Bedtimes, we recognize the need to further support student connectedness and plan to introduce a mentorship program next year. Behavior data indicates a decrease in incidents related to rule-breaking, property damage, and object-throwing, although referrals for disrespect remain an area for improvement. Attendance data reflects progress, with a reduction in the number of students classified as severely chronically absent. However, continued efforts are necessary to address chronic absenteeism and ensure all students are present and engaged in their learning. Through these strategies, we aim to create a supportive, inclusive, and high-achieving school environment for all students.

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

To strengthen academic support, we have enhanced our math tutoring program by transitioning to a targeted Tier 2 intervention model based on NWEA Map Growth Data. This support is now integrated within general education classrooms, where homeroom teachers provide structured math intervention sessions three times a week for 20 minutes each. This adjustment ensures that students receive consistent, data-driven support within their regular learning environment, reinforcing key mathematical concepts and skills.

In addition to academic improvements, we have taken steps to enhance school safety and promote a secure, drug- and tobacco-free campus environment. As part of our ongoing commitment to student well-being, we introduced new programs aimed at fostering a positive and substance-free school culture. Furthermore, to improve emergency preparedness, we purchased pop-up tents to provide privacy for students during extended evacuation situations.

However, one planned safety enhancement, installing window coverings for classrooms, was not completed as anticipated. This remains a high-priority item for future safety improvements, and we will continue to seek solutions to

ensure our classrooms provide a secure learning environment for all students. Through these adjustments, we remain committed to fostering both academic success and a safe, supportive school atmosphere.

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.

To enhance academic support, we have strengthened our math tutoring program by focusing on Tier 2 interventions based on NWEA Map Growth Data. This shift ensures that students receive targeted instruction to address specific learning gaps.

As part of our commitment to a well-rounded education, we introduced the Meet the Masters program to enrich STEAM learning. This initiative supports creativity and critical thinking and contributes to a positive school culture that promotes a safe, drug- and tobacco-free environment. Integrating art and science into our curriculum aims to foster student engagement and a deeper appreciation for interdisciplinary learning.

Regarding school safety, we recognize the importance of providing secure learning environments for all students. While we could not purchase classroom window coverings as planned, this remains a priority for future safety enhancements. We will continue to explore funding and implementation options to ensure our classrooms are as safe and secure as possible.

Finally, we take great pride in celebrating a significant milestone, no student subgroups are currently identified as an Additional Targeted Support and Improvement (ATSI) group. Moving forward, we remain dedicated to sustaining and building upon these successes to support all students in reaching their full potential.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA and Mathematics

ELA Goal:

Objective: Deliver quality Tier I ELA instruction that includes:

Foundational skills

Vocabulary development

Reading comprehension

Literary analysis

Writing skills

Support: Implement Tier II instruction for struggling learners, using data analysis to target specific literacy needs and accelerate learning.

Math Goal:

Objective: Provide quality Tier I Math instruction that focuses on:

Math fluency

Perseverance in problem-solving

Explaining mathematical reasoning

Multiple methods for solving problems

Support: Integrate Tier II instruction for struggling learners, utilizing data analysis to address specific mathematical skills and accelerate learning.

ELD Goal:

Objective: Ensure all English learners receive daily quality integrated and designated ELD instruction that enhances:

Reading skills

Writing skills

Listening skills

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified Needs for Improvement
Reading and Writing Skills:

Students in grades K-6 require ongoing support in developing:
 Reading Fluency: Enhancing the speed and accuracy of reading.
 Comprehension: Particularly with narrative texts, to improve understanding and engagement.
 Writing Skills: Focused specifically on informational writing to strengthen written communication.
 Math Skills: Essential and Critical Skills

Continued assistance is needed for students in grades K-6 to improve:
 Math Fluency: Building speed and accuracy in basic math operations.
 Problem-Solving Skills: Developing strategies to effectively tackle mathematical problems.
 Support for English Learners:

English Learners require additional language instruction and supports to:
 Access content effectively.
 Enhance their proficiency in the English language.

There is a need to increase both independent and higher-level use of technology by students and teachers to:
 Enhance 21st-century technology skills.
 Improve overall instructional quality and student learning experiences

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA: Math Fall Achievement 24-25	Students who scored in the 61st percentile or higher for the fall Math administration were: Grade K: 46%, 1st 41%, 2nd 38%, 3rd 31%, 4th 19%, 5th 19%, 6th 34%	Students who score in the 80th percentile or higher for the fall Math administration were: Grade K: 56%, 1st 51%, 2nd 48%, 3rd 41%, 4th 29%, 5th 29%, 6th 44%
NWEA: Math Fall Achievement 24-24	Students who scored in the 20th percentile or lower for the fall 2023 Math administration were: Grade K: 22%, 1st 15%, 2nd 35%, 3rd 19%, 4th 27%, 5th 29%, 6th 23%	Students who score in the 20th percentile or lower for the fall 2023 Math administration were: Grade K: 12%, 1st 5%, 2nd 25%, 3rd 10%, 4th 17%, 5th 19%, 6th 13%
NWEA: Reading Fall Achievement 23-24	Students who scored in the 61st percentile or higher for the fall reading administration were: Grade K: 45%, 1st 28%, 2nd 27%, 3rd 32%, 4th 32%, 5th 41%, 6th 28%	Students who scored in the 80th percentile or higher for the fall reading administration were: Grade K: 55%, 1st 38%, 2nd 37%, 3rd 42%, 4th 52%, 5th 51%, 6th 38%
NWEA: Reading Fall Achievement 23-24	Students who scored in the 20th percentile or lower for the fall 2023 Reading administration were: Grade K: 22%, 1st 29%, 2nd 42%, 3rd 26%, 4th 29%, 5th 19%, 6th 21%	Students who scored in the 20th percentile or lower for the fall 2023 Reading administration were: Grade K: 12%, 1st 19%, 2nd 32%, 3rd 16%, 4th 19%, 5th 10%, 6th 11%

ELPAC	Currently has 104 English Learners enrolled, with 23 Reclassified English Proficient Students being monitored. According to Fall 2024 data in Ellevation: 4.5% of students are at level 4, 46.6% of students are at level 3, 28.4% of students are at level 2, and 20.5% of students are at level 1.	Currently has 104 English Learners enrolled, with 23 Reclassified English Proficient Students being monitored. By Fall 2025, data in Ellevation: 20% of students are at level 4, 40% of students are at level 3, 25% of students are at level 2, and 15% of students are at level 1.
SBAC ELA	On the 2023-2024 SBAC assessment Thomas Jefferson students scored in the following ranges. Standard Met or Exceeded in ELA: 44.24%	On the 2024-2025 SBAC assessment Thomas Jefferson students scored in the following ranges. Standard Exceeded in ELA: 50% met or exceeded standard
SBAC Math	On the 2023-2024 SBAC assessment Thomas Jefferson students scored in the following ranges. Standard Met or Exceeded in Math:31.13%	On the 2024-2025 SBAC assessment Thomas Jefferson students scored in the following ranges. Standard Met or Exceeded in Math:45%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>High-Quality Tier 1 Instruction Alignment with California Content Standards in ELA/Math</p> <p>1. Tier 1 Instructional Strategies</p> <p>Engaging Curriculum: Develop lessons that align with the California ELA and Math standards, incorporating diverse materials and methods to engage all students. Differentiation: Use varied instructional strategies to address different learning styles and needs, including visual aids, manipulatives, and technology-based resources. Universal Design for Learning (UDL): Implement UDL principles to create flexible learning environments that accommodate individual learning differences.</p> <p>2. Student Study Team (SST) Process</p> <p>Data Review: Each grade level will systematically review data from assessments (CAASPP, NWEA,</p>	All students	<p>District Funded 1000-1999: Certificated Personnel Salaries 2 Site TOSAs to support acceleration of student learning with a focus on reading with one TOSA focused in grades TK-3, and the other supportin grades 4-6.</p> <p>District Funded 3000-3999: Employee Benefits 2 Site TOSAs benefits</p> <p>District Funded 1000-1999: Certificated Personnel Salaries PE Teacher</p> <p>District Funded</p>

