

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **JEFFERSON ELEMENTARY** SCHOOL

2018-19

37-68338-6039770

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Morga, Francisco

Contact Person: Morga, Francisco

Position: Principal

Telephone Number: 619-344-3000

Address: 3770 Utah St, Jefferson Elementary, San Diego, CA, 92104-3532,

E-mail Address: fmorga@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Jefferson IB STEAM Magnet

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

SITE CONTACT PERSON: Francisco Morga

PHONE: 619-344-3300 FAX: 619-344-3340 E-MAIL ADDRESS: fmorga@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 4/11/2018
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 4/17/2018
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/11/2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Francisco Morga
Type/Print Name of School Principal

Erin Leavitt
Type/Print Name of SSC Chairperson

Mitzi Merino
Type/Print Name of Area Superintendent

4/17/18
Signature of School Principal Date

4/17/18
Signature of SSC Chairperson Date

5.23-18
Signature of Area Superintendent Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Jefferson IB STEAM Magnet school has been serving the North Park and surrounding communities for over 100 years. Jefferson has changed over the years to meet the diverse needs of its students, families and surrounding communities. Since most of the future jobs in the interconnected global economy will be STEAM (Science, Technology, Engineering, Art, and Mathematics) related, Jefferson IB has become a STEAM Magnet School. As an IB STEAM Magnet School, the focus of the school is hands-on rigorous inquiry-based learning with students engaged in daily exploration, problem solving, and critical thinking. At Jefferson, students learn to work collaboratively. Diversity and multiple perspectives are embraced. Core subjects are taught using the design thinking process and Jefferson classrooms are alive with students engaged in critical thinking, problem solving, speaking and listening, reading, writing, computing, designing, and experimenting. In addition, throughout the year, Jefferson IB STEAM Magnet stresses the development of different IB Learner Profiles to ensure that students are true global citizens with a focus on being International mindedness. These traits are called the IB Learner Profiles and include students being **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective**. Jefferson IB STEAM Magnet believes that when student are excited about and engaged in learning achievement follows. The contents of this SPSA include the 2018-19 SSC approved Smart Goals and categorical budget. The work toward approving the 2018-19 Smart Goals and categorical budget (see appendix) was completed in the winter of 2017 in preparation for the 2018-19 school year. The rationale for each expense are identified in the budget.

SCHOOL VISION AND REALITY

"The mission of Jefferson IB S.T.E.A.M. Magnet School is to develop internationally minded students in a rigorous learning environment who, through inquiry, creativity and innovation have the opportunity to make knowledgeable choices that positively affect their lives, their community and help to create a better, more peaceful world."

We know that our nation's success depends on strengthening America's role as the world's engine of creativity, discovery and innovation, and that leadership tomorrow depends on how we educate our students today especially in science, technology, engineering, art and math (STEAM), Jefferson's goal as a STEAM Magnet is to provide an engaging and rigorous curriculum that integrates all the STEAM areas in meaningful ways for all students while supporting all core subjects. Jefferson IB STEAM Magnet believes that integrated IB STEAM curriculum units developed by teachers with engaging real world issues will ignite our students' natural desire to solve challenging and worthwhile problems, stimulate their critical thinking, find solutions to real world issues and take action. In implementing IB STEAM, Jefferson IB STEAM magnet school is at the forefront of implementing the Next Generation Science Standards recently adopted by California in San Diego Unified School District. Therefore, Jefferson students are asking questions, defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating and communicating information. Teachers at Jefferson weave science, technology, engineering, art, and mathematics into daily instruction using hands-on learning and exploration. Core subjects are integrated stressing the application of problem solving and critical thinking in the design cycle. Jefferson classrooms are alive with students engaged in speaking and listening, collaboration, reading, writing, computing, designing, and experimenting.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The school consulted with all stakeholders in the development of the LCFF:

- * SGT
- * Staff Meeting
- * SSC

Based on all stakeholders input, they approved to continue supporting our IB STEAM program, providing support for our neediest students (EL, Hisp., and Special Ed.) The recommendations that were approved, were: Professional development; Teacher release time for PLC and unit development. Support was also recommended for teachers to work with students in tutoring groups before and after school. A Reading Push-in Teacher was also recommended for K-2 students not reading at grade level.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Francisco Morga	Principal
Dana Archer	Classroom Teacher Chair
Erin Leavitt	Classroom Teacher
Toni Brundage	Classroom Teacher
Allison Brown	Other
Allen Hudson	Parent - DAC -ELAC- DELAC
Julie Byrd	Parent
Bethel Stratton	Parent
Christine Green	Parent/Community Member
KD Pham	Parent

