

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Jefferson Elementary**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Jefferson Elementary School's students, staff, parents, and community will follow a clear school vision to include a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning. Our school vision will be reflected through a high quality instruction based on the Common Core State Standards and the implementation of the common core units of study. We will work our our teaching staff, school counselors, FACE worker and instructional coach to prepare its students for college, and career readiness, by demonstrating the knowledge, skills, and values necessary to become productive citizens in the 21st century. Jefferson Elementary will provide a positive school climate with high expectations encouraging Respect, Obedience, Attention and Responsibility. Parental involvement will be evident through parent's participation in SSC, ELAC, DAC/DELAC, and PTO meetings as well as volunteering in class and school-wide projects.

Jefferson counselors will support our students with Tier I, II and III level supports, including college and career readiness, the Know go program. anti-bullying lessons, CICO and other SEL support. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making to increase student achievement in the 2023-24 school year, to achieve Jefferson's and District's LCAP goals.

#### Strategy/Activity 1

School-wide Tier I Positive Behavioral Program:

All students at Jefferson Elementary will participate in the Positive Behavioral Intervention System (PBIS) based on a Multi-Tiered System of Support model to improve behavior, attendance, and academic achievement to establish a safe, positive climate driven by the core values of respect, result and responsibility.

Teachers and counselors will use the planned PBIS lessons that were created around ROAR behavior expectations and a school-wide behavioral expectations matrix as well as include the ROAR expectations in their discipline plans at the beginning of each school year.

Supplementary materials and supplies to support school wide PBIS will include ROAR posters for each classroom and for the common areas, the printing of supplemental SEL lessons, Jag spots, and minor and major referrals. Furthermore, the ROAR expectations will be reinforced during Behavior Assemblies and ROAR stations once a trimester.

Tier II: Positive Behavior Program:

To achieve the previously stated goal, PBIS and COST meetings will be held monthly to identify areas of need, and provide intervention for students who are not making academic progress, have attendance issues or who have social-emotional needs. Referrals will be monitored by the COST team. Interventions will include:

behavior contracts,  
CICO,  
Social Skills groups,  
SST  
Turning Point group counseling services.

Tier III: Positive Behavior Program:

Students not making progress despite Tier I programs and II interventions will be pre identified and provided Tier III interventions as a means of providing individual support. The COST team will create procedures and protocols for students in both general and special education, and develop individualized interventions based on student needs and data.

Tier III interventions will include:

FBA,  
BIP,

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SST,  
IEP,  
504 Plans  
Mental health referrals  
Turning Point Counseling Services

**Budgeted Amount:**

7,900

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**Strategy/Activity 2**

Attendance improvement and student engagement

All students will have access to a welcoming, creative and safe learning environment on our campus. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. For those students at risk of becoming chronically absent, individual student success teams will be organized to best support students and their engagement in school.

**Budgeted Amount:**

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**Total Expenditures**

7,900.00

**Goal 2 - English Language Arts**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

In reading and language arts Jefferson's students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional curriculum and materials. Students will have access to Chromebooks, laptops and iPads equipped with internet access to increase learning of the content standards thru targeted personalized learning both at school and at home. Third through fifth grade students will participate in the California Assessment of Student Performance and Progress (CAASPP), a computerized assessment that measures student performance in English Language Arts. TK thru fifth grade students will also participate in the Measures of Academic Progress (MAP) reading assessment two to three times per year. The DIBELS reading diagnostic assessment is administered to Kinder through SEI grade students and the IDEL diagnostic assessment is administered to Kinder through 5th grade Dual students will participate in screening assessment for determining the need for intervention.

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**Strategy/Activity 1**

Core ELA and SLA Programs

Jefferson Elementary School staff will utilize the district adopted Benchmark/Adelante Reading materials and teacher resource guides in order to provide high quality standards based instruction to ensure that all students are proficient readers by the end of third grade (LCAP Goal 1.a). Jefferson teachers will participate in collaboration meetings focused on ELA and SLA implementation of the new Benchmark/Adelante program. An Instructional Coach and Future Ready Coach will support staff in delivering high quality instruction, in forming and supporting small groups, and work with a LIFT team to create intervention cycles.

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**Tier I**

All grade levels will have a collaboration time to address language arts skills and standards to differentiate instruction to meet the needs of all students and identify and monitor students in the tier II and tier III category. Teachers will monitor student progress on a regular basis and students achievement will be recognized trimester award assemblies.

Data Discussions will be held 3 times a trimester to plan, monitor progress and drive small group instruction for students needing Tier II academic support. Funds will be used to have substitutes cover classes so teachers can collaborate weekly with grade level and program partners, and as a grade level team twice a month.

To support the application of ELA skills, 5th grade students will have the opportunity to participate in a musical that will provide a platform for them to practice collaboration, reading, listening, and speaking skills as they perform for the school.