<p>ELPAC) to identify students who may need additional support. Collaboration: The SST will involve teachers, special education staff, parents, and administrators to discuss concerns and develop intervention plans tailored to each student's needs. Action Plans: Interventions may include targeted instructional strategies, accommodations, or referrals for formal assessments if necessary. Follow-up meetings will ensure plans are effectively implemented and adjusted as needed. Analyzing Assessment Data through the PLC Process</p> <p>3. Professional Learning Communities (PLC)</p> <p>Data Analysis: Grade-level teams will meet weekly to analyze assessment data and student performance metrics, focusing on ELA and Math proficiency, attendance, and behavioral trends. Reflection and Adjustment: Teachers will reflect on their practices, share successful strategies, and make instructional adjustments based on student needs, especially for underserved populations. Collaboration with Specialists: PLCs will include collaboration with the PE Teacher Specialist and other support staff to enhance instructional strategies and student engagement. Culturally Responsive Teaching: Incorporate culturally relevant materials and perspectives in instruction to engage all students, fostering an inclusive classroom environment. Group Interventions such as Power ½ Hour</p> <p>4. Structured Interventions: Implement the Power ½ Hour program, providing focused instruction on foundational skills in literacy and mathematics. TOSA Support: Utilize the intervention TOSA to guide Tier 2 instruction, helping to design and implement effective strategies for students requiring additional support.and Collaborative Planning.</p> <p>5. Curriculum Development: Teachers, along with the TOSA, will collaboratively design assessments and interventions that align with student needs, ensuring that each student receives personalized support to progress in their skills. Ongoing Monitoring: Continuous assessment and feedback loops will be established to monitor student progress and adjust interventions as necessary. Whole Classroom Support with the Instructional Specialist (TOSA)</p> <p>6. Coaching and Support: The Instructional Specialist will provide on-site coaching for teachers, focusing on effective data use and instructional practices that benefit all students, particularly those with disabilities. Best Practices: Share insights and strategies for enhancing instructional delivery, including feedback on lesson implementation and student engagement</p>		<p>3000-3999: Employee Benefits PE Teacher Benefits 22,000 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Teacher extra duty for planning time. 6,292 Supplemental (EL) Grant 3000-3999: Employee Benefits Teacher Benefits 15717 Concentration Grant 4000-4999: Books And Supplies Supplemental Technical Equipment and related services 12,000 Concentration Grant 1000-1999: Certificated Personnel Salaries Extra Duty 3,434 Concentration Grant 3000-3999: Employee Benefits Teacher Extra Duty 10956 Prop 28 2000-2999: Classified Personnel Salaries Salary + Benefits</p>
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	<p>techniques through Collaborative Instructional Strategies</p> <p>7. Intervention Programs: Collaborate with staff to develop and implement targeted intervention programs, ensuring that struggling students receive the necessary support. Data-Driven Decisions: Regularly analyze data to inform instructional adjustments and support mastery of standards.</p> <p>8. Technology Integration: The Educational Technology Specialist will lead efforts to integrate technology effectively into the curriculum, ensuring that all students, including those with disabilities, can benefit from innovative educational tools. Training and Resources: Provide ongoing training for teachers on using educational technology platforms (e.g., Google Classroom, Pear Deck) to enhance instruction and student engagement.</p> <p>9/ Art Teacher has been hired for all grade levels. An example of the work in upper grade is as follows: Integrating art with English Language Arts (ELA) and Social Studies can significantly enhance student engagement and understanding. By collaborating across these disciplines, teachers can create rich, interdisciplinary experiences that foster creativity and deepen students' comprehension of historical and literary concepts. Here are some ideas for how the art teacher could work with ELA and Social Studies teachers from 4th grade onward.</p> <p>Responsible Use: Teach students about digital citizenship, internet safety, and the responsible use of technology to support their learning and development. By implementing these strategies within a structured framework,</p>		
2.2	<p>Tier 2 and Tier 3 Interventions in ELA/Math Tier 2 Interventions Overview Tier 2 interventions are designed for students who require additional support beyond the core Tier 1 instruction. These interventions target specific skill deficits in ELA and Math, providing more intensive, small-group instruction.</p> <p>1. Small Group Instruction Structure: Each grade level has 30 minutes daily for small group sessions of 3-6 students. Focus Areas: Instruction emphasizes three components of reading: Word Recognition: Building accurate and automatic recognition of words in text. Language Comprehension: Enhancing students' understanding of language and text.</p>	Targeted students	<p>3,602 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Consultants for Math, ELA, and Math 54,650 Title I 2000-2999: Classified Personnel Salaries Instructional Assistant Salaries to Support Site Intervention Programs. 12,490 Title I</p>

<p>Mathematical Concepts: Reinforcing foundational skills in Math through targeted practice.</p> <p>2. Diagnostic Assessments Skill Identification: Teachers and specialists administer diagnostic tests to pinpoint specific skills requiring support. Common assessments include DIBELS and running records for ELA and basic fact fluency checks for Math. Progress Monitoring: Teachers are responsible for tracking student growth in targeted skills, using results to inform instructional decisions.</p> <p>3. Programs Utilized ELA Programs: SmartAnts, Fast ForWord for literacy skills development. Math Programs: ST Math for conceptual understanding and problem-solving skills.</p> <p>4. Collaborative Planning through PLCs Data-Driven Decisions: During PLC meetings, teachers share student progress data to reflect on intervention effectiveness, adjust instructional strategies, and plan next steps. Tier 3 Interventions Overview Tier 3 interventions provide intensive, individualized support for students who demonstrate minimal progress in Tier 2. This tier is tailored to the specific needs of each student, especially those eligible for special education services.</p> <p>5. Intensive Instruction Frequency and Duration: Students receive more frequent and longer instructional sessions compared to Tier 2. Individualization: Instruction is highly focused on the individual needs of each student, ensuring targeted interventions based on assessment data.</p> <p>6.Support Staff Collaboration: Interventions are delivered by a Special Education teacher, paraeducators, and specialists, ensuring a comprehensive support system. Programs Used: BrainSpring, which focuses on structured literacy approaches, is implemented to support reading development.</p> <p>7. Data Utilization Assessment Tools: Local and statewide assessments (CAASPP, NWEA, and District Benchmarks) inform decisions about student progress and whether to maintain or escalate support. Steps for Supporting Struggling Learners and Differentiated Classroom Instruction. Use research-based strategies, such as DI (Direct Instruction in Intervention) and Thinking Maps, to enhance engagement and understanding for all learners. Additional Instructional Support. Provide small group tutoring and RTI (Response to Intervention)</p>	<p>3000-3999: Employee Benefits Instructional Assistant Benefits to Support Site Intervention Programs. 5,000 Supplemental (EL) Grant 4000-4999: Books And Supplies PBIS supplemental materials and equipment 58507 Concentration Grant 4000-4999: Books And Supplies Materials and Supplies 15,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Computer Tech and related services 57529 Supplemental (EL) Grant 4000-4999: Books And Supplies Materials and Supplies 25,749 Concentration Grant 4000-4999: Books And Supplies Materials for Tier 2 instruction that is structured and systematic 10,000 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Subs for Teacher Planning time Release 2,860 Supplemental (EL) Grant 3000-3999: Employee Benefits Benefits for Subs for Teacher Planning Time Release</p>
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	<p>support during the school day to address specific learning gaps.</p> <p>8. Title I Services Identify eligible students based on multiple measures, including teacher recommendations, and provide targeted Reading and Math support aligned with district guidelines. Supplemental Materials and Equipment. Purchase necessary materials to support instruction for EL, Foster, Homeless, and economically disadvantaged students, ensuring equitable access to learning resources.</p> <p>9. Improvement of Tier 1 Instruction Focus on enhancing Tier 1 instruction to benefit all students, ensuring that foundational skills are solidified before moving to Tier 2 or 3 interventions. Materials and Supplies Availability. Ensure all staff members have access to the instructional materials needed to support student learning, especially for unduplicated students. ELD Instruction. Provide 30 minutes of designated ELD instruction daily for English learners using district-adopted materials.</p>		
2.3	<p>Professional Development Plan Objective: Enhance teacher effectiveness and improve student achievement through targeted, standards-based professional development.</p> <p>Key Focus Areas SII and Thinking Map Strategies</p> <p>Training Overview: Provide in-depth sessions on SII (Strategic Instructional Intervention) techniques and the use of Thinking Maps to enhance critical thinking and student engagement. Implementation: Teachers will practice integrating these strategies into their lesson plans and share outcomes during PLC meetings.</p> <p>Adopted Curriculum Trainings Curriculum Familiarization: Conduct workshops focused on the adopted curriculum to ensure teachers understand its components, instructional goals, and assessment methods. Ongoing Support: Establish a mentoring system where experienced teachers guide others in effective curriculum implementation. Grade-Level Planning and Effective PLC Meetings</p> <p>Collaborative Planning: Facilitate training on collaborative grade-level planning, emphasizing the importance of effective PLC meetings for sharing strategies and analyzing student data. Focus on Best Practices: Encourage teachers to develop agendas that include time for reflection, data analysis, and planning for differentiated instruction.</p>	All Students	<p>55465 Title I 2000-2999: Classified Personnel Salaries IA extra duty 10,408 Title I 3000-3999: Employee Benefits IA extra duty benefits</p> <p>Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Substitute pay</p> <p>Supplemental (EL) Grant 3000-3999: Employee Benefits Substitute Benefits</p> <p>District Funded 2000-2999: Classified Personnel Salaries Library Media Assistant Salary.</p> <p>District Funded 2000-2999: Classified Personnel Salaries Library Media Assistant Benefits. 10,000 Concentration Grant</p>

<p>Technology Usage and Integration Technology Workshops: Provide professional development on integrating technology tools into all subject areas to enhance instruction and student engagement. Resource Sharing: Encourage teachers to share successful technology integration strategies during PLCs and faculty meetings.</p> <p>Analyzing Student Performance Data Data-Driven Decision Making: Train teachers on how to analyze student performance data to inform instructional practices effectively. Tools and Techniques: Introduce tools that assist in tracking student progress and outcomes, and provide guidance on interpreting this data for instructional planning.</p> <p>Research-Based Instructional Strategies Focused Workshops: Offer training on research-based strategies for improving reading fluency, vocabulary development, comprehension, writing, questioning techniques, and math skills. Student Discussions and Collaboration: Emphasize strategies that promote student discussions and collaborative learning to foster a deeper understanding of content.</p> <p>Support for Teacher Absences Substitute Teacher Requests: Establish a protocol for requesting substitutes to ensure continuity of instruction during teacher release days and instructional reflections. Planning Time: Encourage teachers to utilize these days for focused professional development and collaboration without compromising classroom instruction. Library Expansion and Support</p> <p>Curriculum-Aligned Resources: Continue expanding the school library with books that align with current curriculum and state standards. Library Media Assistant Role: Employ a Library Media Assistant to assist students and teachers in selecting appropriate texts, fostering a love of reading and supporting literacy development.</p> <p>Implementation and Evaluation Professional Development Schedule: Develop a comprehensive schedule that outlines the professional development sessions throughout the school year, ensuring sufficient intensity and duration.</p> <p>Feedback Mechanisms: Collect feedback from teachers after each session to assess effectiveness and make adjustments as needed. Impact Assessment: Monitor student achievement data over time to evaluate the impact of professional development on teacher performance and student outcomes.</p>		<p>5800: Professional/Consulting Services And Operating Expenditures STEMNETICS 54780 Title I 4000-4999: Books And Supplies Tier 2 instructional materials 58839 Prop 28 1000-1999: Certificated Personnel Salaries Salaries + Benefits 11,547 Prop 28 4000-4999: Books And Supplies Materials and Supplies</p>
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	By focusing on these key areas, the professional development plan aims to create a sustainable culture of continuous improvement that supports both teachers and students in achieving academic success.		
2.9			
2.13			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Integrating Teacher on Special Assignment (TOSA) roles within our school is a critical component of advancing our educational goals. These specialists provide essential support in student services, professional development, and community outreach, ultimately enhancing student learning outcomes, particularly in reading and writing. Their expertise ensures that both teachers and students receive the necessary resources and guidance to improve instructional quality and academic success.

