

Jefferson Elementary

106216660063161

Principal's Name: Kali Isom-Acosta

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</p>	
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 Velazquez				X	
3. Bianca Barajas				X	
4. Karina Cardenas				X	
5. Esmeralda Aguilar				X	
6. Veronica Navarro				X	
7. Jennie Cortez		X			
8. Laurie Surabian		X			
9. Sylvia Gonzalez		X			
10. Emilio Reyes			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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-Acosta		3-13-18
SSC Chairperson	Elda Velazquez		3-13-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Jefferson - 0255

ON-SITE ALLOCATION

3010	Title I	\$37,825 *
7090	LCFF Supplemental & Concentration	\$148,277
7091	LCFF for English Learners	\$63,627
TOTAL 2018/19 ON-SITE ALLOCATION		\$249,729

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$890
Remaining Title I funds are at the discretion of the School Site Council	\$36,935
Total Title I Allocation	\$37,825

Jefferson Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	22.68	29.68
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.295	44.295
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.571	35.571

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

A key factor in the growth shown in ELA was our work with guided reading. All classrooms, TK-6th, utilize our extra 30 mins designated time for guided reading. This has helped teachers understand the needs of the students and provide immediate feedback and support in a small group setting.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Due to our focus in ELA, we conducted few professional learning opportunities in the 16-17 school year that would have impacted our student achievement in math. This year, we began the shift in further supporting our understanding of math standards and core curriculum.

EL Reclassification Rate (All grade levels)

Our EL reclassification has grown from 20% to 23% and is on track to meet the goal of 30%. Our 17-18 school year began with a study of the ELA/ELD framework. We also included designated ELD time in our daily schedule focusing on the new ELPAC assessment. Our VP, hosted two informational meetings for parents regarding ways they could support their child at home.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

A significant sub-group for Jefferson that continues to struggle is our students with disabilities. With two special day classes, we are impacted by the large numbers in both rooms. Even though SDC rooms should be small in nature to support all students with their IEP, our enrollment for the last few years have been the highest in our region. These impacted numbers make it difficult to challenge each student at their individual and move them toward mastery of the standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

With our sub-groups, our disproportion is with the culture of the staff regarding math instruction. Not having been a priority for our staff, we have stagnated in our understanding of the standards and the appropriate rigor for instruction and assessment.

EL Reclassification Rate (All grade levels)

In reviewing our data, we discovered a disproportionality between EL students and students with disabilities. Our total redesignation was 22% but within our SPED population it was only 9%. We also found that while 31 female students were redesignated only 16 male students redesignated.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Our SSC were pleased with the work in reading and have seen the growth in their children. We shared our plan for the same level of focus for our work next year to increase our achievement in mathematics.

2 ELAC:

Our ELAC reviewed the data and are concerned with the support for ELPAC testing above all other assessments. We explained our plan to increase student achievement in ELA and math, and also included a detailed plan to address ELPAC support for students next year.

3 Staff:

Jefferson staff recognized the achievements in ELA and are pleased with the student's accomplishments. They are eager to move into a better understanding of math standards and pedagogy to build their capacity to support students in mathematics.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Last year, we funded our certificated tutor out of Title 1. She has been able to support our focus on guided reading which has fostered success in the number of 4th - 6th grade students reading on grade level.

Action 1

Title: Balanced Literacy

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

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

- BAS quarterly assessment
- Interim bi-annual assessment
- KAIG quarterly assessment
- DRP Fall/Spring assessment
- Monthly common summative assessments (CSA)
- Classroom observation/feedback
- Project based learning
- IPG Reports
- Weekly CFA
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments
- SBAC

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

Tier 1:

1. Leveled/decodable text and various materials for guided reading/reader's workshop instruction
2. Targeted instruction for all students through differentiated teaching
3. Teaching Fellows for K-3 differentiated instruction
4. Graphics and copy machine for printed materials
5. Building a screening and formative assessment system that gives students and teachers clarity on their progress in relation to grade level reading standard

Tier 2:

6. Technology/educational software to supplement ELA core curriculum
7. Technology will be purchased and maintained to ensure all students have daily access to technology
8. Partnership with Education Elements to strengthen our implementation of a blended learning model
9. Certificated Tutor will work with students who are identified as needing additional supports with reading
10. Targeted instructions for SPED students in their area of strength to ensure grade level access

Tier 3

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

Explain the 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 University.
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.

