

Jefferson Elementary

10621666006316

Principal's Name: Kali Isom-Moore

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


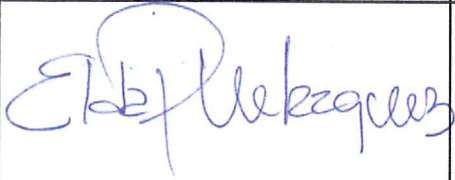
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kali Isom-Moore	X				
2. Chairperson - Elda Velasquez				X	
3. Jennie Cortez		X			
4. Dovangmaly Keokongmy		X			
5. Crystal Reynaga		X			
6. Emilio Reyes			X		
7. Karina Cardenas				X	
8. Esmeralda Aguilar				X	
9. Veronica Navarro				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kali Isom-Moore		3-15-17
SSC Chairperson	Elda Velasquez		3-15-17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Jefferson - 0255

ON-SITE ALLOCATION

3010	Title I	\$36,074 *
7090	LCFF Supplemental & Concentration	\$123,943
7091	LCFF for English Learners	\$75,438
TOTAL 2017/18 ON-SITE ALLOCATION		\$235,455

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$677
Remaining Title I funds are at the discretion of the School Site Council	\$35,397
Total Title I Allocation	\$36,074

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	18/68	N/A ³	21.79%	33.98%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	19/68	N/A ³	15.18%	26.56%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	19/66	N/A ³	24.19%	31.34%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	36/68	0.00% ⁴	54.09%	53.52%	44.41%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	28/63	N/A ⁶	22.22%	37.50%	1.56%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	19/63	N/A ⁶	53.70%	62.50%	12.50%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	29/67	N/A ⁷	N/A ⁷	22.43%	36.44%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	22/67	N/A ⁸	N/A ⁸	25.53%	33.71%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	51/68	7.94%	21.26%	12.61%	19.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	28/68*	13.61%	25.93%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	35/68	43.97%	41.50%	41.75%	37.65%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	38/68	95.30%	95.18%	94.94%	95.57%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	37/69	13.69%	15.61%	16.28%	14.71%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	26/68	N/A ¹⁰	N/A ¹⁰	31.89%	25.47%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	56/69	3.57%	0.00%	0.38%	0.20%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	23/68	3.57%	3.36%	4.42%	2.46%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	27/67	62.30%	62.85%	62.50%	0.61%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	60/68	N/A ¹³	N/A ¹³	66.89%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	41/69	N/A ¹³	N/A ¹³	63.70%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	36/68	N/A ¹³	N/A ¹³	58.39%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	35/68	N/A ¹³	N/A ¹³	71.06%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Jefferson Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	33.98	44	California Teaching Fellows Foundation

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

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

SMART Goals

By June 2018, the Spring administration of CAASPP will increase by 10% in the ELA portion of the assessment. 50% of Kindergarten - 2nd grade students will reach their grade level target on BAS and KAIG/Interim assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- BAS quarterly assessment
- Interim bi-annual assessment
- KAIG quarterly assessment
- DRP Fall assessment
- Monthly Common Summative Assessments (CSA)
- Classroom observation/feedback and reflective conversations
- Project-based learning

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Reading profile to be reviewed with parents at Parent Conferences for all students.
2. Parent training of site reading assessments and use of technology at Parent Coffee Hour.
3. Reading assessment data shared with parents at School Site Council/ELAC meetings.
4. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.
5. Focus on reading websites and digital tools during Parent Digital Night
6. On-line resources provided on school website.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. Leveled/decodable text and various materials for guided reading instruction
2. Technology/educational software to supplement ELA core curriculum
3. Technology will be purchased and maintained to ensure all students have daily access to technology
4. Teaching Fellows for K-3 differentiated instruction
5. Graphics and copy machine for printed materials
6. Targeted instruction for all students through differentiated teaching.