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Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 75% (approx. 33 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 64% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: English Learners students (non RFEP)

By June 2019, 30% (approx. 7 3rd-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 31 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 58% (approx. 23 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. 6 3rd -5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and ARI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 85% (approx. 37 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 55% (approx. 22 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students (Non RFEP)

By June 2019, 38% (approx. 8 3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 73% (approx. 22 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 14 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. 6 3rd-5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

ELDPI; DRA; Interim Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department to analyze DRA and ARI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 65% (approx. 293rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 24 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA & ARI (5th grade)

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 400 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 60% (approx. 240 families) will attend at least 1 training on Standards Based Report cards; IB STEAM night; RAR program; IB Exhibition parent training; LOGO computer training; Math night; Middle School Articulation to increase the milestones necessary for meaningful graduation.

Targeted Population:

Hispanic parents participate in school activities less frequently than the rest of the school community. They represent approximately 70% of Jefferson's population.

What data did you use to form these goals?:

Sign in sheets from parent activities

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted 3 times a year based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

6 Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the IB STEAM Units of Inquiry, district units of inquiry in English Language Arts, ELA Framework and Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Push in Teacher support will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student or parent conference. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.2000	\$4,989.20	\$9,931.85	0155-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04	The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.
Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0155-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper to supplement core instruction so that students are able to access curriculum in ways such as copies of short texts, grouped math and language arts instruction
Supplies		\$7,077.00	\$7,077.00	0155-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 2	Academic Instructional supplies to supplement instruction such as journals, chart paper, pencils, and ink toner for printers, etc....

How will you monitor these strategies/activities?: Monthly Reading and math monitoring. Principal instructional walk through. Focused observations and feedback to teachers. Bell to bell instruction.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$3,323.00	\$4,000.55	0155-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental tutoring and push-in support for students at risk of not learning grade level standards.
Classroom PARAS Hrly		\$1,947.00	\$2,500.15	0155-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support to students before and after school in reading and mathematics.
Software License		\$5,000.00	\$5,000.00	0155-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental reading support online licenses for K-5.
Retired Clsrn Teacher Hrly		\$4,153.00	\$4,999.80	0155-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental tutoring and push-in support for students at risk of not learning grade level standards.

How will you monitor these strategies/activities?:

Monthly monitoring of reading and math data. Implementation of six week intervention cycles with end of cycle monitoring to show growth.

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3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Cross-curricular articulation will take place weekly. All grade levels will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. 2. Site professional development for the 2017-18 year will focus on multiple representation in mathematics, English Language Arts, Science, IB STEAM and Social Studies.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$8,306.00	\$9,999.60	0155-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to provide release time for teachers to analyze data as well as develop CCSS lesson plans specifically designed to include English language development.
Prof&Curriclm DevHrlyClstrmTchr		\$831.00	\$1,000.45	0155-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Curriculum and material development for teachers
Travel Conference		\$4,200.00	\$4,200.00	0155-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Professional development on IB and STEAM. Teachers will learn new strategies to help all students access curriculum. Teachers will also learn how to differentiate teaching for under-performing sub groups.

How will you monitor these strategies/activities?:

School will monitor professional development implementation through school walk through; class observations and monthly data monitoring. Teachers will write a reflection of learning and next steps.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Staff will monitor attendance and tutor high risk students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3750	\$10,679.25	\$22,521.16	0155-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Providing social and emotional support to high need students to increase academic performance. Monitor attendance and tutor high risk students

How will you monitor these strategies/activities?:

Monthly Counseling monitoring data

Monthly attendance data

Monthly Counseling meeting to monitor referrals, attendance and SST needs.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 School will have multiple opportunities for parents to participate in monthly principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, the new science curriculum, IB STEAM curriculum and strategies used by school to increase student achievement.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl OTBS Hrly		\$389.00	\$499.51	0155-30103-00-2282-2495- 0000-01000-0000	Title I Parent Involvement	05	Translation for written parent communication to build the home school connection.
In-service supplies		\$839.00	\$839.00	0155-30103-00-4304-2495- 0000-01000-0000	Title I Parent Involvement	05	Light refreshments to facilitate parent engagement activities to help build the home school connection.
Postage Expense		\$500.00	\$500.00	0155-30103-00-5920-2495- 0000-01000-0000	Title I Parent Involvement	05	Postage to provide communication to parents regarding their child's progress and build the home school connection.