A key focus of our instructional support system is the Intervention Specialist, who plays a vital role in strengthening Tier 2 English Language Arts (ELA) instruction for students in grades TK-3. By collaborating with teachers, the specialist reinforces foundational literacy skills, including phonemic awareness, phonics, fluency, and comprehension. Additionally, the Newcomer Support program provides targeted academic assistance and fosters a sense of belonging for students new to the school, helping them acclimate to their new environment and succeed academically.

Collaboration with Professional Learning Community (PLC) teams further enhances instructional practices and ensures a cohesive approach to student learning. The leadership team works closely with PLCs to reinforce high-quality first instruction and implement targeted small-group interventions within general education classrooms. Instructional aides play an integral role in this process, working alongside the Intervention TOSA to provide consistent support to students who require additional academic assistance.

To sustain and expand these initiatives, we have established a three-year strategic plan centered on continuous improvement. This plan includes gathering feedback from teachers, students, and parents to assess curriculum effectiveness, fostering collaborative discussions among educators to share best practices, staying informed on the latest research and instructional strategies, and maintaining strong stakeholder engagement by keeping families and the school community informed about progress and improvement efforts.

A comprehensive analysis of NWEA outcomes in math reveals varying levels of performance across grade levels. Five grade levels demonstrate potential for improvement in the Low Achievement/High Growth category, while one grade level requires more intensive interventions due to Low Achievement/Low Growth. Conversely, one grade level has achieved High Achievement/High Growth, indicating successful instructional strategies that should be analyzed and shared school-wide. Similarly, in ELA, five grade levels require critical interventions due to Low Achievement/Low Growth, while one grade level shows promise with Low Achievement/High Growth and should continue receiving targeted support. One grade level demonstrates High Achievement/High Growth, providing an opportunity to identify and expand best practices that could benefit all students. Additionally, in ELA language proficiency, three grade levels need immediate attention, while one grade level shows potential for growth with targeted instructional support.

To address these findings, our school will implement specific interventions for grade levels demonstrating low achievement in both ELA and math. Regular data analysis meetings will be held to enable teachers to review NWEA data, share instructional strategies, and refine teaching methods based on student needs. Ongoing professional development, led by TOSAs, will provide educators with effective instructional strategies and support technology integration to enhance learning experiences. Additionally, efforts to strengthen family and community engagement will be prioritized through STEAM events and collaborative activities, fostering a strong partnership between school and home to support student learning.

By leveraging the expertise of our TOSAs and focusing on data-driven decision-making, we are committed to creating a supportive learning environment that accelerates student achievement across all grade levels. Through targeted interventions, collaboration, and continuous professional growth, we strive to ensure that every student has the opportunity to succeed academically and develop the foundational skills necessary for lifelong learning.

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

Our school is committed to strengthening Tier 2 English Language Arts (ELA) support by implementing a structured, systematic, multisensory reading intervention program. This initiative is designed to enhance students' reading skills from the early stages through the end of the second-grade reading level. By adopting a research-based, targeted approach, we aim to provide struggling readers with the necessary tools to build a strong literacy foundation and improve overall academic achievement.

The program follows a structured and sequential approach, ensuring that students develop reading skills in a clear and logical progression. Each new skill builds upon prior learning, reinforcing literacy development. To address diverse learning styles, the program incorporates multisensory techniques, engaging students through visual, auditory, and kinesthetic activities. These evidence-based strategies help students form meaningful connections between sounds, letters, and words, ultimately improving their reading fluency and comprehension.

A key focus of the intervention is targeted skill development, emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction will be tailored to meet the specific needs of struggling readers, ensuring individualized learning experiences that address their unique challenges. Regular progress monitoring will be conducted to track student growth, allowing educators to adjust instruction as needed and provide timely, data-driven interventions.

Teacher training and support will be essential to the success of this initiative. Professional development opportunities will equip educators with the skills and strategies necessary to implement the intervention effectively. These training sessions will ensure that teachers and instructional aides can maximize the impact of the program. Additionally, parent engagement will play a crucial role in reinforcing learning at home. Families will receive resources and guidance to support their child's reading development, fostering a collaborative effort between school and home.

To launch the reading intervention program, we will begin by selecting a research-based curriculum that aligns with our goals and the needs of our students. Only programs with proven effectiveness will be considered. Once selected, funds will be allocated for the purchase of instructional materials and resources necessary for successful implementation.

Professional development sessions will be scheduled to train teachers and support staff on key instructional components and best practices. A pilot program will be introduced in select classrooms to evaluate effectiveness before full-scale implementation. This phased approach will allow for initial feedback and necessary adjustments to ensure the program meets student needs effectively.

For long-term success, ongoing support and monitoring will be established through regular teacher check-ins, data analysis meetings, and progress evaluations. The effectiveness of the program will be assessed over time, with necessary modifications made based on educator feedback and student performance data. This continuous cycle of assessment and refinement will ensure the program remains responsive to student needs.

By implementing this structured, multisensory reading intervention, we anticipate significant improvements in reading proficiency for students in the early grades. As students experience success, their confidence and motivation will increase, leading to greater overall engagement in learning. The program will also foster collaboration among educators, creating a more cohesive and effective instructional approach.

Strengthening partnerships with parents is a key priority, as providing families with strategies and resources will enhance learning beyond the classroom. This collaboration between educators and families will create a supportive home learning environment, further contributing to student success.

Through this initiative, our school aims to equip struggling readers with the foundational skills they need to become confident, capable readers. By fostering a lifelong love of reading and academic success, we are committed to ensuring that all students reach their full potential.

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.

Our Teacher on Special Assignment (TOSA) team plays a crucial role in collaborating with teachers to establish assessment cycles aligned with SMART goals. By utilizing multiple universal measures, including NWEA and SchoolCity, we can effectively monitor student progress and evaluate the effectiveness of instructional programs. This data-driven approach ensures that teaching strategies are continuously refined to meet students' academic needs and drive improvement in student achievement.

A foundational component of this initiative is the development of SMART goals, Specific, Measurable, Achievable, Relevant, and Time-bound objectives that guide instructional planning and assessment practices. TOSAs work closely with teachers to establish these goals, providing a structured framework for evaluating student learning and implementing targeted interventions. Clearly defined objectives help ensure that instructional strategies are focused, measurable, and aligned with student growth expectations.

To maintain a continuous feedback loop, assessment cycles are implemented at regular intervals, allowing for periodic evaluations of student progress. These assessments provide valuable insights that inform instruction and identify students requiring additional support. By integrating multiple measures—such as NWEA, SchoolCity, and other standardized assessments—teachers can gain a comprehensive understanding of student performance across different academic areas. This approach enables educators to make timely and informed decisions regarding curriculum adjustments and intervention strategies.

A key aspect of this process is data-driven decision-making, which involves analyzing assessment data to evaluate the effectiveness of instructional programs and interventions. Regular data analysis helps determine the success of teaching strategies and allows for adjustments to better address student needs. By continuously monitoring student progress, educators can intervene proactively when students are not meeting expected outcomes, ensuring that no student falls behind. Additionally, tracking progress toward SMART goals provides accountability and clarity in measuring academic growth.

To build teacher capacity, ongoing professional development is provided by TOSAs, focusing on data analysis, instructional strategies, and the effective use of assessment tools. These training sessions equip teachers with the skills to interpret assessment results accurately and implement best practices to enhance student learning. Additionally, collaborative learning opportunities encourage discussions on instructional challenges, the exchange of best practices, and the development of strategies to support diverse learners. This professional development model fosters a culture of continuous improvement among educators.

As part of our commitment to improving assessment practices, we plan to implement SchoolCity as an additional data-tracking and analysis tool. This platform will streamline assessment processes, improve data accessibility, and provide teachers with valuable insights into student performance. By leveraging SchoolCity's features, customized assessments aligned with curriculum standards can be developed, allowing for more targeted and effective instruction. The integration of this platform will enhance our ability to track student progress efficiently and refine instructional planning.

Through systematic monitoring and data analysis, we anticipate measurable improvements in student achievement. Teachers will be empowered to make informed instructional decisions, creating a more responsive and adaptive learning environment. Strengthened teacher collaboration through professional development and data-driven discussions will enhance instructional efficacy and foster a culture of continuous improvement. Additionally, regular assessment cycles will provide ongoing feedback on program effectiveness, allowing for timely adjustments that maximize student success.