Owner(s):

- Principal/VP
- Classroom Teachers
- Certificated Tutor
- Pli team

Timeline:

August 2017 to June 2018

- PL calendar will be developed by admin based on staff feedback from 2016-17 survey and observations
- AC calendars will be developed to implement the CFA and CSA for the 2017-18 school year
- Data analysis will occur at the start of the year along with discussions after each district and/or state assessment
- Data analysis of DRP, BAS, and KAIG will occur during the AC meetings along with extended dialog during quarterly admin/teacher data chats

Describe Related Professional Learning:

1. Jefferson Summer Institute for deconstruction of ELA standards.
2. Creating reading profiles for all students reading below level.
3. Rigorous Text Sequence implemented and alignment of student task to support reading instruction in Social Studies and Science.
4. Designated EL instruction using the ELA/ELD framework.
5. Staff book study of various text regarding best practices in ELA instruction
6. Writing alignment to reading instruction through use of stimuli (text, audio, video) during process writing.
7. AC teams will meet weekly to analyze data (CSA/CFA, student work) to create instructional plans of action to increase student achievement.
8. CAASPP data will be analyzed at Jefferson's Summer Institute to set classroom and AC goals.
9. Data chats will take place 3 times a year to monitor student progress (substitutes will be provided).
10. Jefferson's Instructional Support Team (JIST) will meet on a monthly basis to oversee school-wide actions and continue to drive the work within each AC team.
11. Professional learning in use of technology within small group and to assist in providing opportunity for small group instruction (matching student to software/tech resources).
12. Teachers will create a year-long progression of technology skills that will support using the FUSD Tech Scope & Sequence.
13. Professional Learning opportunities (guest speaker/school visits/conferences) to familiarize staff with the NGSS and build capacity around Tier 2 vocabulary instruction.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. CELDT and DRP data will be analyzed for each EL student and instruction will focus on moving student toward grade level proficiency.
2. Teachers will develop EL action plan to best identify specific actions that will address individual student needs.
3. Differentiated instruction will be provided in all classrooms.
4. Software and technology selection will be made based on the needs of Jefferson EL as shown by their performance on various assessments.
5. Literacy instruction and real life/hands on experiences in the content area of science will increase

academic vocabulary and comprehension of abstract concepts.
 6. Extend content learning with study trip opportunities.

Jefferson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Books & Other Reference				Books	\$ 4,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets	\$ 20,000.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Office Equipment Lease	\$ 772.00
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Office Equipment Lease	\$ 7,990.00
1	1	Sup & Conc	Instruction	Travel				Conferences and Travel	\$ 2,737.00
1	2	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$ 9,778.00
1	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Tablet Repair	\$ 2,208.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Educational Software NewsELA, MobyMax	\$ 4,752.00
								Total	\$ 52,237.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	36	40	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Jefferson will implement a school-wide RtI program with a multi-tiered system of support for all students in order to increase the number of students reading on grade level.

SMART Goals

By June 2018, 75% of Kinder students will master the ELA portion of the end of year KAIG assessment.

By June 2018, 40% of students in 1st - 6th grade will meet/exceeded standards on the district Interim assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Intervention progress monitoring (Jag Den, Guided Reading) for struggling readers
- Diagnostic data for intervention instruction (BPST, Phonemic Awareness Assessment, etc)
- Quarterly BAS results (K- 6th)
- KAIG
- ELPAC data
- CSA/CFA data
- Bi-annual Interim assessment
- Classroom observation/feedback & reflective conversations

Principal/VP
 Certificated Tutor
 Classroom teachers
 Intervention Team

August 2017 to June 2018

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

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Assessment data shared with parents at School Site Council/ELAC meetings and Parent Coffee Hour. Research of the importance of early literacy will also be shared with the presentation.
2. On-line data points shared on Jefferson's website.
3. Parent participation in Student Success Team (SST) meetings to help provide insight and goal setting for struggling students.
4. Parent outreach (home visits, surveys, parent meetings) will be provided for all struggling students - translators utilized when necessary.
5. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.
6. Detailed reading assessments will be shared with parents during parent conferences.

Describe Related Professional Learning:

1. Utilize data to match student need to various modes of instruction including Teaching Fellow support and classroom instructional aide.
2. Training on using the Illuminate item bank and other on-line resources for creation of common formative/summative assessments.
3. Peer observation opportunities provided for teachers to observe best practices in order to develop and shape their own capacity.
4. Provide professional learning opportunities (conferences, guest speakers, etc) to foster and build classroom teacher's instructional strategies repertoire.
5. AC teams will meet bi-monthly to discuss intervention results, align instruction and determine next steps.
6. CT and admin will form intervention team to review school-wide data and develop professional learning directly related to student needs.
7. Teachers in K-2 will maintain a school-wide data wall to monitor student progress toward proficiency in BAS benchmarks.
8. PL time will be earmarked for reading focus - guided reading and reader's workshop components, foundational skills, and comprehension strategies.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. SST meeting will be conducted monthly to address needs of struggling students with substitute support to allow for teacher participation.
2. Supplemental curriculum including but not limited to level reading materials for small group instruction.
3. Materials and supplies to provide students with resources necessary to compete their grade level task.
4. Intervention instruction will focus on 3rd – 6th grade students to improve CAASPP assessment results by instructional support provided by a certificated tutor.
5. All students are provided an extended school day with an additional 30 minutes of instruction.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. Support services will be made based on the needs of Jefferson English Learners as shown by their performance on various assessments.
2. ELPAC Camp will provided for students who are nearing re-designation
3. RFEP monitoring for all re-designated students