How will you monitor these strategies/activities?:
 Parent Sign in sheets

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Push in/Pull out support is provided to increase the number of students meeting grade level standards as evidence by DRA and site developed assessments.

Identified Need::

There are students in all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

Target Group::

There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

Monitoring::

DRA scores and results of site developed assessments

Personnel Responsible::

Principal, ILT, classroom teachers, Push-in/Pull out teachers

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

To increase access to grade level standards and improve learning, basic supplies are necessary.

Identified Need::

All students are in need of basic classroom supplies.

Target Group::

All students in need of basic classroom supplies.

Monitoring::

Principal, Classroom teachers

Personnel Responsible::

Principal, ILT, classroom teachers, Push-in/Pull out teachers

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site based assessments.

Identified Need::

Teachers benefit from additional Professional Development time to analyze student achievement and collaboratively plan instruction.

Target Group::

All Students.

Monitoring::

Monitoring of progress ins conducted through the PLCs and regularly scheduled collaboratives.

Personnel Responsible::

Principal, ILT, Classroom teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3750	\$10,679.25	\$22,521.16	0155-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Additional guidance support will assist with student attendance and problem solving so students remain in classes for academics.
Classroom Teacher Hrly		\$4,984.00	\$6,000.24	0155-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental tutoring and push-in support for students at risk of not learning grade level standards
Prof&Curriclm Dev Vist Tchr		\$2,077.00	\$2,500.51	0155-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting teachers to provide release time for teachers to analyze data as well as develop CCSS lesson plans specifically designed to include English language development. LCFF 1, LCFF 2
Travel Conference		\$4,000.00	\$4,000.00	0155-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide conference opportunities for staff to develop curriculum in ELA, Math and Science to continue to strengthen our use of the CCSS
Software License		\$2,500.00	\$2,500.00	0155-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental reading support online licenses for K-5.
Retired Clsrn Teacher Hrly		\$4,153.00	\$4,999.80	0155-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental tutoring and push-in support for students at risk of not learning grade level standards