Owner(s):

- Principal/VP
- TSA
- Classroom Teachers
- Certificated Tutor
- Pli team
- Students (goal - setting)

Timeline:

August 2018 to June 2019

- PL calendar will be developed by admin based on staff feedback from 2017-18 survey and observations
- PLC calendars will be developed to implement the CFA and CSA for the 2018-19 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 PLC meetings along with extended dialog during quarterly admin/teacher data chats

Specify enhanced services for EL students:

1. ELPAC 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.

Describe Professional Learning related to this action:

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.

- 5. Focus on reading websites and digital tools during Parent Digital Night
- 6. On-line resources provided on school website.

- 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. PLC teams will meet weekly to analyze data (CSACFA, 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 PLC Interim 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 PLC 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 - Blended Learning Model).
- 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 CC state standards, NGSS and the rigor of instruction needed to meet the demands of CAASPP.
- 14. RSP teacher will form a PLC with SDC teachers as well as GE teachers to ensure she is meeting the needs of all students with an IEP.

Action 2

Title: RtI in ELA

[Action Details:](#)

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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Intervention progress monitoring (Jag Climbers -Tier 3 intervention group, 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 according to the IPG
- SBAC
- Quarterly student data chats

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

Tier 3:

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

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

1. Assessment data shared with parents at School Site Council/ELAC meetings and Parent University meetings. 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.

Owner(s):

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

Timeline:

August 2018 to June 2019

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

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

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. PLC teams will meet bi-monthly to discuss intervention results, align instruction and determine next steps.

7. Information on how to support students at home will be shared during quarterly parent workshops hosted by Jefferson staff.

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.

Action 3

Title: MTSS in Mathematics

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Interim assessment
- Quarterly performance task/CSA 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)
- Data collected through the implementation of Math Stories
- Quarterly data chats with students
- Analysis/Comparison of IEP Goals and grade level assessments
- SBAC

Owner(s):

- Principal/VP
- TSA
- JUMP Coordinator
- Classroom Teachers
- JIST
- Students (goal - setting)

Timeline:

July 2018 to June 2019

- Team of Jefferson staff to attend Standard Institute conference (July/February)
- PL calendar will be created to highlight math instruction throughout the 2018-19 school year
- Data analysis of Status Checks will occur with the JUMP coordinator at each PLC 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.
- Weekly coaching to support implementation of math stories

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

Tier 1:

1. Fluency of math facts will continue to be a focus for students; utilizing Beyond the Basic Facts, CCSS math fluencies, JUMP strategies and Number Talks
2. JUMP assessments will be given on a quarterly basis with class and student recognition

Specify enhanced services for EL 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
3. Student discourse in mathematics will be supported by TSA in coordination with Math Stories consultation.

3. POD/My Favorite No practice used for daily review of prerequisite skills or current math concepts utilizing math story strategies to help with problem solving process

Tier 2:

4. Computer programs/software will be used to individualize student progress in math
5. Partnership with Education Elements to strengthen our implementation of a blended learning model
6. Targeted instructions for SPED students in their area of strength to ensure grade level access

Tier 3 (Planning Phase):

7. Teachers will use resources within their GVC to identify prerequisite skills the students are missing as they grapple with their grade level standards. Our next steps are to understand where the gaps are in the student's learning, where to scaffold within instruction, where a Tier 3 structure is needed, and how to ensure that students accelerate to the full scope of the grade level standard.