By continuing to work closely with teachers on assessment cycles tied to SMART goals, we aim to establish a robust framework for monitoring student progress, refining instructional practices, and ultimately improving academic outcomes across the school. This structured, data-driven approach will ensure that every student receives the support they need to succeed academically and reach their full potential.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement

Our goal is to deepen parent involvement by creating advisory committees that empower parents to actively participate in decision-making around policies and programs, while fostering meaningful, goal-oriented relationships between school staff and families. We aim to build parental capacity through workshops and resources that improve understanding of school practices and educational terminology. In addition, we will implement culturally responsive strategies that celebrate the diverse backgrounds of our families, ensuring communication is inclusive, relevant, and accessible. By offering regular opportunities for engagement, such as family events and feedback sessions, we aim to cultivate a collaborative environment where parents feel respected, supported, and empowered to contribute to their children's learning, ultimately strengthening the partnership between home and school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD will provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a pressing need to increase parental participation in school activities and to encourage families to utilize the various community supports provided through Caring Connections and the Community Service Worker program. By fostering stronger connections between parents and these resources, we can enhance family engagement and support students' overall well-being. Additionally, it is essential for the PTA to expand its partnerships with local community organizations, creating more opportunities for collaboration and resource-sharing. By actively engaging parents and building these partnerships, we can cultivate a more inclusive school environment that empowers families and strengthens the support network available to our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A Data (Grades K-6) Chronic absenteeism is defined as missing an average of 2 or more days absent each month and missing 10% of days in school including excused and unexcused absences.	4% Severely Chronically Absent 15% Chronically Absent	1% will be Chronically Absent 5% Chronically Absent
BUSD Parent Participation Tracker (School-Wide)	50% Parent Participation Rate	85% Parent Participation Rate (Yearly Average)
Jefferson PTA Community Partnerships	3 Community partnerships were involved in PTA	5 Community partnerships will be involved in PTA

Community Service Referral Log from Community Social Worker	Average of 91 community referrals per month for basic family needs	Average of 105 community referrals per month for basic family needs
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Participation includes: The English Learner Advisory Committee will evaluate the programs dedicated to and the progress of English Learners. The committees will use this information to provide input into the development of the SPSA. A representative from each committee will report to the SSC on their recommendations.</p> <p>Title I: Parents of eligible Title I students will be invited to attend the annual Title I meeting, where they will participate in planning, reviewing, and improving the school's Title I programs.</p> <p>School Site Council: Administration, teachers, and the School Site Council (SSC) will continually review data on the effectiveness of core and categorical school programs. They will then use this information to consistently monitor, evaluate, and revise the SPSA.</p> <p>PTA: Thomas Jefferson has an active Parent-Teacher Association that focuses on parent participation and engagement in academic and school events. These include engaging and educational family events, such as Harvest Fest, School dances, Thanksgiving family dinners, Christmas family events, and fundraising for school murals.</p> <p>Parent Training: At parent meetings, information on the curriculum, assessments, proficiency levels of students, current services and supports, upcoming events, and budgetary information will be provided. Opportunities will be given to parents to provide input into what supports are provided to students, what types of events should be offered, and how funding should be allocated. Training and materials to help parents work with their children to improve academic achievement will be provided through the following opportunities:</p> <ol style="list-style-type: none"> 1. Parenting education classes such as GED and computer literacy classes. 2. Family Night events that support reading, math games, and Thinking Maps. 3. Grade-level parent workshops and informational meetings. 	All students and targeted student groups	<p>3,041 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra Hours for Classified Staff Who Are Providing Support for Parents During Meetings. 621 Title I Part A: Parent Involvement 3000-3999: Employee Benefits Benefits for Classified staff Who Are Providing Support for Parents During Meetings.</p> <p>Supplemental (EL) Grant 4000-4999: Books And Supplies Technology to create materials for parent workshops.</p> <p>Concentration Grant 4000-4999: Books And Supplies Chrombooks for parent workshops and engagement.</p>

	<p>4. Parent conferences and meetings with interpreters are available.</p> <p>5. Student Study Team (SST), 504 Plan, and Individualized Education Plan (IEP) meetings.</p> <p>6. Leadership skills development on SSC, ELAC, and other advisory committees.</p> <p>7. Title I parent meetings.</p> <p>8. Data review and analysis on SSC and other advisory committees.</p> <p>Parent Resources and Communication: Using technology to create parent workshops and engagement materials. Technology and devices for parent workshops.</p> <p>Parent communication monitors school information via the school's website, app, school marquee, flyers, Blackboard Messenger, and Instagram account. Support for parents will be provided during these instances.</p> <p>To help facilitate parent involvement, all notifications and information regarding school, state and local assessments, activities, meetings, events, etc. will be in both English and Spanish.</p>		
3.2	<p>Parents and families will be connected to needed community service agencies to assist them in overcoming barriers to success through the following ways:</p> <p>1. Our Community Social Worker (CSW) serves Transitional kindergarten through sixth grade and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Her role is to use strategies that include integrated support services, extended learning time, and collaborative leadership and practices for educators, administrators, and parents. The desired outcome is to increase equitable student learning outcomes by addressing the conditions for teaching and learning. CSW supports the needs of the whole child by strengthening family and community foundations with approaches that sustain mental and behavioral health through referrals to counseling for the child and/or family, increase of social-emotional learning, and restorative justice. Our CSW ensures that students, families, and community members are embraced as full partners in every aspect of decision-making that affects the conditions for teaching and learning. This creates campuses that are community hubs where students and families</p>	All students	<p>Title I 4000-4999: Books And Supplies Materials and supplies</p> <p>Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted Services</p> <p>District Funded 2000-2999: Classified Personnel Salaries Community Service Worker.</p> <p>District Funded 3000-3999: Employee Benefits Benefits for Community Service Worker. 10,000 Concentration Grant 2000-2999: Classified Personnel Salaries</p>

	<p>have easy access to the services needed to close opportunity gaps. Our CSW supports providing agencies for medical (including insurance enrollment), dental, vision care, food and clothing, counseling, and other services. Follow-up services will also be provided to ensure that families are receiving and accessing services. Our Community Social Worker also works within our Tier 3 PBIS team to support Social Emotional Learning and attendance incentives throughout our student population.</p> <p>2. With the support from Child Welfare and Attendance, the school's Principal, Counselor, Secretary, Community Service Worker, and Clerk will work to help families improve the attendance of students, teach/help to schedule parenting classes and focus on parent outreach and support. The focus of the committee is to re-engage students and improve student attendance. We send attendance information each month to students who are identified as manageable, chronic, and extremely chronic. Each trimester, an information meeting about the benefits and impact of attendance is held. As a positive incentive, we have school-wide attendance certificates for each student who has perfect attendance each month, and we have attendance trophies given to each homeroom that has the best attendance; in addition, each classroom has its own daily and weekly attendance incentives. The district supports many of these services through funding from the school's counselor and community service worker.</p> <p>3. Think Together supports our students and parents by providing enrichment programs that focus on STEAM, academics, and social development. The program has expanded after-school learning programs to provide meaningful academic and enrichment activities to students. The program keeps our students safe and provides them with homework support and dynamic learning time while helping working families. Think Together's curriculum is focused on English Language Arts, Math, STEM, Youth Development, and Arts and enrichment. We partner with Think Together, which is partnering with schools and communities to close the achievement gap.</p> <p>4. YMCA provides before-school care for parents who need support with supervision before the start of the school year. Students have access to breakfast and provides opportunities for children to learn, grow, and thrive; all while socializing with friends in a safe and healthy environment.</p>		<p>Community Service Worker, Extra Hours 1,570 Concentration Grant 3000-3999: Employee Benefits Benefits for Community Social Worker</p>
3.6			
3.7			

3.9			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Through partnerships established by Caring Connections, students were able to access on-campus counseling services, further ensuring their emotional and social well-being. Our school facilitated 75 counseling referrals and 35 conflict mediations, providing targeted support for small groups focusing on newcomers, classroom survival skills, self-control, growth mindset, and self-esteem development.

In addition to individualized support, our school conducted 20 classroom presentations on important social-emotional topics, including kindness, sportsmanship, school rules and expectations, conflict resolution, friendship building, and distinguishing between bullying and conflict. These lessons aimed to promote a positive school climate and equip students with the necessary skills to navigate social interactions effectively.

Students benefited from a variety of support services, including individual and group counseling, conflict mediations, check-ins/check-outs, Positive Behavior Interventions and Supports (PBIS), lunch bunches, Second Step lessons, classroom-based social-emotional learning (SEL) instruction, and attendance resolution strategies. Additionally, our school hosted several events to promote student engagement and well-being, such as Great Kindness Week, College and Career Week, National School Counseling Week, Gotcha Cart incentives, attendance recognition programs, and Mental Health Awareness Month.

To enhance communication and outreach, our school expanded its engagement efforts through PBIS staff meetings, bulletin boards, weekly newsletters, DOJO messages, Blackboard communications, and ongoing parent workshops. These channels ensured that families remained informed and actively involved in their children's educational experience.

As a result of these initiatives, our school successfully reduced the number of students classified as severely chronically absent. However, continued efforts are needed to further decrease chronic absenteeism and strengthen student attendance. Moving forward, we remain committed to refining our strategies, increasing family engagement, and providing targeted interventions to support student success.

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

We did not include the Latino Family Literacy Nigh this year.

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.

We are reducing extra hours to our Community Social Worker which is noted on Activty 2.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$689,370.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$187,793.00
Title I Part A: Parent Involvement	\$5,335.00

Subtotal of additional federal funds included for this school: \$193,128.00

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 (\$)
Concentration Grant	\$183,880.00
Prop 28	\$81,342.00
SISS	\$19,664.00
Supplemental (EL) Grant	\$211,356.00

Subtotal of state or local funds included for this school: \$496,242.00

Total of federal, state, and/or local funds for this school: \$689,370.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	183,880.00
Prop 28	81,342.00
SISS	19,664.00
Supplemental (EL) Grant	211,356.00
Title I	187,793.00
Title I Part A: Parent Involvement	5,335.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,139.00
2000-2999: Classified Personnel Salaries	145,607.00
3000-3999: Employee Benefits	39,854.00
4000-4999: Books And Supplies	285,493.00
5000-5999: Services And Other Operating Expenditures	65,675.00
5800: Professional/Consulting Services And Operating Expenditures	48,602.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	12,000.00
2000-2999: Classified Personnel Salaries	Concentration Grant	21,495.00

3000-3999: Employee Benefits	Concentration Grant	6,810.00
4000-4999: Books And Supplies	Concentration Grant	99,973.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration Grant	28,602.00
1000-1999: Certificated Personnel Salaries	Prop 28	58,839.00
2000-2999: Classified Personnel Salaries	Prop 28	10,956.00
4000-4999: Books And Supplies	Prop 28	11,547.00
4000-4999: Books And Supplies	SISS	19,664.00
1000-1999: Certificated Personnel Salaries	Supplemental (EL) Grant	32,000.00
3000-3999: Employee Benefits	Supplemental (EL) Grant	9,152.00
4000-4999: Books And Supplies	Supplemental (EL) Grant	99,529.00
5000-5999: Services And Other Operating Expenditures	Supplemental (EL) Grant	50,675.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental (EL) Grant	20,000.00
2000-2999: Classified Personnel Salaries	Title I	110,115.00
3000-3999: Employee Benefits	Title I	22,898.00
4000-4999: Books And Supplies	Title I	54,780.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,041.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	994.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,313.00
Goal 2	516,825.00
Goal 3	15,232.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Angelica Montelongo	Principal
Debra Lara	Classroom Teacher
Tracy Meisch	Classroom Teacher
Julie Ayala	Classroom Teacher
Allison Ayon	Parent or Community Member
Margarita Santos	Parent or Community Member
Eva Hoffman	Parent or Community Member
Susan Kautsky	Other School Staff
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

Signature

Committee or Advisory Group Name



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 10/28/2024.