Jefferson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm DevHrlyClstrmTchr	\$831.00	\$1,000.45	0155-09800-00- 1170-2130-0000- 01000-0000	LCFF Intervention Support	LCFF 3	Curriculum and material development for teachers
Classroom PARAS Hrly	\$1,947.00	\$2,500.15	0155-09800-00- 2151-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support to students before and after school in reading and mathematics.
Supplies	\$6,100.00	\$6,100.00	0155-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Instructional supplies such as listening centers, batteries, printer ink, pencils, and crayons to provide supplemental supports for English Language development.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jefferson
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	156	39.1	148	46.6	131	55.0	15.9	8.4	156	30.1	150	33.3	131	51.9	21.8	18.6
Female	75	37.3	77	53.2	74	52.7	15.4	-0.5	75	25.3	79	31.6	74	48.6	23.3	17.0
Male	81	40.7	71	39.4	57	57.9	17.2	18.5	81	34.6	71	35.2	57	56.1	21.5	20.9
African American	12	25.0	16	31.3	15	60.0	35.0	28.7	12	25.0	16	37.5	15	60.0	35.0	22.5
Asian	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Filipino	2	-	3	-	3	-	-	-	2	-	3	-	3	-	-	-
Hispanic	114	38.6	106	47.2	89	52.8	14.2	5.6	114	28.9	107	31.8	89	47.2	18.3	15.4
Indochinese	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	16	43.8	14	42.9	11	36.4	-7.4	-6.5	16	12.5	14	28.6	11	54.5	42.0	25.9
Multiracial	9	-	6	-	10	70.0	-	-	9	-	7	-	10	70.0	-	-
English Learner	46	15.2	39	28.2	22	13.6	-1.6	-14.6	46	8.7	41	19.5	22	27.3	18.6	7.8
English-Speaking	110	49.1	109	53.2	109	63.3	14.2	10.1	110	39.1	109	38.5	109	56.9	17.8	18.4
Reclassified†	33	48.5	17	76.5	41	65.9	17.4	-10.6	33	51.5	17	47.1	41	56.1	4.6	9.0
Initially Eng. Speaking	77	49.4	92	48.9	68	61.8	12.4	12.9	77	33.8	92	37.0	68	57.4	23.6	20.4
Econ. Disadv.*	156	39.1	128	44.5	105	53.3	14.2	8.8	156	30.1	130	30.8	105	46.7	16.6	15.9
Non-Econ. Disadv.	0	-	20	60.0	26	61.5	-	1.5	0	-	20	50.0	26	73.1	-	23.1
Gifted	42	61.9	41	68.3	36	88.9	27.0	20.6	42	61.9	41	65.9	36	69.4	7.5	3.5
Not Gifted	114	30.7	107	38.3	95	42.1	11.4	3.8	114	18.4	109	21.1	95	45.3	26.9	24.2
With Disabilities	35	14.3	33	15.2	20	20.0	5.7	4.8	35	5.7	33	9.1	20	20.0	14.3	10.9
WO Disabilities	121	46.3	115	55.7	111	61.3	15.0	5.6	121	37.2	117	40.2	111	57.7	20.5	17.5
Homeless	8	-	3	-	5	-	-	-	8	-	0	-	5	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	6	-	6	-	4	-	-	-	6	-	6	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jefferson
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	47	53.2	47	57.4	44	63.6	10.4	6.2	47	34.0	48	52.1	44	75.0	41.0	22.9
Female	27	48.1	28	67.9	24	58.3	10.2	-9.6	27	29.6	29	55.2	24	75.0	45.4	19.8
Male	20	60.0	19	42.1	20	70.0	10.0	27.9	20	40.0	19	47.4	20	75.0	35.0	27.6
African American	5	-	6	-	5	-	-	-	5	-	6	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	35	51.4	34	58.8	30	60.0	8.6	1.2	35	34.3	34	47.1	30	63.3	29.0	16.2
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	4	-	3	-	3	-	-	-	4	-	3	-	3	-	-	-
Multiracial	2	-	2	-	3	-	-	-	2	-	3	-	3	-	-	-
English Learner	18	33.3	19	47.4	9	-	-	-	18	16.7	20	40.0	9	-	-	-
English-Speaking	29	65.5	28	64.3	35	74.3	8.8	10.0	29	44.8	28	60.7	35	80.0	35.2	19.3
Reclassified†	7	-	0	-	10	90.0	-	-	7	-	0	-	10	90.0	-	-
Initially Eng. Speaking	22	54.5	28	64.3	25	68.0	13.5	3.7	22	31.8	28	60.7	25	76.0	44.2	15.3
Econ. Disadv.*	47	53.2	39	53.8	33	63.6	10.4	9.8	47	34.0	40	47.5	33	69.7	35.7	22.2