Explain the 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 University on strategies to use at home to 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 Go Math, Ten Marks 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 Professional Learning related to this action:

1. Professional learning around math lessons that support the CCSS shifts in mathematics (focus, coherence and rigor).
2. CFA and performance tasks/CSA 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 PLC teams in quarterly test creation to help students practice foundational math skills and computation needed to be successful in math.
5. RSP teacher will form a PLC with SDC teachers as well as GE teachers to ensure she is meeting the needs of all students with an IEP.

Action 4

Title: EL re-designation

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 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 according to the IPG
- SBAC data
- EL redesignation Goal Setting report

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.
6. ELPAC camp will be implemented in the 2018-19 school year for students who are nearing proficiency in English acquisition.

Explain the 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.
3. Parent University EL module will be provided during the 2018-19 school year to ensure parents understand the new assessment and requirements for being re-designated.
4. A Jefferson Parent University session 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.

Owner(s):

- Principal/VP
- Classroom Teachers
- Certificated Tutor
- Students (goal - setting)

Timeline:

August 2018 to June 2019

- Teachers will create an EL action plan for each EL student during the first quarter of 2018-19 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 2018-19 year
- Admin will support in monitoring bubble students who are nearing the re-designation criteria

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

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. 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books	3,710.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Computer Repairs (classroom devices only)	1,374.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease	7,990.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750	CT	31,851.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tech purchases	1,871.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,997.00
G1A3	Sup & Conc	Instruction	Subagreements			: Math Stories Consultants	10,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel, Conferences	32,737.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Classified	7,642.00
G1A4	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	46,500.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Office equipment lease	772.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs (Includes ELPAC)	8,201.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Camp	5,987.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,646.00

\$175,278.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	81.798	88.798

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>A key factor in our high percentage of student participation is the variety of opportunities we provide our students. After school sports are consistent and fully staffed each new sports season. The students generate ideas for the quarterly Connection Clubs that are sponsored and ran by Jefferson staff members.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>The concern of disproportion within Goal 2 for Jefferson is our primary students. Our sports program is designed only for our 5th and 6th grade students, with a few exceptions of 4th grade in certain sports. We try to ensure the neediest students receives the opportunity to participate in clubs and activities by providing tickets to allow for quick access to clubs.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Our SSC would like to increase the variety offered to students. Especially focusing on cultural clubs for students.</p>	<p>2 ELAC:</p> <p>The ELAC at Jefferson appreciates the multiple opportunities offered to our students, but they are requesting parents being incorporated into the structure of the clubs and intramural sports.</p>	<p>3 Staff:</p> <p>Our staff applauds the concerted efforts from all staff members to ensure we have opportunities for all students K-6th to be involved in activities outside of the classroom. The improvement needs to occur in more visual arts activities offered as enrichment for our students.</p>
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Action 1

Title: Art, Activities and Athletics

Action Details:

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.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

August 2018 to June 2019

- Connection Clubs will be established quarterly
- Teacher will identify students to participate in Connection clubs based on student engaged in school, length of enrollment at Jefferson, social skills and interaction with peers
- Sport teams will follow district schedule
 - Cycle 1 = Volleyball, Football, Cheerleading,
 - Cycle 2 = Soccer, Cross Country, Cheerleading
 - Cycle 3 = Basketball, Cheerleading,
 - Cycle 4 = Softball, Cheerleading

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 clubs for all TK - 6th grade student to have an opportunity to be involved in a school activity in order to help students feel connected and develop a sense of belonging.
6. 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 enhanced services for EL students:

1. English Learners that have been identified as needing extra language opportunities will have priority access to Goal 2 activities.
2. A ticket system has been created to give first access to Goal 2 activities for students who are economically disadvantaged and foster students.

Explain the 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 Professional Learning related to this action:

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

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	91.667	98.667
Exposure to Careers - 4th Grade	93.103	100
Exposure to Careers - 6th Grade	98.246	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
 A key factor in our continued growth in this area would be our level of participation in attending school functions and/or field trips. Our goal is to make the events more meaningful by adding more extension activities within the classroom.