**Budgeted Amount:**

15,327

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**Strategy/Activity 2**

Tier II and III ELA and SLA Program

Establish small group instruction in every SEI and Dual classrooms targeting specific reading needs with supplemental intervention programs.

Use Title I funds to purchase SIPPS program to supplement our language art intervention program.

Professional Development on reading small group instruction, with an emphasis on foundational skills, fluency, and comprehension.

Funds will be used to have a substitute cover classes so teachers can collaborate weekly to plan supplemental lessons for students in need of intervention.

The Dashboard Instructional Coach, Future Ready Coach, and/or district ELA curriculum specialist will collaborate with staff, to plan, and provide professional development on supplemental ELA and SLA intervention programs to meet the needs of at risk students.

**Budgeted Amount:**

24,270

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**Total Expenditures**

39,597.00
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**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

All of Jefferson's English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. They will have equitable access to a high quality English Language Development (ELD) instructional program. Students will receive daily explicit designated ELD instruction from the ELD Benchmark component at

their proficiency level as well as integrated ELD instruction which will be embedded in the ELA and content program. All EL students will show continual and adequate annual growth towards English Language Proficiency as measured by district and state assessment, and re-designate no later than Fifth grade. Through daily explicit ELD instruction at the the students' proficiency level, students will make growth as measured by both the ELD Benchmark and ELPAC assessments.

Teachers will provide explicit, systematic designated ELD instrument for at least 30 minutes daily based on our District ELD program. All ELs will be assigned to ELD groups, which will be flexible and based on their progress. Initial language placement will be based on the home language survey.

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**Strategy/Activity 1**

Tier I ELD Program

All English Learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained on best practices to support and differentiate instruction for English learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners.

**Budgeted Amount:**

3,000

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**Strategy/Activity 2**

Tier II and III Students

English learners not demonstrating sufficient progress in acquiring English will be supported through supplemental English Learner tutoring. Staff will meet weekly to identify students in need of intervention, plan intervention and monitor student progress. Bilingual Instructional Aides will provide Tier II and III targeted intervention for students at risk of not re-classifying within a 5 year timeline.

**Budgeted Amount:**

2,192.40

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**Total Expenditures**

5,192.40

**Goal 4 - Math****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

All Jefferson's students will have access to high quality, standards-aligned instructional materials to be prepared for college/careers of the 21st century. They will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed to be successful in Algebra through technology-driven curriculum and instruction. To support the District goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade, the Measure of Academic Performance (MAP) results, DELTA and Math Expressions publisher assessments, will help guide instruction and monitor student achievement. A baseline for monitoring progress will begin with the first administration of these assessments. Additionally, all students in Third thru Fifth grade will participate in the California Assessment of Student Performance and Progress (CAASPP) or the California Alternate Assessment (CAA) in math to monitor continual and adequate annual growth with grade level competency in math fluency, number sense, and

problem solving analysis.

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**Strategy/Activity 1****Math Initiative**

All students will be instructed with the district approved Houghton Mifflin Harcourt Mathematics program: Math Expressions. Jefferson teachers will use the district curriculum maps to ensure their implemented curriculum is aligned to California's Math Standards. An Instructional Coach and a Future Ready Coach will support staff in delivering high quality instruction, in forming and supporting small groups, to create intervention cycles. In addition, one grade level representative will attend the district Irvine Math Project training and will in return train their grade level team. Teachers will use the IMP student booklets and teacher guides to instruct students.

Grade level teams will analyze student work and MAP, DELTA and/or CASSPP assessment results to inform their instructional planning and pacing. During weekly and bi-monthly collaboration meetings teachers will analyze student data and discuss lessons and instructional strategies that help increase student achievement. Teachers will meet with students to discuss goals and achievement in the area of mathematics. Training will include support by a district curriculum coach on math planning and implementation.

All students will be provided with multiple ways in which to practice their Math skills in and outside of school. Scholars are encouraged to practice their Math skills by accessing the ST Math program at home. Jefferson staff will utilize technology to improve mathematics instruction including the use of: Chrome books, computers, projectors, ViewSonics, document cameras, and other equipment in order to engage all students in learning.

Additionally, selected Fourth, and fifth grade students will participate in the school Math Club after school to compete in the district wide contest, Math Field Day. Students will extend their learning on problem-solving, measurement and geometry, mathematical reasoning, and algebra readiness.

Student performance in mathematics will be monitored and reviewed with parents during parent conferences, mid-trimester report conferences, and Student Study Team meetings to update parents on Mathematics performance with additional conferences as needed.

The use of laptops will allow teachers, coaches and administrators the ability to access supplemental math programs, communicate with colleagues, parents and district personnel and attend trainings virtually.