Non-Econ. Disadv.	0	-	8	-	11	63.6	-	-	0	-	8	-	11	90.9	-	-
Gifted	9	-	15	86.7	11	100.0	-	13.3	9	-	15	93.3	11	72.7	-	-20.6
Not Gifted	38	47.4	32	43.8	33	51.5	4.1	7.7	38	26.3	33	33.3	33	75.8	49.5	42.5
With Disabilities	11	18.2	5	-	7	-	-	-	11	0.0	5	-	7	-	-	-
WO Disabilities	36	63.9	42	59.5	37	70.3	6.4	10.8	36	44.4	43	55.8	37	81.1	36.7	25.3
Homeless	2	-	2	-	4	-	-	-	2	-	0	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jefferson
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	60	31.7	43	51.2	49	49.0	17.3	-2.2	60	31.7	43	32.6	49	36.7	5.0	4.1
Female	24	29.2	25	44.0	29	51.7	22.5	7.7	24	25.0	25	20.0	29	41.4	16.4	21.4
Male	36	33.3	18	61.1	20	45.0	11.7	-16.1	36	36.1	18	50.0	20	30.0	-6.1	-20.0
African American	4	-	6	-	7	-	-	-	4	-	6	-	7	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	44	34.1	31	48.4	32	50.0	15.9	1.6	44	31.8	31	32.3	32	37.5	5.7	5.2
Indochinese	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	7	-	3	-	5	-	-	-	7	-	3	-	5	-	-	-
Multiracial	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
English Learner	19	5.3	11	9.1	8	-	-	-	19	5.3	11	0.0	8	-	-	-
English-Speaking	41	43.9	32	65.6	41	56.1	12.2	-9.5	41	43.9	32	43.8	41	41.5	-2.4	-2.3
Reclassified†	11	36.4	6	-	15	73.3	36.9	-	11	63.6	6	-	15	46.7	-16.9	-
Initially Eng. Speaking	30	46.7	26	57.7	26	46.2	-0.5	-11.5	30	36.7	26	38.5	26	38.5	1.8	0.0
Econ. Disadv.*	60	31.7	38	47.4	38	44.7	13.0	-2.7	60	31.7	38	28.9	38	31.6	-0.1	2.7
Non-Econ. Disadv.	0	-	5	-	11	63.6	-	-	0	-	5	-	11	54.5	-	-
Gifted	19	47.4	10	70.0	15	93.3	45.9	23.3	19	52.6	10	60.0	15	66.7	14.1	6.7
Not Gifted	41	24.4	33	45.5	34	29.4	5.0	-16.1	41	22.0	33	24.2	34	23.5	1.5	-0.7
With Disabilities	16	6.3	9	-	20	20.0	13.7	-	16	6.3	9	-	20	20.0	13.7	-
WO Disabilities	44	40.9	34	58.8	44	54.5	13.6	-4.3	44	40.9	34	38.2	44	40.9	0.0	2.7
Homeless	1	-	3	-	5	-	-	-	1	-	0	-	5	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	2	-	3	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jefferson
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	49	34.7	58	34.5	38	52.6	17.9	18.1	49	24.5	59	18.6	38	44.7	20.2	26.1
Female	24	33.3	24	45.8	21	47.6	14.3	1.8	24	20.8	25	16.0	21	28.6	7.8	12.6
Male	25	36.0	34	26.5	17	58.8	22.8	32.3	25	28.0	34	20.6	17	64.7	36.7	44.1
African American	3	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-
Asian	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	35	31.4	41	36.6	27	48.1	16.7	11.5	35	20.0	42	19.0	27	40.7	20.7	21.7
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	5	-	8	-	3	-	-	-	5	-	8	-	3	-	-	-
Multiracial	5	-	2	-	4	-	-	-	5	-	2	-	4	-	-	-
English Learner	9	-	9	-	5	-	-	-	9	-	10	0.0	5	-	-	-
English-Speaking	40	42.5	49	38.8	33	60.6	18.1	21.8	40	30.0	49	22.4	33	51.5	21.5	29.1
Reclassified†	15	33.3	11	63.6	16	43.8	10.5	-19.8	15	26.7	11	36.4	16	43.8	17.1	7.4
Initially Eng. Speaking	25	48.0	38	31.6	17	76.5	28.5	44.9	25	32.0	38	18.4	17	58.8	26.8	40.4
Econ. Disadv.*	49	34.7	51	35.3	34	52.9	18.2	17.6	49	24.5	52	19.2	34	41.2	16.7	22.0
Non-Econ. Disadv.	0	-	7	-	4	-	-	-	0	-	7	-	4	-	-	-
Gifted	14	71.4	16	50.0	10	70.0	-1.4	20.0	14	71.4	16	43.8	10	70.0	-1.4	26.2
Not Gifted	35	20.0	42	28.6	28	46.4	26.4	17.8	35	5.7	43	9.3	28	35.7	30.0	26.4
With Disabilities	8	-	19	5.3	8	-	-	-	8	-	19	5.3	8	-	-	-
WO Disabilities	41	36.6	39	48.7	30	60.0	23.4	11.3	41	26.8	40	25.0	30	53.3	26.5	28.3
Homeless	5	-	3	-	5	-	-	-	5	-	0	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