Attested:



Principal, Angelica Montelongo on 10/28/24

SSC Chairperson, Eva Hoffman on 10/28/24



Bellflower Unified School District

Title I Local Educational Agency (LEA)

Parent and Family Engagement Policy

Bellflower Unified School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (Every Student Succeeds Act [ESSA] Section 1116[a][2]):

- School Site Council at all Title I sites review the Title I Local Educational Agency (LEA) Parent and Family Engagement Policy annually and are encouraged to provide input. Parent comments are collected from each site, addressed, and integrated into the updated policy as appropriate.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- Each school site annually collaborates with parent committees, such as the English Learner Advisory Committee and School Site Council, to develop and update the School Plan for Student Achievement (SPSA).

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

- Administrative training, collaboration and sharing occur regularly during LEA administrative team meetings to build the capacity of all school administrators in planning and implementing effective parent and family involvement activities.
- LEA provides training to school administrators to effectively facilitate parent advisory groups and committees, such as the School Site Council and English Learner Advisory Committee at each site.
- Title I funds for parent and family engagement are provided for all Title I school sites based on student enrollment. Individual site budget meetings occur with district

administrators at least twice per year to provide resources and discuss parent and family involvement activities.

- LEA has a Community Service Worker who coordinates community resources through Caring Connections during monthly meetings with numerous business leaders, community agencies, and educational partners. Schools have a Community Service Worker to actively engage with parents for parent education opportunities, site events, community activities, and resources for families.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

- Parent committees and advisory groups at the LEA level include Citizen's Task Force, Parent Advisory Committee, the District English Learner Advisory Committee, and PTA Council. Parent engagement and discussion about curriculum, policies, student achievement, and programs occur during regular meetings.
- LEA provides guidance to and oversees school site committees and advisory groups, such as School Site Council and English Learner Advisory Committee.
- Parent education nights are organized and facilitated by the LEA on a variety of topics relevant to improving academic achievement and meeting social-emotional needs of all students. Funding sources include both federal and state funds depending on the topic and/or targeted parent group.
- Caring Connections is a network of community agencies at the district level that supports parent engagement, meets students' basic needs, and supports families with numerous resources.
- A multitude of district and site events are regularly held to highlight student achievement, programs, and build school community.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

- All Title I schools will conduct a Title I Parent Evaluation in the Spring of each year. Data from the evaluation will be used to analyze the effectiveness of both site and LEA Title I parent and family engagement policies.
- School Site Council at all Title I sites review the Title I Local Educational Agency (LEA) Parent and Family Engagement Policy annually and are encouraged to discuss the effectiveness of this policy through meaningful conversations. Parent comments are collected from each site, addressed, and integrated into the updated policy as appropriate.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

- The analysis of the Title I Parent Evaluation will assist both Title I schools and the LEA to identify barriers to parent and family engagement by soliciting feedback regarding student academic progress, communication with school staff, information sent in English and Spanish, parent participation, and meeting times.
- Effective strategies to support successful school and family interactions will be designed according to parents' needs identified from the Title I Parent Evaluation, and input from multiple parent committees and advisory groups including: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Parent Advisory Committee, and PTA Council.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

- LEA will provide training on effective strategies for parent and family engagement and involvement for our administrative team.
- LEA will provide resources to school administrators for effective parent and family engagement and involvement workshops for school sites.
- Through the district Community Service Worker, the LEA will provide community resources to meet varying needs of students, parents, and families.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

- Title I schools discuss the Title I program and services, achievement data, curriculum, assessment, parent involvement opportunities, and parent notifications during the annual Title I parent meeting.
- Title I schools solicit feedback from parents using the Fall Title I Needs Assessment and the Spring Title I Parent Evaluation. Parent comments and feedback are used to improve the Title I programs, services, and policies at the school sites.
- School Site Councils will discuss and update both the school and LEA Title I parent and family engagement policies annually.

Bellflower Unified School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs during March and April, 2024. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before August 15, 2024.

Name and Title of Authorized Official

Beverly Swanson, Program Administrator for Title I

Signature of Authorized Official



Date

August 15, 2024

California Department of Education

April 2020



Distrito Escolar Unificado de Bellflower

Título I Agencia Educativa Local (LEA)

Política de Participación de Padres y Familias

El Distrito Escolar Unificado de Bellflower, con los padres y miembros de la familia, ha desarrollado conjuntamente, acordado mutuamente y distribuido a los padres y miembros de la familia de los niños participantes una política escrita de LEA para la participación de los padres y la familia.

Describe cómo los padres y los miembros de la familia participan en el desarrollo de la política de participación de los padres y la familia del Título I, Parte A (La Ley Cada Estudiante Triunfa [ESSA] Sección 1116 [a] [2]):

- El consejo de la escuela y en todas las escuelas del Título I revisa anualmente la Política de participación de los padres y la familia de la Agencia educativa local (LEA) del Título I y se les anima a brindar su opinión. Los comentarios de los padres se recopilan de cada escuela, se les da atención y se integran a la política actualizada según corresponda.

Describe cómo los padres y los miembros de la familia participarán en el desarrollo del Plan LEA y los planes de apoyo y mejora conforme a la Sección 1111(d)(1-2) de la ESSA (Sección 1116[a][2][A] de la ESSA):

- El Plan de responsabilidad y control local (LCAP, por sus siglas en inglés) de BUSD se comparte con varios grupos asesores de padres: el Grupo asesor del distrito y el Comité asesor del idioma inglés del distrito. Durante cada presentación del LCAP, se toman notas diligentes con respecto a los comentarios y discusiones de los padres.
- La encuesta LCAP de BUSD solicita aportes de todos los socios educativos, incluidos el personal, los padres y los miembros de la comunidad. Los comentarios se recopilan en un formato digital y se abordan en consecuencia a través de nuestros comités asesores a medida que se revisa y actualiza el LCAP.
- Cada escuela colabora anualmente con los comités de padres, como el Comité Asesor de Aprendices de Inglés y el Consejo Escolar, para desarrollar y actualizar el Plan Escolar para el Rendimiento Estudiantil (SPSA).

Describe cómo LEA brinda la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de LEA en la planificación e implementación de actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes, y cómo esto puede incluir consultas significativas con empleadores, líderes empresariales y organizaciones filantrópicas, o personas con experiencia en involucrar de manera efectiva a los padres y miembros de la familia en la educación (Sección 1116 [a] [2] [B] de la ESSA):

- La capacitación administrativa, la colaboración y el intercambio ocurren regularmente durante las reuniones del equipo administrativo de LEA para desarrollar la capacidad de

todos los administradores escolares en la planificación e implementación de actividades efectivas de participación de padres y familias.

- LEA brinda capacitación a los administradores escolares para facilitar de manera efectiva los grupos y comités asesores de padres, como el Consejo escolar y el Comité asesor de estudiantes de inglés en cada escuela.
- Los fondos del Título I para la participación de los padres y la familia se proporcionan para todas las escuelas del Título I en función de la inscripción de los estudiantes. Las reuniones de presupuesto de cada escuela individual ocurren con los administradores del distrito al menos dos veces al año para proporcionar recursos y discutir las actividades de participación de los padres y la familia.
- LEA tiene un trabajador de servicios comunitarios que coordina los recursos comunitarios a través de Caring Connections durante reuniones mensuales con numerosos líderes empresariales, agencias comunitarias y socios educativos. Las escuelas tienen un trabajador de servicio comunitario para participar activamente con los padres en oportunidades de educación para padres, eventos en la escuela, actividades comunitarias y recursos para las familias.

Describa cómo la LEA coordina o integra las estrategias de participación de los padres y la familia con otras leyes y programas federales, estatales y locales pertinentes (Sección 1116[a][2][C] de la ESSA):

- Los comités de padres y los grupos asesores a nivel de LEA incluyen el Grupo de Trabajo de Ciudadanos, el Comité Asesor de Padres, el Comité Asesor de Aprendices de Inglés del Distrito y el Consejo de la PTA. La participación de los padres y la discusión sobre el plan de estudios, las políticas, los logros de los estudiantes y los programas ocurren durante las reuniones regulares.
- LEA brinda orientación y supervisa los comités escolares y los grupos asesores, como el Consejo Escolar y el Comité Asesor de Aprendices de Inglés.
- Las noches de educación para padres son organizadas y facilitadas por la LEA sobre una variedad de temas relevantes para mejorar el rendimiento académico y satisfacer las necesidades socioemocionales de todos los estudiantes. Las fuentes de financiación incluyen fondos federales y estatales según el tema y/o el grupo de padres objetivo.
- Caring Connections es una red de agencias comunitarias a nivel de distrito que apoya la participación de los padres, satisface las necesidades básicas de los estudiantes y apoya a las familias con numerosos recursos.
- Se llevan a cabo regularmente una multitud de eventos escolares y del distrito para resaltar los logros de los estudiantes, los programas y construir una comunidad escolar.

Describa cómo la LEA llevará a cabo, con una participación significativa de los padres y miembros de la familia, una evaluación anual del contenido y la eficacia de esta Política para mejorar la calidad académica de todas las escuelas atendidas bajo el Título I, Parte A (ESSA Sección 1116[a][2][D]):

- Todas las escuelas de Título I llevarán a cabo una Evaluación de Padres de Título I en la primavera de cada año. Los datos de la evaluación se utilizarán para analizar la efectividad de las políticas de participación de padres y familias tanto de la escuela como del LEA Título I.
- El consejo de sitio escolar en todas las escuelas de Título I revisa anualmente la Política de participación de padres y familias de la Agencia educativa local (LEA) de Título I y se les anima a discutir la efectividad de esta política a través de conversaciones significativas. Los comentarios de los padres se recopilan de cada escuela, se abordan y se integran en la política actualizada según corresponda.