Jefferson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.3750			\$ 28,366.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Salaries for RtI Intervention	\$ 7,105.00
2	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	\$ 50,000.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies Intervention	\$ 5,000.00
Total									\$ 90,471.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	26.5	35	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Jefferson teachers will engage all students in math lessons that reflect the shift to common core reaching the depth of focus, coherence and rigor for their grade level standards.

SMART Goals

By June 2018, 35% of students in 3rd - 6th grade will meet or exceed standards on the Math portion of CAASPP.

By June 2018, 80% of students in TK-6th will reach proficiency in math facts fluency for their grade level as measured by teacher created Status Checks.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Interim assessment
- Quarterly performance task in math
- Site based JUMP (Jefferson Ultimate Math Practice) quarterly assessments (Status Checks)
- CFA (site based) assessments
- Classroom observation utilizing the Instructional Practice Guide (IPG)

Owner(s):

- Principal/VP
- JUMP Coordinator
- Classroom Teacher
- JIST

Timeline:

August 2017 to June 2018

- PL calendar will be created to highlight math instruction throughout the 2017-18 school year
- Data analysis of Status Checks will occur with the JUMP coordinator at each AC meeting at the end of each quarter
- CFA calendar created to facilitate the analysis of student work on the assessment to deepen instruction through intervention and enrichment opportunities.

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Teachers will meet with parents to review student progress in math during parent/teacher conference.
2. Parents will receive additional information during Parent Coffee Hour on strategies to use at home to

Describe Related Professional Learning:

1. Professional learning around math lessons that support the CCSS shifts in mathematics (focus, coherence and rigor).

- support basic math computation.
- 3. Part of Jefferson's Digital Parent Night will showcase various computer websites parents can use at home for free.
- 4. School website will feature math games/programs to help build student's automaticity in math facts for their grade level.
- 5. Software used will include but not be limited to GoMath, ReflexMath and Learning Farm for individualized student progress in math. Data from all programs including student performance on Interim will be used to track student progress towards grade-level math standards.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- 1. Fluency of math facts will continue to be a focus for students, utilizing Beyond the Basic Facts and JUMP strategies.
- 2. JUMP assessments will be given on a quarterly basis with class and student recognition
- 3. POD/My Favorite No practice used for daily review of prerequisite skills or current math concepts utilizing math mats to help with problem solving process
- 4. Computer programs/software will be used to individualize student progress in math

- 2. CFA and performance tasks will be created based on PL guidance that focus on real world application, the mathematical practices and technology.
- 3. JIST team will monitor progress of students in mathematics
- 4. JUMP Coordinator to work directly with AC teams in quarterly test creation to help students practice foundational math skills and computation needed to be successful in math

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- 1. Academic vocabulary will be a focus for daily math lessons explicitly taught and multiple opportunities provided for students to implement and practice the vocabulary
- 2. Differentiation will be provided in all classrooms using small group instruction based on CFU throughout lesson

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	18	20	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

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

SMART Goals

By June 2018, 20% of English Learners will be re-designated.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- English Language Proficiency Assessment of California (ELPAC) data
- BAS quarterly assessment (K-6th)
- DRP Fall assessment
- District Interim Data
- Monthly common summative assessments (CSA)
- Classroom observation/feedback and reflective conversations
- CAASPP data

Owner(s):

- Principal/VP
- Classroom Teachers
- Certificated Tutor

Timeline:

- August 2017 to June 2017
- Teachers will create an EL action plan for each EL student during the first quarter of 2017-18 school year
 - Teachers will monitor EL students quarterly, commenting on report card about their progress
 - Teachers will provide ELPAC test prep during the second quarter of the 2017-18 year
 - Admin will support in monitoring bubble students who are nearing the re-designation criteria

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. During parent-teacher conference, student data will be shared and reviewed. Specifically highlighting the speaking, listening, reading and writing skills of the EL students.
2. Teachers will send home and be available to discuss ELPAC data with parents.