Exposure to Careers - 4th Grade
 A key factor in our continued growth in this area would be our level of participation in attending school functions and/or field trips. Our goal is to make the events more meaningful by adding more extension activities within the classroom.

Exposure to Careers - 6th Grade
 A key factor in our continued growth in this area would be our level of participation in attending school functions and/or field trips. Our goal is to make the events more meaningful by adding more extension activities within the classroom.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
 There is no significant disproportionality for any significant subgroup.

Exposure to Careers - 4th Grade
 There is no significant disproportionality for any significant subgroup.

Exposure to Careers - 6th Grade
 There is no significant disproportionality for any significant subgroup.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC discussed the opportunities offered to our students and requested additional work in helping to build character through external resources in counseling.

2 ELAC:

Jefferson's ELAC appreciated the current work we are doing, but asked about additional ways to recognize student achievement.

3 Staff:

Our staff only commented on the limited number of students supported through these district efforts; 3rd - 6th presentations, field trips or science work. Primary classrooms felt they had little opportunity to add to the work we are doing to build character and

workplace competencies.

Action 1

Title: Workplace Competencies

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

August 2018 to June 2019

- SEL survey results will be analyzed throughout the school year by Safe and Civil Team
- 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

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

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

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

- Parent University to discuss the RCA position and benefits to all students.
- Parent notified of Student of the Month, 3 to Be and Character counts recipients on monthly parent newsletter.

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

1. PL time to review CHAMPS/MAC strategies at the beginning of the year to setup firm routines and procedures by Safe & Civil Team. Also refining work in class meetings, use of Second Step, Olweus Bullying prevention, and Mindfulness strategies.
2. Embedding instructional strategies to improve Social Emotional Competencies with support from Safe & Civil

Team.

3. PL will be provided for teachers and support staff on strategies for deterring and redirecting student behavior along with fostering adult-student relationships.
4. 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.
5. 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.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	17.092	15.092
Suspensions Per 100	6.164	5.164

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>A few structures have been put in place this year to decrease the percentage of chronic students - but those structures need to be expanded upon. We currently have limited support and resources to reach out to families with habitual absences and/or tardies.</p> <p>Suspensions Per 100</p> <p>The current structures and routines are in place and working to support most students at Jefferson. As our population of students change, we need to adjust those structures to support all students beyond class meetings with more deliberate Tier 2 and 3 support systems.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Our biggest subgroup that is struggling with attendance is our TK/K classrooms and our SDC rooms. With TK/K students under 6, we have limited resources and state support in ensuring they come to school on a regular basis. Since Jefferson is a regional SDC room, the bulk of our students arrive by bus. The constraints of transportation make it difficult to work with families that live outside of our area.</p> <p>Suspensions Per 100</p> <p>As trend data was reviewed, the bulk of our suspensions this year came from 6th grade. Next year, more effort will be made to work with the 6th grade PLC to set up and maintain behavior structures in the classroom and build parent communication.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Jefferson's SSC has asked for additional counseling hours and support for our students.</p>	<p>2 ELAC:</p> <p>As ELAC reviewed the data, they found a greater need for their involvement in the school. They also discussed adding more supports for addressing student attendance.</p>	<p>3 Staff:</p> <p>Our staff commended the work of the RCA and agreed that position needs to remain at Jefferson. They also commented about increasing counseling hours for our students. Others requested Girl/Boy power groups and/or mentoring programs to help build self-esteem and connections with the school and staff.</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Last year, we used title 1 funds to purchase materials and supplies to support incentives for improved attendance. This focus was successful, as the students supported did improve their attendance.