**Budgeted Amount:**

11,179.75

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**Strategy/Activity 2****Tier II and III program**

For students who are performing below grade level in mathematics, teachers may develop an AIP along with the students' parents and small group instruction will be utilized by the classroom teacher. All grade levels will have collaboration time to address unfinished math learning and standards to differentiate instruction to meet the needs of all students and identify and monitor students in the tier II and tier III category. Teachers will monitor student progress on a regular basis and students achievement will be recognized trimester award assemblies. Data Discussions will be held 3 times a trimester to plan, monitor progress and drive small group instruction for students needing Tier II academic support. Funds will be used to have substitutes cover classes so teachers can collaborate weekly.

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**Budgeted Amount:**14,800

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**Total Expenditures**

25,979.75

**Goal 5 - Content Area Goal****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

Jefferson's students will demonstrate grade appropriate knowledge of science concepts and skills as well as the critical thinking skills needed to be successful in science through NGSS curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials that will allow lead students to develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and careers of the 21st century.

Students will utilize Chromebooks to support learning of the Science standards targeted. They will have access to internet-enabled technology at school, home and after school. Additionally, personalized and focused instruction will continue to take place during small group workshops, intervention time and enrichment time, which includes before and after school tutoring.

In order to support our NGSS and STEAM goals training of all instructional staff and resources will be provided by the district (ie. FOSS kits)

All Fifth grade students will participate in the California Science Test (CAST). Students in the Kinder thru Fifth grade will show continual and adequate annual growth with grade level competency in science practices, core ideas and crosscutting concepts. Teachers will utilize assessment results to determine proficiency and to drive instruction.

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**Strategy/Activity 1****NGSS**

The Jefferson teacher team will use intensive curriculum and research-based methodologies and strategies to teach the Next Generation Science Standards through which students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, they will collaborate twice a month to promote science literacy. Teachers will teach science literacy using the Earth Science and Physical Science units on the Benchmark curriculum.

They will supplement the curriculum by using Mystery Science lessons as well as district-provided FOSS Kits in their classroom to supplement Science instruction to support the implementation of NGSS.

Tier II-III Students in need of additional support or enrichment opportunities will receive tutoring before/after school.

**Budgeted Amount:**15,646.30

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**Total Expenditures**

15,646.30

## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

Jefferson Elementary School's parents and the community are an integral part of our students' academic achievement. Parents and community members are encouraged to become advocates and decision makers for our School Site Council, English Language Advisory Committee, and Parent Teacher Organization, who monitor our school improvement.

Student achievement will significantly improve in English Language Arts, Writing, English Language Development and Mathematics, by focusing the school culture and vision on parent involvement through parenting classes, home/school compact, parent volunteering activities, parent supporting learning at home, parents involved in decision making and collaborating with the community. All students and staff work in a healthy, safe, and secure environment that supports learning.

Jefferson will provide programs that promote a minimum of 50% parental involvement throughout the 2023-2024 school year. Programs such as Monthly Parent Meetings, Tea with the Counselors, Community Events, School Site Council, PTO, parent classes and English Learner Advisory Committee will be offered to parents. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

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#### Strategy/Activity 1

Communication and creating a welcoming environment

Our school will use the available technologies to maintain consistent communication with parents and families and our Parent Wellness center will play a key role in meeting parent needs and communicating information. In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, PTO meetings and events, parent/teacher conferences, parent meetings,) through a variety of means: monthly calendar, principal parent meetings, fliers, social media accounts, teacher contacts, banners, school marquee, email, and phone messaging. Classroom teachers are expected to communicate on a regular basis with parents.

Our school will hold regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in their child's accomplishments. We will continue to support seasonal festivals, book fairs, Jog-a-Thons, a Spring talent show, 5th grade promotion activities, grade level performances, and school wide exhibitions. (STEM and Math Family nights, science fair, social studies displays, etc)

#### Budgeted Amount:

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#### Strategy/Activity 2

Parent Engagement

Trainings to support student success

Based on parent feedback through surveys, parent meeting, and committee suggestions invite community agencies/organizations and District sponsored training to provide workshops/training, English classes, and support groups on topics requested by parents. School

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counselors and the Jefferson FACE worker will conduct Parent workshops to meet community needs.

Provide grade level and/or topic specific family workshops lead by our staff that equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity.

So that incoming students transition smoothly into kindergarten, offer parent training in the spring and/or summer that focuses on best practices to help prepare their children for Kindergarten that can be easily implemented in the home.

**Budgeted Amount:**

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**Strategy/Activity 3**

Building capacity for parent leadership

Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the PTA and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteer in classrooms to build parent capacity. Provide for childcare as needed.

**Budgeted Amount:**

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**Total Expenditures**

## Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	7,900.00
Goal Area 2, English Language Arts	39,597.00
Goal Area 3, English Learner Progress	5,192.40
Goal Area 4, Math	25,979.75
Goal Area 5, Content Area Goal	15,646.30
Goal Area 6, Parent Engagement	
<b>Total Funds Budgeted</b>	94,315.45