Describe Related Professional Learning:

1. PL will focus on new ELPAC assessment and instructional strategies to help prepare students for the test.
2. Designated and integrated ELD will be a focus of instruction during the first month's PL schedule.

3. Parent University EL module will be provided during the 2017-18 school year to ensure parents understand the new assessment and requirements for being re-designated.
4. A Jefferson Parent Coffee Hour will review the student results of the ELPAC and discuss strategies and next steps for all EL students.
5. SSC/ELAC will be provided with ELPAC data results to review with parents
6. Utilize Parent Portal/EduText for parents to have immediate access and information regarding student progress.

3. Professional Learning will be allocated for topics on EL, Academic Vocabulary, ELA/ELD framework in order to build teacher capacity in the area of language acquisition.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. Teachers will create an EL action plan that targets specific deficit skills to focus on throughout the school year.
2. Differentiated instruction will be provided in all classrooms.
3. Substitute teachers will be used to allow Jefferson teachers to administer the ELPAC test.
4. Selected EL students in 4th-6th will receive small group focused reading instruction from a certificated tutor.
5. The materials utilized to support EL instruction will consist of leveled readers, a range of ELA resources, educational software, and various technology.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. ELPAC and DRP/BAS data will be analyzed for each EL student and instruction focus on moving student toward grade level proficiency.

Jefferson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				CELDT and SST Subs	\$ 11,621.00
4	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				CELDT Camp Salaries	\$ 8,124.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies English Learners	\$ 11,184.00
Total									\$ 30,929.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	3	3	On-Site Counseling/FPU



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Jefferson staff will continue to build upon our current structures and routines to establish a positive behavior support system.

SMART Goals

By June 2018, Jefferson will be able to maintain a suspension rate under 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Data collection of Jaguar Jam participants (no office referrals for the entire month)
- Counseling roster
- Social Emotional Competency Survey results
- Atlas behavior reports
- 3 to Be and Student of the Month recipients
- Classroom observation/feedback and reflective conversations
- Office referrals
- School-wide suspension data
- Classroom observations

Owner(s):

Principal/VP
 Classroom Teacher
 Certificated Tutor
 Safe & Civil Team
 Psychologist
 Counselor
 Parents
 Resource Counseling Assistant (RCA)

Timeline:

August 2017 to June 2018

- Atlas behavior reports and SEL survey results will be analyzed throughout the school year by Safe and Civil Team
- SST monthly meetings to identify struggling students and create action plan/behavior contracts for increased student engagement
- Survey will be given to staff, students and parents in a timely manner. Safe and Civil team will process and share results to staff.
- Monthly Student of the Month, 3 to Be, and Character counts recognition

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Parent consent for counseling referrals
2. Parent outreach when student behavioral trends are identified by RCA
3. Parent Coffee Hour discuss the RCA position and benefits for all students at Jefferson

Describe Related Professional Learning:

1. PL time to review CHAMPS/MAC strategies at the beginning of the year to set up firm routines and procedures by Safe & Civil Team. Also refining work in class meetings, use of Second Step, Olweus Bullying prevention, and Mindfulness strategies.

- Parent notified of Student of the Month, 3 to Be and Character Counts recipients on monthly newsletter

- Reviewed levels of misbehavior and protocols for office referrals.
- Examine ways Jefferson is working through Tier 2 and 3 for positive behavior supports and social emotional interventions.
- Feature resources and strategies for staff supporting at-risk students.
- PL topic on identifying and referring students for counseling.
- Training with class management structures to implement multi-tiered system of support.
- Embedding instructional strategies to improve Social Emotional Competencies with support from Safe & Civil Team.
- PL will be provided for teachers and support staff on strategies for deterring and redirecting student behavior along with fostering adult-student relationships.
- Monthly instruction on character count traits and qualities. With a contest to highlight student understanding and featuring those who are exhibiting the demonstrated traits. Staff and students are encouraged to wear the color representing the pillar each month.
- Safe and Civil team will continue to monitor and implement school-wide procedures/routines. Annual surveys and observations will guide the focus for each year.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All Jefferson staff will implement an anti-bullying initiative (Olweus).
- Students will have access to appropriate materials and supplies required for weekly class meetings, social skills, and peer mediation.
- RCA will conduct recess and lunch meetings for struggling peer groups and peer mediation support.
- Mentors (Jefferson staff and community members) will be assigned to identified students who are in need of additional social emotional support.
- Behavior expectation assemblies at the start of the year to explain the 3 to be, school-wide procedures/routines and Jefferson expectations.
- Jaguar Jam will acknowledge the students who received zero referrals for the month with fun activities.
- Enrichment Fridays will celebrate students with excellent/improved attendance, no referrals and completed class work with 30 minute activities with the classroom teacher. The rotation includes art activities, learning buddies and Character Count class projects.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teachers will ensure that proficiency in English is not a barrier to participation in anti-bullying and social emotional initiatives.
- Counseling team (On-site and RCA) will be instrumental in supporting foster youth at Jefferson.