Action 1

Title: Staying on Target

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

August 2018 to June 2019

- 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
- Scheduled Parent University session every Friday (both district provided modules and site based identified topics/needs)
- Parent Monthly newsletter
- Atlas reports monitored weekly
- A2A meetings held monthly

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

- 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 and routines, and Jefferson expectations.
- Jaguar Jam will acknowledge the students who received zero referrals for the month with fun activities designed by each PLC.
- Jefferson will provide parent education, follow up support for attendance and identifying student needs during Parent University.
- Jefferson team will work through identified Focus students who are chronically absent, identified as having failing grades, and/or having behavioral issues. The admin team will work with PLC and individual

Specify enhanced services for EL students:

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

teachers to create a plan of action to support the student toward improvements.

- Positive incentives for perfect attendance will be provided quarterly and per semester through awards assemblies, attendance celebrations, and field trips.
- School assemblies and class recognition will be provided to students with improved attendance.

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

- Parent consent for counseling referrals
- Parent outreach when student behavioral trends are identified by RCA
- Parent discussion of role of RCA for all students
- Providing babysitting, interpreters, food, teaching tools, and communication outreach for any and all school events.
- Communication with Jefferson staff regarding RCA home visits and parent newsletter.
- Quarterly SSC/ELAC will be held to communicate with parents regarding various data points including attendance information.
- Parent University will include topics around supports for home in academics, parenting strategies, community concerns/involvement, and becoming more involved at Jefferson.
- A2A meetings held for identified parents
- Parent-Teacher conferences will be held in October to review student growth and also address any attendance/behavioral issues.
- Translation and babysitting services provided at parent meetings to foster parent involvement.
- Monthly parent newsletters sent home in English/Spanish so parents are aware of events and become more involved on campus.
- School Messenger and EduText provided for parents to be informed of upcoming events and student progress.
- Parent Meetings/Parent University (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.
- Jefferson will make parent contact following 2nd consecutive day of student absence in order to develop positive and frequent parent connections.
- Annual Parent Events including but not limited to: Back to School Night, Open House, Parent Digital Night, Pastries w/ Parents, Carnival
- Daily Crosswalk support by volunteer parents before and after school.

Describe Professional Learning related to this action:

1. Reviewed levels of misbehavior and protocols for office referrals.
2. Examine ways Jefferson is working through Tier 2 and 3 for positive behavior supports and social emotional interventions.
3. Feature resources and strategies for staff supporting at-risk students.
4. PL topic on identifying and referring students for counseling.
5. Training with class management structures to implement multi-tiered system of support.
6. PL will be provided for teachers and support staff on strategies for deterring and redirecting student behavior along with fostering adult-student relationships.
7. Train RCA on specific duties that support Jefferson students and parents.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0255 Jefferson Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			: Evaluation fee	584.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling	29,184.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA	42,613.00
G4A2	Title 1 Basic	Parent Participation	Local Mileag			Mileage Home Visits	500.00
G4A2	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	390.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating, babysitting	1,180.00

\$74,451.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0255 Jefferson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books	3,710.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Computer Repairs (classroom devices only)	1,374.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Office Equipment Lease	7,990.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750	CT	31,851.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tech purchases	1,871.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	10,997.00
G1A3	Sup & Conc	Instruction	Subagreements			: Math Stories Consultants	10,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel, Conferences	32,737.00
G1A4	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Classified	7,642.00
G1A4	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	46,500.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Office equipment lease	772.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Subs (Includes ELPAC)	8,201.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Camp	5,987.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,646.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			: Evaluation fee	584.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On-Site Counseling	29,184.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	RCA	42,613.00
G4A2	Title 1 Basic	Parent Participation	Local Mileag			Mileage Home Visits	500.00
G4A2	Title 1 Basic	Parent Participation	Direct-Graph			Graphics	390.00
G4A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating, babysitting	1,180.00
\$249,729.00							

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,825.00
Sup & Conc	7090	\$148,277.00
LCFF: EL	7091	\$63,627.00
Grand Total		\$249,729.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$175,278.00
G4 - All students will stay in school on target to graduate	\$74,451.00
Grand Total	\$249,729.00