Describa cómo la LEA incluye lo siguiente en la evaluación anual de la política de participación de los padres y la familia del Título I, Parte A: identificar las barreras para una mayor participación de los padres en las actividades autorizadas por esta sección (con especial atención a los padres de bajo recursos, discapacitados, tienen un dominio limitado del inglés, tienen un alfabetismo limitado o pertenecen a una minoría racial o étnica); identificar las necesidades de los padres y miembros de la familia para ayudar con el aprendizaje de sus hijos, incluida la participación del personal escolar y los maestros; e identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia (Sección 1116[a][2][D][i-iii] de ESSA):

- El análisis de la Evaluación de Padres del Título I ayudará tanto a las escuelas del Título I como a la LEA a identificar las barreras para la participación de los padres y la familia al solicitar comentarios sobre el progreso académico del estudiante, la comunicación con el personal de la escuela, la información enviada en inglés y español, la participación de los padres y tiempos de reunión.
- Se diseñarán estrategias efectivas para apoyar las interacciones exitosas entre la escuela y la familia de acuerdo con las necesidades de los padres identificadas a partir de la Evaluación de Padres del Título I y los aportes de varios comités de padres y grupos asesores, incluidos: Consejo del sitio escolar, Comité asesor de estudiantes de inglés, Comité Asesor de Aprendices de Inglés del Distrito. Comité Asesor de Padres y Consejo de la PTA.

Describa cómo la LEA utilizará los resultados de dicha evaluación ESSA Sección 1116(a)(2)(D)(i-iii) para diseñar estrategias basadas en evidencia para una participación más efectiva de los padres y para revisar, si es necesario, la participación de los padres y la familia. política (Sección 1116[a][2][E] de ESSA):

- LEA brindará capacitación sobre estrategias efectivas para la participación de los padres y la familia y la participación de nuestro equipo administrativo.
- LEA proporcionará recursos a los administradores escolares para la participación efectiva de padres y familias y talleres de participación para las escuelas.
- A través del Trabajador de Servicio Comunitario del distrito, la LEA proporcionará recursos comunitarios para satisfacer las diversas necesidades de los estudiantes, padres y familias.

Describa cómo la LEA involucra a los padres en las actividades de las escuelas atendidas bajo el Título I, Parte A, que puede incluir el establecimiento de una junta asesora de padres compuesta por un número suficiente y un grupo representativo de padres o familiares atendidos por la LEA para representar adecuadamente las necesidades de la población atendida por la LEA con el fin de desarrollar, modificar y revisar la política de participación de los padres y la familia (Sección 1116[a][2][F] de la ESSA):

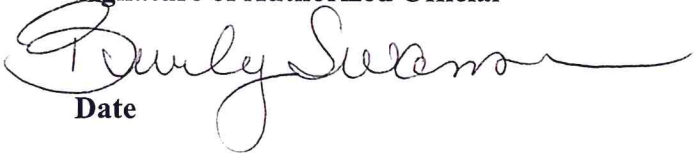
- Las escuelas de Título I discuten el programa y los servicios de Título I, los datos de rendimiento, el currículo, la evaluación, las oportunidades de participación de los padres y las notificaciones para padres durante la reunión anual de padres de Título I.
- Las escuelas de Título I solicitan comentarios de los padres utilizando la Evaluación de necesidades de Título I de otoño y la Evaluación de padres de Título I de primavera. Los comentarios y opiniones de los padres se utilizan para mejorar los programas, servicios y políticas del Título I en las escuelas.
- Los consejos escolares discutirán y actualizarán anualmente las políticas de participación de padres y familias tanto de la escuela como de la LEA Título I.

La Política de participación de los padres y la familia de la LEA del Título I, Parte A del Distrito Escolar Unificado de Bellflower se desarrolló conjuntamente y se acordó con los padres y familiares de los niños que participaran en los programas del Título I, Parte A durante marzo y abril de 2023. La LEA distribuirá la Política a todos los padres y familiares de los estudiantes participantes del Título I, Parte A anualmente el 10 de agosto de 2023 o antes.

Name and Title of Authorized Official

Beverly Swanson, Administradora del program para el Título I

Signature of Authorized Official

A handwritten signature in black ink, appearing to read "Beverly Swanson", written over a horizontal line.

Date

10 de agosto de 2023

California Department of Education

April 2020

Thomas Jefferson ELAC Agenda
March 27 @ 8:45 am
Wellness Center

1. Call to Order

- Welcome and introductions
- Review of agenda

2. Approval of Previous Minutes

- Review and approve minutes from the last meeting

3. Updates from the Principal

- School-wide announcements
- Academic progress and initiatives
- Upcoming events

4. Committee Reports

- Monitor Progress of SPSA - Presentation by Principal
- Discuss SPSA annual evaluation
- Review Parent Rights to Know, Title I Parent Involvement Policy and Home-School Compact

5. New Business

- Presentation of School Budget 24-25: Finalize budget
- Review of ELAC testing schedule and preparations.

6. Open Forum

- Opportunity for council members and attendees to share concerns or suggestions

8. Adjournment

- Closing remarks
- Meeting adjourned

Agenda de ELAC - Thomas Jefferson

27 de marzo @ 8:45 a.m.

Centro de Bienestar

1. Llamada al Orden

- Bienvenida y presentaciones.
- Revisión de la agenda.

2. Aprobación de Minutas Anteriores

- Revisión y aprobación de las minutas de la última reunión.

3. Actualizaciones de la Directora

- Anuncios generales para toda la escuela.
- Progreso académico e iniciativas.
- Próximos eventos.

4. Informes de los Comités

- Monitoreo del progreso del SPSA - Presentación de la directora.
- Discusión sobre la evaluación anual del SPSA.
- Revisión de los Derechos de los Padres a Saber, la Política de Participación de Padres de Título I y el Acuerdo de Compañerismo Escuela-Hogar.

5. Nuevos Asuntos

- Presentación del Presupuesto Escolar 2024-2025: Finalización del presupuesto.
- Revisión del calendario de pruebas de ELAC y preparativos.

6. Foro Abierto

- Oportunidad para que los miembros del consejo y asistentes compartan inquietudes o sugerencias.

7. Clausura

- Palabras de cierre.
- Finalización de la reunión.

ELAC Agenda

October 10, 2024

Room: Wellness Center

Time: 8:45

- 1. Welcome and Introductions**
 - a. Brief opening remarks
 - b. Overview of meeting objectives
- 2. Presentation by Cerritos College representatives about the valuable courses they offer.**
- 3. DELAC Needs Assessment Survey**
 - a. Discussion of survey findings
 - b. Implications for developing goals and objectives for English Learners (ELs)
- 4. Review of SPSA and EL Components**
 - a. Overview of the School Plan for Student Achievement (SPSA)
 - b. Discussion on Site EL Plan
 - c. Solicitation of input and recommendations from parents
- 5. Review of BUSD Reclassification Criteria**
 - a. Overview of current reclassification processes for ELs
 - b. Discussion on effectiveness and areas for improvement
- 6. Instructional Programs for English Learners**
 - a. Review of instructional programs and services offered
 - b. Gathering input from parent representatives regarding the needs of their children
- 7. Funding Overview**
 - a. Presentation on funding sources: Title I, Title III, and LCFF
 - b. Discussion on how funding supports EL programs
- 8. Closing Remarks**
 - a. Summary of key points
 - b. Next steps and upcoming meetings
- 9. Adjournment**

Thank you for your participation and valuable contributions!

Thomas Jefferson ELAC Minutes
March 27 @ 8:45 am
Wellness Center

1. Call to Order

- Welcome and introductions: Angelica Montelongo, DaVaughn Mosley, Marlen Cevosera, Irene Chavez, Fransico Jimenez, Dominique Jackson
- Review of agenda

2. Approval of Previous Minutes

- Review and approve minutes from the last meeting
 - DaVaughn moved to approve the minutes, and the motion was carried.

3. Updates from the Principal

- School-wide announcements
 - Reminder of school dress code and wellness policy
- Academic progress and initiatives
 - ELPAC Assessment included schedule and preparations
- Upcoming events
 - Principal reviewed the number of LTELs and at risk students we have at the school site and the current instructional supports we provide them through whole group instruction and small group support which include Rewards, Sonday 2, and scaffolds such as sentence starters and fluency checks.

4. Committee Reports

- Monitor Progress and Discussion of SPSA - Presentation by Principal
 - The review of SPSA evaluation included community support and student services through Community Social Worker, counselors, PBIS, SEL, and parent communication for SPSA Goal 1.
 - Goal 2 included strengthening Tier 2 instruction for lower and upper grades through Sonday 1 and Sonday 2 programs. We have established weekly monitoring for students who are not performing at grade level, monthly monitoring for all students, and monitoring of each grade level at each trimester.
 - Goal 3 includes parent participation in school-wide events, grade-level meetings, and site meetings. This year, we have added SEL classes for parents; all classes have access to Second Step.
- Review Parent Rights to Know, Title I Parent Involvement Policy, and Home-School Compact
 - Presentation of 25-26 forms was provided

5. New Business

- Presentation of School Budget 24-25: Finalize budget
- Review of ELAC testing schedule and preparations.

6. Open Forum

- Opportunity for council members and attendees to share concerns or suggestions
 - A parent asked about school uniforms and she was informed that we are not a school that has uniforms and that interested parents would need to bring that through the SSC.
 - Another parent asked about the dual program in middle and high school and a recommendation to bring Jr. High representation was added to the 25-26 presentations.
 - A parent inquired about the ELOP programs and the principal shared that a parent survey is given for topics of interest followed by registration.