Jefferson IB STEAM Magnet School
TITLE I PARENT INVOLVEMENT POLICY
FOR THE SCHOOL YEAR 2018-2019

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Jefferson has developed a written Title I parental involvement policy with input from Title I parents. *We discuss the Parent Involvement Policy at SSC and get input from our members to reach the best manner to distribute the information to all families.*

Jefferson has distributed the policy to parents of Title I students. *Each year Jefferson sends a copy of the annual Title I Parent Involvement Policy home to parents and holds a meeting in the fall, open to all families regarding the Title I Parent Involvement Policy.*

The policy describes the means for carrying out the following Title I parental involvement requirements:

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at **Jefferson**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *During the first week of school, the principal holds a parent meeting for parents and shares Title I Parent Involvement information.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Jefferson holds monthly Family Friday meetings, inviting all parents of the school and discusses Title I at these meetings.*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *Jefferson holds monthly SSC meetings and discusses Title I programs at these meetings.*
- The school provides parents of Title I students with timely information about Title I programs. *Jefferson holds monthly Family Friday meetings, inviting all parents of the school and discusses Title I programs at these meetings.*
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *Jefferson holds Parent Conferences, including Title I parents, in the fall and spring and parents are presented with information about their child's assessment, progress and proficiency levels at these meetings.*
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Jefferson holds monthly meetings, inviting all parents of the school and discusses curriculum and assessments, as well as Title I programs, at these meetings. Parents also attend the monthly SSC meetings.*

Home School-Parent Compact:

Jefferson IB STEAM Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- *Jefferson discusses the Parent Involvement Policy at SSC and gets input from our members to reach the best manner to distribute the information to all families.*
- *Each year Jefferson sends a copy of the annual Title I Parent Involvement Policy home to parents and holds a meeting in the fall, open to all families, regarding the Title I Parent Involvement Policy.*
- *Jefferson holds monthly Family Friday meetings, inviting all parents of the school, and discusses Title I programs at these meetings.*
- *Jefferson holds Parent Conferences, including Title I parents, in the fall and spring and parents are presented with information about their child's assessment, progress and proficiency levels at these meetings.*

Building Capacity for Involvement:

Jefferson IB STEAM Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *Family Friday Meetings discuss curriculum, standards, assessments and classroom activities and school work with all Jefferson parents.*
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement *Family Friday Meetings discuss curriculum, standards, assessments and classroom activities and school work with all Jefferson parents. This information is also discussed individually and privately at Parent Conferences.*
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *Jefferson parents participate in SSC and SGT, as well as PTA and the Friends of Jefferson. These associations discuss various parts of the academics of school, including curriculum, standards, assessments and classroom activities and school work.*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *Jefferson's PTA and Friends of Jefferson are active in the Parent Resource Room and actively encourage the support of parents to participate in their child's education.*
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Jefferson always sends home both English and Spanish information home to our parents. We use both written and verbal communication, including PeachJar and School Messenger.

- The school provides support for parental involvement activities requested by Title I parents. *Jefferson is very open to providing parental involvement activities throughout the school year. We utilize our parent organizations, as well as grade level teachers and resource teachers, which plan events and activities and Parent Evening Events, which demonstrate and actively allow the parents to participate in the activities of their children.*

Accessibility

Jefferson provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Jefferson always sends home both English and Spanish information home to our parents. We use both written and verbal communication, including PeachJar and School Messenger. Translators are provided and present at all meetings to communicate with families.

APPENDIX C

HOME/SCHOOL COMPACT



HOME/SCHOOL COMPACT 2018-2019

Jefferson IB STEAM Magnet School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, school staff, and students share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve and maintain Common Core State Standards.

School Responsibilities

Jefferson IB STEAM Magnet School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.**

Jefferson's Plan for Student Achievement outlines our goals and objectives for the school year, and includes strong Common Core Standards in all content areas. As an IB STEAM Magnet School, Jefferson integrates the IB Program of Inquiry and STEAM curriculum with Common Core Standards and instruction.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent-Teacher Conferences:

- November 9, 13, 14, 16, 17 2018
- March 20, 22, 23 2019

Report Cards are discussed during conference time along with grade level assessments.

- 3. Provide parents with frequent reports on their child's progress.**

Teachers will keep parents informed of their child's progress throughout the school year.

Report Card dates are as follows:

- November 16, 2018
- March 22, 2019
- June 13, 2019

- 4. Provide parents reasonable access to staff.**

Parents can leave messages or email teachers during the school day. Teachers will respond in a timely manner.

- 5. Provide parents opportunities to volunteer in the child's classroom and/or participate in school events and class activities.**

Parents are welcome to visit classrooms. Please contact your child's teacher to make arrangements. Parents may also volunteer at the school. We have a Parent Volunteer Coordinator who organizes our volunteer program. Please contact the school office to make arrangements.