Jefferson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrcr Cnslg Span	0.7500			\$	43,347.00
5	2	Sup & Conc	Instruction	Other Classified-Supplemental				Support Coordinator Extra Pay Contract	\$	6,629.00
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	On-Site Counseling	\$	9,000.00
5	2	Title 1 Basic	Parent Participation	Local Mileage				Mileage for Home Visits	\$	500.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Evaluation Fee - On site counseling	\$	180.00
Total									\$	59,656.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	62	75	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Jefferson will work to identify increased opportunities for students to participate in Goal 2 activities so that all students are engaged in arts, activities and athletics.

SMART Goals

By June 2018, 75% of Jefferson students will participate in an activity, art or athletic program outside of the classroom.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Goal 2 monitoring report
- Roster of Connections clubs and sport teams

Owner(s):

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

Timeline:

- August 2017 to June 2018
- Connection Clubs will be established quarterly
 - Teacher will identify students to participate in Connection clubs
 - Sport teams will follow district schedule. Cycle 1 = Volleyball, Football, Cheerleading, Winter = Cheerleading, Cycle 2 = Soccer, Cross Country, Cheerleading, Cycle 3 = Basketball, Cheerleading, Cycle 4 = Softball, Cheerleading

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. School Messenger and monthly parent newsletter informing parents of upcoming activities
2. Communication with Jefferson parents regarding student participation in extracurricular activities.
3. Volunteer opportunities for parents to assist in coaching (lunchtime intramural sports), and supporting Connection Clubs.

Describe Related Professional Learning:

1. Professional Learning on selection of Jefferson student body to ensure equitable access for all extracurricular activities.
2. Staff will be encouraged to support a wide range of arts, activities, and athletics, including but not limited to:

1. Organized sport teams
2. Intramural lunchtime sporting events
3. Connection Clubs
4. Student Council
5. Site Support: Cafeteria helpers, snack helpers, etc.
6. After School Program
7. Homework Center
8. Field Trips, assemblies
9. Talent Show

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. Jefferson staff members will build caring connections with all students through Goal 2 Quarterly Connection Clubs. Students will have access to appropriate materials and supplies required for each activity.
2. Quarterly organized sport teams
3. Student Council
4. Field Trips and assemblies (FUSD Goal 2 designated trips, FUSD sponsored career and college field trips, VAPA field trips, and site funded trips) as funds allow
5. Site Support for all 1st - 6th grade student in order to help students feel connected and develop a sense of belonging.
6. Guest speakers from our community will develop a relationship with Jefferson students through site sponsored events to prepare for their future through the We're Getting Ready Campaign and Real Men Read.
7. Students will be honored and recognized through various ways:
 1. Quarterly Academic Awards Assemblies
 2. Monthly parent newsletter featuring names of acknowledged students
 3. Monthly 3 to Be, Student of the Month and Character Counts recognition
 4. Quarterly Diggity celebrations for proficiency or growth on site and district assessments
 5. Attendance celebration for perfect or improved attendance
 6. End of the Year Sports Luncheon
 7. CAASPP testing celebration
 8. Classroom Attendance celebration for no absences or tardies for the entire class

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. English Learners that have been identified as needing extra language opportunities will have priority access to Goal 2 activities.

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	95	95	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Jefferson will provide support to facilitate parent involvement in order to support and monitor school-wide attendance and school climate.