8. Adjournment

- Closing remarks
- Meeting adjourned

Acta de la Reunión de ELAC de Thomas Jefferson

27 de marzo @ 8:45 am

Centro de Bienestar

1. Inicio de la Reunión

- Bienvenida y presentaciones: Angelica Montelongo, DaVaughn Mosley, Marlen Cevosera, Irene Chavez, Francisco Jiménez, Dominique Jackson
- Revisión de la agenda

2. Aprobación de las Actas Anteriores

- Revisión y aprobación de las actas de la última reunión
- DaVaughn propuso aprobar las actas y la moción fue aceptada.

3. Actualizaciones de la Directora

- Anuncios generales de la escuela
- Recordatorio sobre el código de vestimenta y la política de bienestar escolar
- Progreso académico e iniciativas
- Evaluación ELPAC: calendario y preparaciones
- Próximos eventos
- La directora presentó el número de estudiantes LTEL y en riesgo en la escuela, así como los apoyos instruccionales actuales que reciben a través de enseñanza en grupo completo y apoyo en grupos pequeños, incluyendo programas como Rewards, Sondag 2 y estrategias de andamiaje como iniciadores de oraciones y revisiones de fluidez.

4. Informes de los Comités

- **Monitoreo del Progreso y Discusión del SPSA - Presentación de la Directora**
 - La revisión de la evaluación del SPSA incluyó el apoyo comunitario y los servicios estudiantiles a través del Trabajador Social Comunitario, consejeros, PBIS, SEL y la comunicación con los padres en relación con

la Meta 1 del SPSA.

- La Meta 2 incluyó el fortalecimiento de la instrucción de Nivel 2 para los grados inferiores y superiores a través de los programas Sonday 1 y Sonday 2. Se ha establecido un monitoreo semanal para los estudiantes que no están al nivel de grado, un monitoreo mensual para todos los estudiantes y un monitoreo por nivel de grado en cada trimestre.
 - La Meta 3 abarca la participación de los padres en eventos escolares, reuniones por nivel de grado y reuniones en el plantel. Este año, se han agregado clases de SEL para los padres, y todas las clases tienen acceso al programa Second Step.
- **Revisión de los Derechos de los Padres a Estar Informados, Política de Participación de Padres de Título I y Acuerdo entre el Hogar y la Escuela**
 - Se presentó la documentación para el ciclo escolar 25-26.

5. Nuevos Temas

- Presentación del Presupuesto Escolar 24-25: Finalización del presupuesto
- Revisión del calendario de exámenes de ELAC y preparaciones.

6. Foro Abierto

- Oportunidad para que los miembros del consejo y asistentes compartan inquietudes o sugerencias.
- Una madre preguntó sobre los uniformes escolares y se le informó que la escuela no requiere uniformes, y que los padres interesados tendrían que presentar la propuesta a través del SSC.
- Otra madre preguntó sobre el programa dual en la escuela secundaria y preparatoria, y se recomendó incluir representación de la secundaria en las presentaciones del ciclo 25-26.
- Un padre preguntó sobre los programas ELOP, y la directora explicó que se realiza una encuesta para conocer los intereses de los padres antes del proceso de inscripción.

7. Clausura

- Palabras de cierre
- Fin de la reunión

ELAC Minutes

October 10, 2024

Room: Wellness Center

Time: 8:45

1. Welcome and Introductions

- a. Brief opening remarks
 - i. Principal Welcome and Introduction of CSW
- b. Overview of meeting objectives
 - i. Agenda presented

2. Presentation by Cerritos College representatives about the valuable courses they offer.

- a. Daryabuth Martinez, a Cerritos College representative, shared information with the parents about classes available through Cerritos College. These included English, Citizenship, and other courses. Parents asked about a class at TJ, and the representative shared that they needed 25 parents to attend the class. The principal added that daycare could be provided by the site if needed.

3. DELAC Needs Assessment Survey

- a. Discussion of survey findings: We had 73 responses. Overall, parents feel the school communicates the importance of school and is a safe place to learn for their children. They know the services provided by our school counselor and PBIS programs.
- b. Implications for developing goals and objectives for English Learners (ELs) were presented. The Ellevation platform was reviewed with guidance on the reclassification process. A parent asked about only 4 students in level 4, and the Principal shared that it was a celebration due to the number of students who were reclassified last school year and early this year.

4. Review of SPSA and EL Components

- a. Overview of the School Plan for Student Achievement (SPSA): The principal reviewed the SPSA plan to include site goals 1 through 3, services rendered for each site, and budget allocations to support student achievement. A review of educational partner involvement, resource inequities, and comprehensive needs assessment components.
- b. Discussion on Site EL Plan.
- c. Solicitation of input and recommendations from parents. Parents asked about services to support parents learning English as well.

5. Review of BUSD Reclassification Criteria

- a. Overview of current reclassification processes for ELs. A review of the criteria for reclassification was presented.
- b. There was a discussion on effectiveness and areas for improvement. The discussion of programs for English learners as newcomers and LTELs was open, and parents asked about the impact of this in Junior High school. The principal shared that it can impact electives.

6. Instructional Programs for English Learners

- a. Review of instructional programs and services offered. A review of ELD-designated and integrated ELD was discussed.
- b. We are gathering input from parent representatives regarding the needs of their children. Parents shared that they can schedule a meeting with the teacher and hold ELD and academic data chats to learn more specifics about each student.

7. Funding Overview

- a. Presentation on funding sources: Title I—The school budget allocations were reviewed. We are scheduled to have a new IA for first grade.
- b. Discuss how funding supports EL programs - parents would like more tutoring for their children.

8. Closing Remarks

- a. Summary of key points
- b. Next steps and upcoming meetings

9. Adjournment 9:30 am

Meeting: ELAC
Date: 3/27/25 Time: 8:45

NAME	SIGNATURE
Angelica Montelongo	Angelica Montelongo
Darvaughn Mosley	Darvaughn Mosley
Marlen Celobura	Marlen Celobura
Irene Chavez	Irene Chavez
Francisco Jimenez	Francisco Jimenez
Dominique Jackson	Dominique Jackson

Ricardo Jimenez

10/10/24

[illegible]



Thomas Jefferson Elementary
HOME- SCHOOL COMPACT
(Family-School Partnership)

The Student's Pledge

I understand that education is important to me. I am the one responsible for my success.

AS A STUDENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

1. Coming to school on time and being prepared to do my best.
2. Communicating with my teacher when I need assistance.
3. Cooperating with all staff members and students.
4. Respecting myself and the rights of others.
5. Following all school and classroom rules.
6. Returning completed homework on time.
7. Spending time at home reading and studying.

The Teacher's Pledge

I understand the importance of a quality education for every student and my role as an educator and positive role model.

AS A TEACHER, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

1. Creating a safe, positive, and healthy learning environment.
2. Providing a challenging instructional program that addresses the individual needs of all students.
3. Providing students with clear and timely feedback that helps to improve their understanding of the content.
4. Communicating with parents on a regular basis.
5. Assigning appropriate homework with clear instructions.
6. Encouraging students to read daily at school and at home.
7. Participating in professional growth activities.

The Parent's Pledge

I understand that my participation in my child's education will help his/her achievement and attitude.

AS A PARENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

1. Promoting high standards and regular study habits by providing time and a quiet, suitable place for completing all homework.
2. Supporting the school's homework, discipline, dress code and attendance/tardy policies.
3. Making sure that my child gets adequate sleep and has a healthy diet.
4. Getting involved in my child's education through participation in school related events and meetings.
5. Listening to or reading with my child every day.
6. Reading all school-home communications and communicating with teachers and staff on a regular basis.

AS A SCHOOL, WE WILL BE RESPONSIBLE FOR THE FOLLOWING:

1. Providing parents opportunities to ask questions, express concerns and regularly engage in dialogue to ensure or assist with the success of their children.
2. Establishing regular, two-way communication with families that focuses on the child's academic progress in reaching proficiency in grade-level standards.
3. Providing families with clear information on district and school issues including expectations for student behavior, achievement standards, available community resources and services for assisting families.
4. Providing translated (English/Spanish) communications from home to school and from school to home.
5. Encouraging families to regularly meet with administration, teachers and school staff to discuss classroom issues which concern them and any ideas they may have to improve their children's learning.
6. Recruiting parents to serve on task forces, advisory committees, action teams and other participatory activities.
7. Providing high quality curriculum and instruction and a supportive and effective learning environment.

Teacher's Signature Date

Student's Signature Date



Escuela Thomas Jefferson

SOCIEDAD ENTRE EL HOGAR Y LA ESCUELA

La Promesa del Estudiante

Entiendo que la educación es importante para mí. Yo soy el responsable de mi éxito.

COMO ESTUDIANTE, YO SERE RESPONSABLE DE LO SIGUIENTE:

1. Llegar a tiempo a la escuela y estar preparado para rendir lo mejor posible.
2. Comunicarme con mi maestro cuando necesito ayuda.
3. Cooperar con todos en la escuela.
4. Respetarme a mí mismo y a los demás.
5. Cumplir con todas las reglas de la escuela y del salón de clases.
6. Entregar la tarea completa en la fecha señalada.
7. Utilizar parte de mi tiempo en casa para leer y estudiar.

La Promesa del maestro(a)

Entiendo la importancia de brindar educación a cada estudiante, así como también mi rol de educador(a) y modelo positivo.

COMO MAESTRO(A), YO SERE RESPONSABLE DE LO SIGUIENTE:

1. Crear un ambiente de aprendizaje seguro, positivo y saludable.
2. Proveer un programa de instrucción motivado, el cual responda a las necesidades individuales de todos los estudiantes.
3. Proporcionar a los estudiantes comentarios claros y oportunos que ayuden a mejorar su comprensión del contenido.
4. Comunicarme regularmente con los padres.
5. Asignar tareas apropiadas con instrucciones claras.
6. Dar incentivo a los estudiantes para leer diariamente en la escuela y en la casa.
7. Participar en actividades de crecimiento profesional.

La Promesa de los Padres

Entendimos que nuestra participación en la educación de nuestro hijo(a), incrementará sus logros y su actitud positiva.