Parent Responsibilities

As a parent, I will support my child's learning by:

- Monitoring attendance and academic performance.
- Making sure that homework is completed and returned to school each day.
- Monitoring my child's amount of screen time.
- Volunteering in my child's classroom, if possible.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, and responding, as appropriate.
- Serving, to the extent possible, on advisory groups such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve California's high standards by:

- Continually improving myself as a student.
- Doing and returning my homework every day and reading at least 30 minutes every day outside of school time.
- Giving my parents (or the adult who is responsible for my welfare), all notices and information received by me from school every day.
- Following all school essential agreements so I can learn as much as possible.
- Being prepared by getting adequate sleep to perform my best at school.
- Asking for help when I need it.
- Taking care of District issued technology at home and at school.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount		
Jefferson Elementary	09800	1157	Classroom Teacher Hrly			\$ 4,984.00		
		1170	Prof&Curriclm DevHrlyClstrmTchr			\$ 831.00		
		1189	Retired Clstrm Teacher Hrly			\$ 4,153.00		
		1192	Prof&Curriclm Dev Vist Tchr			\$ 2,077.00		
		2151	Classroom PARAS Hrly			\$ 1,947.00		
		2404	Guidance/Attendance Asst	Guidance Asst	0.3750	\$ 10,679.25		
		3000	Employee Benefits			\$ 14,851.06		
		4301	Supplies			\$ 6,100.00		
		5207	Travel Conference			\$ 4,000.00		
		5841	Software License			\$ 2,500.00		
		09800 Total					0.3750	\$ 52,122.31
			30100	1157	Classroom Teacher Hrly			\$ 3,323.00
				1170	Prof&Curriclm DevHrlyClstrmTchr			\$ 831.00
				1189	Retired Clstrm Teacher Hrly			\$ 4,153.00
1192	Prof&Curriclm Dev Vist Tchr					\$ 8,306.00		
2151	Classroom PARAS Hrly					\$ 1,947.00		
2231	Other Support Prsnl PARAS			Library Asst	0.2000	\$ 4,989.20		
2404	Guidance/Attendance Asst			Guidance Asst	0.3750	\$ 10,679.25		
3000	Employee Benefits					\$ 20,725.11		
4301	Supplies					\$ 7,077.00		
5207	Travel Conference					\$ 4,200.00		
5733	Interprogram Svcs/Paper					\$ 3,000.00		
5841	Software License					\$ 5,000.00		
30100 Total					0.5750	\$ 74,230.56		
	30103			2282	Other Support Prsnl OTBS Hrly			\$ 389.00
		3000	Employee Benefits			\$ 110.51		
		4304	Inservice supplies			\$ 839.00		
		5920	Postage Expense			\$ 500.00		
30103 Total						\$ 1,838.51		

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX F
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Jefferson IB STEAM Magnet School-2018

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> • School has developed rigorous IB STEAM units that incorporate transdisciplinary learning, inquiry and integrate CCSS; and district focus. • Our school uses the state adopted curriculum (CCSS) and uses district Interim assessments to monitor progress towards meeting state standards. STEAM Magnet grant also assess our growth on a yearly basis. • School has ensured that all classes have the state adopted curriculum, teachers are trained on the CCSS in ELA, Math and Science-NGSS • School has developed and articulated school wide and grade level goals. • There are SMART goals for our significant subgroups: Our focus subgroups are our EL and Hispanic. • Goals are articulated, monitored and assessed every trimester and after each unit assessment • School is focusing on monitoring reading and math data on a monthly basis to ensure that all students are learning. • Pacing guides are at all grade levels. • IB STEAM units; Reading and Math data are constantly being reflected on by teachers in weekly PLC. Teachers plan, teach, reflect and revise lessons and units to meet the needs of students. Scaffolds and supports are interwoven into the units and lesson plans to meet the diverse needs of all learners. • IB STEAM curriculum and pedagogy have increased student engagement and teacher knowledge. <p>School Next Steps:</p>

