

School Plan for Student Achievement Jefferson Elementary



7/1/24-6/30/25

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Parent Involvement Policy Can be
found here.

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jefferson Elementary School	10-62117-6005870	May 9, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

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

Within our SPSA we have created a plan that focuses on local and state assessments. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of English Language Arts and Mathematics, as well as chronic absenteeism rates for the following subgroups: English Learners and Students with Disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made: continue to hire high-quality intervention teachers/instructional assistants, allocate money for professional development, substitute teachers, lunch lab, and continue allocating money for supplemental instructional materials, supplies, technology, home liaison, bilingual aide, and Title 1 administrative support positions.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

*Overall Red Indicators include: none

*Overall Orange Indicators include: Suspension Rates and Mathematics

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

The following subgroups have two or more indicators below the all student performance level in the following areas:

*Students with Disabilities in English Language Arts

Additionally, the following indicators are red on our dashboard for the following subgroups:

*English Learner Progress: English Learners

*English Language Arts and Mathematics: Students with Disabilities

Other Needs

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

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

Decrease chronic absenteeism

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	6.1 points below standard	2022-2023	31.8 points below standard
2021-2022	9.5 points below standard	2021-2022	34.2 points below standard
2018-2019	17.4 points above standard	2018-2019	2 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	103.1 points below standard	SWD	117.3 points below standard
EL	45.8 points below standard	EL	90.2 points below standard
SED	15.9 points below standard	SED	44.9 points below standard
Hispanic	20.2 points below standard	Hispanic	47.2 points below standard
Asian	9.5 points below standard	Asian	35.4 points below standard
AA		AA	
Two or More Races	12 points above standard	Two or More Races	23.4 points below standard

Annual Review	
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.	
<p>Last year our goal was to implement the following services and strategies:</p> <ul style="list-style-type: none"> • Utilize MTSS model: targeted interventions with IA or credentialed teachers, and a universal screener • Professional Development and Conferences • Increase technology instruction and purchase technology • Schoolwide Behavior expectations and incentives and attendance • Supplemental Instructional supplies • Support students by hiring TOSA 	

Schoolwide data due to implementation:

- iReady Reading Growth was 84% of students
- iReady Math Growth was 90% of students
- CAASPP growth for ELA was 51%.
- CAASPP growth for Math was 42%.

Subgroups:

- 13% of students with Disabilities met the standards on the CAASPP for Math and ELA
- 23% of English Language Learners met the standards on the ELA CAASPP
- 9% of English Language Learners met the standards on the Math CAASPP

Identified Need(s)

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:

- * Refine our instructional practices around math in grades K-6 for all students with special considerations for our SWD, SED and Asian subgroups.
- * Increase academic supports in language acquisition for our English Language Learners
- * Increase academic supports in English Language Arts and Math for all students, with special consideration for our SWD subgroups.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
It is expected that students at Jefferson Elementary will demonstrate progress toward their expected growth and proficiency on year end local and/or state assessments in the area of English Language Arts and Math.	G1 A1: <ul style="list-style-type: none"> • Professional development, trainings, conferences, and training expenses • Personnel: Intervention teachers, instructional assistants, Resource Teacher, Teacher on Special Assignment, Lunch Lab teachers, home liaison, and staffing to 	Growth Data in the following areas: <ul style="list-style-type: none"> • iReady diagnostics in Reading and Math • CAASPP data 	i-Ready Reading growth was 84%. i-Ready Math growth was 90%. CAASPP ELA proficiency was 46%.	Increase percentage toward expected growth on i-Ready Reading and Math Increase percentage toward growth on CAASPP ELA and Math