COMO PADRES, SEREMOS RESPONSABLES DE LO SIGUIENTE:

1. Promover el buen rendimiento y estudio constante, proveer un lugar tranquilo y agradable para realizar todas las tareas.
2. Apoyar las reglas de la escuela con respecto a las tareas, disciplina, vestimenta de código y con la póliza de asistencia.
3. Asegurarnos que nuestro hijo(a) duerma el tiempo adecuado y tenga una dieta saludable.
4. Involucrarnos en la educación de nuestro hijo(a) participando en los eventos escolares y reuniones.
5. Escuchar a mi hijo(a) y leer con él (ella) todos los días.
6. Leer todas las comunicaciones que nos envían y hablar con el maestros/as y el equipo escolar frecuentemente.

COMO ESCUELA, SEREMOS RESPONSABLES DE LO SIGUIENTE:

1. Proveer oportunidad a los padres para hacer preguntas y expresar sus preocupaciones y tener diálogos regularmente para asegurar o asistir con el éxito de nuestros niños.
2. Establecer comunicación abierta con la familia y enfocarnos en el progreso académico, para alcanzar el nivel de eficiencia de acuerdo a su grado.
3. Proveer a las familias con información clara sobre asuntos de la escuela y del distrito, incluyendo las expectativas de comportamiento de los alumnos, el alcance de las normas, requisitos de NCLB, información de fuentes de servicios en la comunidad para asistir a las familias.
4. Proveer claramente comunicación traducida (ingles/español) entre la escuela y la casa y de la casa a la escuela.
5. Fomentar con las familias el reunirse a menudo con la directora, los maestros y el personal de la escuela para discutir los

asuntos que causen preocupaciones o cualquier idea que tengan para mejorar el aprendizaje de su niño.

6. Reclutar a los padres para servir en equipos de acción, comité consultivo y otras actividades.

7. Proveer una instrucción y currículo de alta calidad y mantener un ambiente de aprendizaje efectivo.

Approved by School Site Council 5/7/2024

Fecha Firma del Maestro(a) Fecha Firma del Estudiante

Fecha Firma de la Directora Fecha Firma del Padre (ó Madre)

Approved by School Site Council 5/31/2022

Thomas Jefferson School Site Council Agenda
March 6 @ 7:45 am
Room18

1. Call to Order

- Welcome and introductions
- Review of agenda

2. Approval of Previous Minutes

- Review and approve minutes from the last meeting

3. Updates from the Principal

- School-wide announcements
- Academic progress and initiatives
- Upcoming events

4. Committee Reports

- Monitor Progress of SPSA - Presentation by Principal
- Discuss SPSA annual evaluation
- Review Parent Rights to Know, Title I Parent Involvement Policy and Home-School Compact

5. New Business

- Presentation of School Budget 24-25: Finalize budget
- Preparations for Open House

6. Open Forum

- Opportunity for council members and attendees to share concerns or suggestions

7. Next Steps

- Assign tasks and responsibilities
- Set date and agenda items for the next meeting

8. Adjournment

- Closing remarks
- Meeting adjourned

Agenda del Consejo del Plantel Escolar de Thomas Jefferson

6 de Marzo @ 7:45 am

Salón 18

1. Llamado al Orden

- Bienvenida y presentaciones
- Revisión de la agenda

2. Aprobación de la Minuta Anterior

- Revisión y aprobación de la minuta de la última reunión

3. Actualizaciones del Director

- Anuncios generales de la escuela
- Progreso académico e iniciativas
- Próximos eventos

4. Informes de Comités

- Monitoreo del Progreso del SPSA - Presentación del Director
- Discusión sobre la evaluación anual del SPSA
- Revisión de los Derechos de los Padres a la Información, la Política de Participación de Padres del Título I y el Acuerdo entre el Hogar y la Escuela

5. Nuevos Temas

- Presentación del Presupuesto Escolar 24-25: Finalización del presupuesto
- Preparativos para la Casa Abierta

6. Foro Abierto

- Oportunidad para que los miembros del consejo y asistentes compartan inquietudes o sugerencias

7. Próximos Pasos

- Asignación de tareas y responsabilidades
- Establecer fecha y puntos de agenda para la próxima reunión

8. Clausura

- Palabras de cierre
- Fin de la reunión

Thomas Jefferson School Site Council Agenda
October 3 @ 7:45 am
Room18

1. Call to Order

- Welcome and introductions
- Review of agenda

2. Approval of Previous Minutes

- Review and approve minutes from the last meeting

3. Updates from the Principal

- School-wide announcements
- Academic progress and initiatives
- Upcoming events

4. Committee Reports

- Finance Committee: Budget updates
- Curriculum Committee: Curriculum changes and programs
- Review of Bylaws
- Community Engagement: Upcoming family events

5. New Business

- Presentation of SPSA: Finalize budget and SPSA planning
- Planning for parent-teacher conferences
- Uniform Complaint Procedures (UCP)

6. Open Forum

- Opportunity for council members and attendees to share concerns or suggestions

7. Next Steps

- Assign tasks and responsibilities
- Set date and agenda items for the next meeting

8. Adjournment

- Closing remarks
- Meeting adjourned

Thomas Jefferson School Site Council Agenda
March 6 @ 7:45 am
Room18

1. Call to Order

- Welcome and introductions
- Review of agenda

2. Approval of Previous Minutes

- Review and approve minutes from the last meeting

3. Updates from the Principal

- School-wide announcements
- Academic progress and initiatives
- Upcoming events

4. Committee Reports

- Monitor Progress of SPSA - Presentation by Principal
- Discuss SPSA annual evaluation
- Review Parent Rights to Know, Title I Parent Involvement Policy and Home-School Compact

5. New Business

- Presentation of School Budget 24-25: Finalize budget
- Preparations for Open House

6. Open Forum

- Opportunity for council members and attendees to share concerns or suggestions

7. Next Steps

- Assign tasks and responsibilities
- Set date and agenda items for the next meeting

8. Adjournment

- Closing remarks
- Meeting adjourned

Agenda del Consejo del Plantel Escolar de Thomas Jefferson

6 de Marzo @ 7:45 am

Salón 18

1. Llamado al Orden

- Bienvenida y presentaciones
- Revisión de la agenda

2. Aprobación de la Minuta Anterior

- Revisión y aprobación de la minuta de la última reunión

3. Actualizaciones del Director

- Anuncios generales de la escuela
- Progreso académico e iniciativas
- Próximos eventos

4. Informes de Comités

- Monitoreo del Progreso del SPSA - Presentación del Director
- Discusión sobre la evaluación anual del SPSA
- Revisión de los Derechos de los Padres a la Información, la Política de Participación de Padres del Título I y el Acuerdo entre el Hogar y la Escuela

5. Nuevos Temas

- Presentación del Presupuesto Escolar 24-25: Finalización del presupuesto
- Preparativos para la Casa Abierta

6. Foro Abierto

- Oportunidad para que los miembros del consejo y asistentes compartan inquietudes o sugerencias

7. Próximos Pasos

- Asignación de tareas y responsabilidades
- Establecer fecha y puntos de agenda para la próxima reunión

8. Clausura

- Palabras de cierre
- Fin de la reunión

Thomas Jefferson School Site Council Minutes

Date: October 3, 2024

Time: 7:45 AM

Location: Room 18

1. Call to Order

The meeting was called to order at 7:45 AM.

Attendees: Angelica Montelongo, Debra Lara, Julie Ayala, Tracy Meisch, Susan Kautsky, Eva Hoffman.

The agenda was reviewed and approved.

2. Approval of Previous Minutes

Minutes from the last meeting on May 2, 2024, were reviewed.

- **Motion to approve:** Debra Lara
- **Seconded by:** Julie Ayala
- **Motion passed.**

3. Updates from the Principal

- **School-wide Announcements:**
 - New programs this year include Playworks and ELOP after-school programs.
 - Playworks will introduce a Jr. Coaches program to build leadership capacity among upper-grade students.
 - ELOP will occur in the Fall and Spring, focusing on student and community interests based on a school survey.
- **Academic Progress and Initiatives:**
 - Reviewed the Progress Report, including CAASPP scores, Site Action Plan, PLC goals, and next steps.
- **Upcoming Events:**
 - PTA and ELAC committees presented their planned activities for students and parents.
 - PTA outlined events from now until December and requested parent support.
 - ELAC expressed interest in hosting Cerritos College classes on campus.

4. Committee Reports

- **Finance Committee:**
 - Budget updates for 2024-25 were reviewed for Title I, .4, .5, and SISS.
 - An update on Prop. 28 will be provided at the next meeting.
- **Curriculum Committee:**
 - Discussed curriculum changes, including the art teacher's introduction to the Meet the Masters program.
 - Sondag programs (E for Tier 1 and 1 for Tier 2) are being implemented in lower grades.
 - Reviewed Bylaws and noted that SSC candidates' elections will occur at the school year's end.
- **Community Engagement:**
 - PTA presented upcoming family events for Fall.

5. New Business

- **SPSA Presentation:**
 - The principal shared school data from students, teachers, parents, and discipline records.
 - Proposed school plan includes goals for safety and culture, academics in ELA, SLA, and Math, and increased communication and parent involvement.
 - Parents suggested hiring a second counselor and requested clarity on PLC purposes.
 - Discussed the need for more Instructional Assistants (IAs) and plans for before-and-after school tutoring.
 - Recommendations for additional SEL training for families were made.
 - **Motion to approve SPSA and school budget:** Tracy Meisch
 - **Motion passed.**
- **Planning for Parent-Teacher Conferences**
- **Uniform Complaint Procedures (UCP)** were briefly reviewed.

6. Open Forum

An opportunity was provided for council members and attendees to share concerns or suggestions.

7. Next Steps

- Tasks and responsibilities were assigned.
- The next meeting is scheduled for November 7, 2024, at 7:45 AM in Room 18.

8. Adjournment

The meeting was adjourned at 8:30 AM.

Meeting: SSC

Date: 10/3/24 Time: 7:45

[illegible]

Meeting: JSC Mtg.
Date: 3-6-25 Time: 7:45 - 8:15 am

[illegible]