SMART Goals

By June 2018, the chronic absenteeism rate will decrease and attendance rate will remain at or above 95%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Atlas monitoring reports
- A2A reports
- School Climate Surveys
- Jefferson Focus Student (chronic, behavioral, academic concerns) log
- Parent sign-in at school functions
- RCA home-visit log
- Time accounting for babysitting and interpreting services

Owner(s):

Principal/VP
Classroom Teachers
RCA
Parents

Timeline:

August 2017 to June 2018

- Scheduled Parent University and Parent Coffee Hour Schedule
- Parent Monthly Newsletters
- Atlas reports monitored weekly
- A2A meetings will be held monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

1. Providing babysitting, interpreters, food teaching tools, and communication outreach for any and all school events.
2. Communication with Jefferson staff regarding RCA home visits and parent newsletter.
3. Quarterly SSC/ELAC will be held to communicate with parents regarding various data points including attendance information.
4. Parent Coffee Hour will include topics around supports for home in academics, parenting strategies, community concerns/involvement, and becoming more involved at Jefferson.
5. A2A meetings held for identified parents.

Describe Related Professional Learning:

1. Train RCA on specific duties that support Jefferson parents.

6. Parent-Teacher conferences will be held in October to review student growth and also address any attendance/behavioral issues.
7. Translation and babysitting services provided at parent meetings to foster parent involvement.
8. Monthly parent newsletters sent home in English/Spanish so parents are aware of events and become more involved on campus.
9. School Messenger and EduText provided for parents to be informed of upcoming events and student progress.
10. Parent Meetings (Coffee Hour, SSC/ELAC) will be used to inform parents of current attendance trends, to provide information on how to help increase school attendance and connections and to train parents to monitor student attendance through Parent Portal.
11. Jefferson will make parent contact following 2nd consecutive day of student absence in order to develop positive and frequent parent connections.
12. Annual Parent Events (Back to School Night, Open House, Parent Digital Night, Pastries w/ Parents, Carnival)
13. Daily Cross Walk support by volunteer parents before and after school. Student traffic support offered by Student Council members.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. Jefferson will provide parent education,, follow up support for attendance rate and identifying students needs during Parent Coffee Hour.
2. Jefferson team will work through identified Focus Students who are chronically/severe absent, identified as having failing grades, and/or having behavioral issues.
3. Positive incentives for perfect attendance will be provided quarterly through awards assemblies and attendance celebrations. Semester raffles will be held for students with perfect attendance.
4. School assemblies and class recognition will be provided to students with improved attendance.

1. Jefferson will provide support for classroom teachers in addressing the needs of EL students through outreach, home visits, and other related services.
2. To ensure all families are able to attend meetings; interpreting services will be provided for all families with English Learners along with babysitting services for economically disadvantaged families.

Jefferson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Translating and babysitting for parent meetings	\$ 1,162.00
7	2	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Graphics for parent participation	\$ 1,000.00
Total									\$ 2,162.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0255 Jefferson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			Books	4,000.00
1	1	Title 1 Basic	Instruction	Direct-Maint			Tablet Repair	2,208.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Educational Software NewsELA, MobyMax	4,752.00
1	2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,778.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Tablets	20,000.00
1	1	Sup & Conc	Instruction	Travel			Conferences and Travel	2,737.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	772.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease	7,990.00
2	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.375		28,366.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries for RtI Intervention	7,105.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Intervention	5,000.00
2	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	50,000.00
4	1	LCFF: EL	Instruction	Teacher-Subs			CELDT and SST Subs	11,621.00
4	1	LCFF: EL	Instruction	Teacher-Supp			CELDT Camp Salaries	8,124.00
4	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies English Learners	11,184.00
5	2	Title 1 Basic	Parent Participation	Local Mileag			Mileage for Home Visits	500.00
5	2	Sup & Conc	Instruction	Oth Cls-Supp			Support Coordinator Extra Pay Contract	6,629.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Evaluation Fee - On site counseling	180.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling	9,000.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.750		43,347.00
7	2	Title 1 Basic	Parent Participation	Direct-Graph			: Graphics for parent participation	1,000.00
7	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating and babysitting for parent meetings	1,162.00

\$235,455.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,074.00
Sup & Conc	7090	\$123,943.00
LCFF: EL	7091	\$75,438.00
Grand Total		\$235,455.00

Domain Totals	Budget Totals
Academic	\$165,021.00
SEL / Culture & Climate	\$70,434.00
Grand Total	\$235,455.00