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>support behavior/social emotional interventions</p> <ul style="list-style-type: none"> • PBIS Behavior Incentives • Supplemental materials and websites • Software licenses • Equipment and technology support • Parent communication app (Bloomz) • ELD instruction, materials, teachers, and instructional assistants • Provide substitute teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and conferences • Copy costs, scan backs, graphic arts to supplement ELA and Math • Science and STEM materials to support ELA and Math • Title 1 Family Night materials 		CAASPP proficiency for Math was 38.7%.	
	G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Iready Diagnostics in reading and math 	Baseline data in all 3 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
				<p>2. Students will attend at least 80% of the intervention days</p> <p>3. iready diagnostic data will increase throughout the year in the area that intervention was provided</p>
	<p>G1A3: Provide additional IA time in general education classrooms that target students with disabilities. Continue training and collaboration between sped teams and general education teachers in order to better support the needs of our SWD students.</p>	<p>Increased IA time and growth on local/state assessments</p>	<p>Red Indicator on the CA Dashboard.</p>	<p>Move up in indicators on the CA Dashboard.</p>
<p>Increase ELPI Scores on the Dashboard</p>	<p>G2 A1: Increase intervention supports for our English Learners</p> <p>G2 A2: Provide professional Development around English Learner supports</p>	<p>Hours of intervention provided</p> <p>1. Attendance at PD</p> <p>2. ELPI results prior to and after PD</p>	<p>30.25 hours per week</p> <p>1. 0 teachers have attended EL PD in the last year</p> <p>2. ELPI- 38.9%</p>	<p>Increase to 40 hours per week</p> <p>1. At least 5 teachers trained in ELD strategies</p> <p>2. ELPI increase to 50%</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting.	Goal 1 A3 is dedicated to our SWD subgroup which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: <ul style="list-style-type: none"> • Professional development, trainings, conferences, and training expenses • Personnel: Intervention teachers, instructional assistants, Resource Teacher, Teacher on Special Assignment, Lunch Lab teachers, home liaison, and staffing to support behavior/social emotional interventions • PBIS Behavior Incentives • Supplemental materials and websites • Software licenses • Equipment and technology support • Parent communication app (Bloomz) • ELD instruction, materials, teachers, and instructional assistants • Provide substitute teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and conferences • Copy costs, scan backs, graphic arts to supplement ELA and Math • Science and STEM materials to support ELA and Math • Title 1 Family Night materials 	*All Students *EL Students *SWD	46797.51 LCAP Supplemental 325703.28 Title I 5,530.61 Title I Part A: Parent Involvement
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students	*All Students *EL students *SWD	2359.05 Title I 12212.21 LCAP Intervention
G1A3: Provide additional IA time in general education classrooms that target students with disabilities. Continue training and collaboration between sped teams and general education teachers in order to better support the needs of our SWD students.	SWD	2359.05 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Increase intervention supports for our English Learners	*EL students	3924.48 Title III English Learner 2318.04 Title I
G2 A2: Provide professional Development around English Learner supports	*EL students	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	23.1% Chronically Absent	2022-2023	1.4% suspended at least one day
2021-2022	42% Chronically Absent	2021-2022	0.8% suspended at least one day
2018-2019	9.8	2018-2019	5.1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	38.8% Chronically Absent	SWD	2.4% suspended at least one day
EL	15.4% Chronically Absent	EL	1.9% suspended at least one day
SED	26.2% Chronically Absent	SED	1.9% suspended at least one day
Hispanic	24.7% Chronically Absent	Hispanic	2.4% suspended at least one day
Asian	9.2% Chronically Absent	Asian	0% suspended at least one day
AA	26.7% Chronically Absent	AA	6.3% suspended at least one day
Two or More Races	34.8% Chronically Absent	Two or More Races	0% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>Strategies/Interventions Implemented:</p> <p>Increased communication and awareness to families including our students with disabilities families.</p> <p>Professional development was provided on research-based practices to prevent absenteeism.</p> <p>Appropriate staff were trained in pulling and analyzing absentee data</p> <p>While we had a decreased of almost 20% in chronic absenteeism schoolwide, we plan to continue this goal.</p>

Identified Need(s)

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

We must focus on increasing all student attendance with an emphasis on our SWD subgroups.

Improvement Plan

- Monitor all student attendance including SWD
- Continue to provide targeted intervention opportunities
- Continue to provide increased support with SARB and ARM communication
- Increased communication with parents and families

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
			Baseline Data	Expected Outcome
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
It is expected that the chronic absenteeism rate decreases with special consideration of students with disabilities.	A courtesy phone call from the SARB site team to the parent/guardian is made to review attendance policies. A note is added in "Visits" in Q regarding the call.	"Visits" in Q is checked to determine when the last parent contact was made, and whether attendance has improved before scheduling and ARM/SARB.	23.1% chronically absent	decrease the percentage of absences
	Students with chronic conditions may submit a DR note for the school year to remain on file that will excuse their absences related to the treatment/symptoms of their conditions.	The SARB Coordinator works with the student's parents, doctor, and the school nurses office, to gather the appropriate documentation to excuse the student's absences.	23.1% chronically absent	decrease the percentage of absences
	PBIS attendance incentives are given out throughout the quarter for perfect attendance.	Weekly attendance reports are generated to determine which classes are rewarded.	23.1% chronically absent	decrease the percentage of absences
	Communicating with parents about the option for independent study for absences longer than 3 days.	Means of communication in parent meetings and Q visits.	23.1% chronically absent	decrease the percentage of absences

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our SWD populations as indicated in the actions above.	Goal 2 is dedicated to our SWD subgroups which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
A courtesy phone call from the SARB site team to the parent/guardian is made to review attendance policies. A note is added in "Visits" in Q regarding the call.	All Students	
Students with chronic conditions may submit a DR note for the school year to remain on file that will excuse their absences related to the treatment/symptoms of their conditions.	All Students SWD	
PBIS attendance incentives are given out throughout the quarter for perfect attendance.	All Students	
Communicating with parents about the option for independent study for absences longer than 3 days.	All Students	

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$\$342,194.51
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,204.23
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$46,797.51	0.00
Title III English Learner	\$3,924.48	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$332,739.42	0.00
Title I Part A: Parent Involvement	\$5,530.61	0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$332,739.42
Title I Part A: Parent Involvement	\$5,530.61
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$338,270.03

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

State or Local Programs	Allocation (\$)
LCAP Intervention	\$12,212.21
LCAP Supplemental	\$46,797.51
Title III English Learner	\$3,924.48

Subtotal of state or local funds included for this school: \$62,934.20

Total of federal, state, and/or local funds for this school: \$401,204.23

School Site Council Membership

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

Name of Members	Role
Andrew Bolls	Principal
Amber Blodgett	Teacher
Cara Leonard	Teacher
Aimee Blackstock	Teacher
Shannon Alcorn	Other Staff Member
Lorie Hochberg	Parent Member
Quentina Johnson	Parent Member
Ivette Acevedo	Parent Member
Valerie Parker	Parent Member or Secondary Student
Natividad DeVault	Parent Member or Secondary Student

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

Recommendations and Assurances

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2024.

Attested:



Principal, Andrew Bolls on 5/9/24



SSC Chairperson, Valerie Parker on 5/9/24