	<ul style="list-style-type: none"> • Continue planning, teaching and reflecting on IB STEAM units; Continue monitoring student and school wide data to maximize learning • School needs to continue working on developing and refining math assessments for school to monitor student progress and growth.
<p>CLOSING THE ACHIEVEMENT GAP</p>	<ul style="list-style-type: none"> • School is focusing on monitoring reading, math and district interim assessment data on a monthly basis to ensure that all students are learning: Data is used, monitored and assessed during monitoring meetings; collaborative planning time; ILT meetings; SSC and at staff meetings • Goal setting and monitoring of goals will be key to continued improvement • Teachers plan, teach, reflect and revise lessons and units to meet the needs of students. Scaffolds and supports are interwoven into the units and lesson plans to meet the diverse needs of all learners. • Push in support and teacher tutoring for targeted intervention is instrumental for continued growth. • Continue teacher created formative assessments in reading, writing, math and IB STEAM units. <p>STRATEGIC SUPPORT:</p> <ul style="list-style-type: none"> • School uses: RAZ kids and ACHIEVE 3000: Literacy computer software program • RTI /Title I intensive intervention program used grades K-5th • Daily ELD K-5 • EL SMART goal that is articulated, monitored and revised throughout the school year based on Interim and formative assessment results • School implements Full inclusion/SAI program. Focus on push-in/co-teaching model • IB STEAM clubs have been formed to ensure that students have access to true transdisciplinary learning and can apply what they are learning.
<p>PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • School provides monthly Professional Development in IB STEAM (incorporating CCSS- ELA, Math, NGSS & inquiry based learning) that is aligned to the district's focus.

	<ul style="list-style-type: none"> • Weekly Collaborative Planning time/PLC work has been instrumental on teachers using data, planning, monitoring, analyzing and reflecting on student learning. • Teachers attend district professional development on ELA, Writing, Math and Special Education trainings (co-teaching and differentiated learning) • Teachers attend local and national conferences for ELA, Math, Technology, IB STEAM, Science-NGSS; Engineering, and other STEAM related trainings. • School sends lead teachers to Trainer of Trainer workshops to build capacity at the school site and implement new learning at the school site. • Weekly teacher release time to work on curriculum development, pacing, use of data and planning interventions and next steps for students. <p>Next Steps:</p> <ul style="list-style-type: none"> • All ELA/Math strategies and activities were effective but there was more of an emphasis on ELA monitoring and more RTI support was heavily focused on ELA. • More follow up and coaching needed to support math, Science and engineering implementation and integration of writing and critical thinking needed for new SBAC demands. • We will continue monitoring student needs in ELA and Math with special emphasis in looking at EL needs of students. We believe in a balanced approach of monitoring and supporting our students in ELA and Math throughout the year with a high focus on both.
GRADUATION/PROMOTION	<ul style="list-style-type: none"> • Target group for Promotion and retention will remain both 3rd and 5th grades. • Due to strong focus on early intervention in the primary grades, we have seen significant growth in reading levels for third graders. This shows that interventions and supports in primary grades are working to ensure students are at grade level at this key grade level. • Upper grade graduation and promotion levels is an area of continued support. Student intervention and support in previous grade levels has shown growth and improvement. Focus on target students and intervention steps will be key to show continued growth and future acceleration of reading for all students. <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to monitor 3rd and 5th grade data to analyze and refine student growth in upper and lower grade levels. Use information to plan just right next steps for school and focus students at these grade levels.

	<ul style="list-style-type: none"> • Develop a strong measurable reading assessment for 5th grade. Currently there is not a district wide strong measure that is consistent and measurable and aligned to SBAC results. Research reading program or assessment that is aligned with Lexile reading levels and SBAC results.
<p>PARENT ENGAGEMENT</p>	<ul style="list-style-type: none"> • Parent involvement at the school site has been consistent and significant. • Parents attend to yearly parent-teacher conferences; school IB STEAM school events; weekly Monday Morning assemblies; and Monthly Family Fridays • Parents are actively involved in supporting the schools IB STEAM program to ensure that all students get equal opportunity to be global citizens with the necessary 21st century skills needed for future careers. <p>Next Steps:</p> <ul style="list-style-type: none"> • School to develop Monthly IB STEAM newsletter to highlight student and school programs supporting all students. • School to continue supporting school foundation; PTA and ASB to help align resources and support to ensure all students succeed! • Continue to maximize parent support in leveraging and bringing community resources to the school site. • Parent trainings and support will be key to increase student achievement for all. Especially our focus subgroups.