

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT JEFFERSON ELEMENTARY SCHOOL

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

**Board Approval: June 23, 2015**



**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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Jefferson IB STEAM Magnet School

DUE March 13, 2015

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):

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/10/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/4/15
- Site Governance Team (SGT) Date of presentation: \_\_\_\_\_
- Other (list): Staff Meeting Date of presentation: 3/4/15

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: 3/10/15

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                        |                                  | <u>3/10/15</u> |
| Type/Print Name of School Principal    | Signature of School Principal    | Date           |
| Jon Kevorkian                          |                                  | <u>3/10/15</u> |
| Type/Print Name of SSC Chairperson     | Signature of SSC Chairperson     | Date           |
| Mitzi Merino                           |                                  |                |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent | Date           |

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

We envision a school that develops students that are inquirers and who are creative and critical thinkers that are ready to be strong contributors to their community and their global society; where students learn from and with each other and are supported by an energetic and enthusiastic teacher who prompt and probe and push thinking to the next level; where teachers know individual learning needs and design engaging instruction for all.

Our current reality is that Instruction and assessment are aligned to the Common Core State Standards (CCSS) and students are cognitively engaged in rigorous tasks. Instructional decisions are based upon ongoing and regular assessments, both formal and informal. Data analysis takes place on a regular basis and teachers take part in setting classroom and grade level academic growth goals.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**TEACHER ALLOCATIONS:**

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

|                      |         |
|----------------------|---------|
| Grades K-3:          | 1:24    |
| Grades K-3 with CSR: | 1:22    |
| 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

## Jefferson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

|             |   |                 |
|-------------|---|-----------------|
| 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             |

### **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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4 (April - June)** - How do we develop students that take an active stance in their own learning and the learning of others?

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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

| Member Name         | Role                                 |
|---------------------|--------------------------------------|
| Francisco Morga     | Principal                            |
| Jon Kevorkian       | Teacher            Chair             |
| Topaz Johnson       | Teacher                              |
| Sadhana Bhatt       | Teacher                              |
| Maria Shingledecker | Other                                |
| Allen Hudson        | Parent            - DAC -ELAC- DELAC |
| Julie Byrd          | Parent                               |
| Sandra Olave        | Parent                               |
| Christine Green     | Parent/Community Member              |
| Barry Stratton      | Parent                               |

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/12/2016, 40 % of Jefferson Elementary Students will be at or above mastery as measured by in SBAC

**Closing the Gap SMART Goal:**

\* By 06/12/2016, 35 % of Jefferson Elementary English Learner, Students will be at or above grade level Mastery in SBAC

\* By 06/12/2016, 35 % of Jefferson Elementary Hispanic or Latino, Students will be at or above grade level Mastery in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/12/2016, 41 % of Jefferson Elementary Students will be at or above grade level Mastery in SBAC

**Closing the Gap SMART Goal:**  
 \* By 06/12/2016, 35 % of Jefferson Elementary English Learner, Students will be at or above grade level Mastery in SBAC  
 \* By 06/12/2016, 35 % of Jefferson Elementary Hispanic or Latino, Students will be at or above grade level Mastery in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/12/2016, 25 % of Jefferson Elementary English Learners Enrolled in School in the United States 12 Months or More will meet reclassification criteria as identified in California English Language Development Test

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

ELDPI; DRA; Interim Assessments

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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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).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 06/12/2016, 50 % of Jefferson Elementary Grade 03, Students will reach level P/38 or above in Fountas and Pinnel  
 \* By 06/12/2016, 60 % of Jefferson Elementary Grade 05, Students will reach level T/44 or above in Fountas and Pinnel

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

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

\* By 06/12/2016, 80 % of Jefferson Elementary Parents/Guardians will attend at least 1 academic school event supporting an increase in Parent and Community Engagement

**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:**

Here at Jefferson we offer: three parent conference opportunities; weekly Monday Morning Assemblies; Monthly Family Friday events, Back to School night and Spring Open House.

**BUDGET: Resources Aligned to Area Goals****Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the IB Units of Inquiry, district units of inquiry in English Language Arts, LA 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 CELDT 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.

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.

**SUPPLEMENTAL SUPPORTS**

| Proposed Expenditures         | FTE    | Estimated Cost | Funding Source Budget Code              | Funding Source             | Area Goal(s) | Rationale  |
|-------------------------------|--------|----------------|---|----------------------------|--------------|--|
| Position Library Asst,        | 0.1500 | \$3,766.65     | 0155-30100-00-2231-2420-0000-01000-0000 | Title I Basic Program      | 01, 03       | The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.                         |
| Position School Counselor,    | 0.2000 | \$15,098.80    | 0155-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program      | 04, 05       | Additional counseling support above the district allocation will assist with student attendance and problem solving so students remain in classes for academics.           |
| Position Guidance Asst,       | 0.2000 | \$5,639.00     | 0155-30100-00-2404-3110-0000-01000-0000 | Title I Basic Program      | 03, 04, 05   | Additional guidance support will assist with student attendance and problem solving so students remain in classes for academics.   |
| Retired Clsrm Teacher Hrly    | -      | \$6,615.00     | 0155-30100-00-1189-1000-1110-01000-0000 | Title I Basic Program      | 01, 03       | Retired classroom teacher hourly to guide PLC work around data analysis and development of lessons incorporating CCSS.   |
| Classroom Teacher Hrly        | -      | \$13,017.00    | 0155-30100-00-1157-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03   | Supplemental tutoring and push-in support for students at risk of not learning grade level standards.  |
| Classroom PARAS Hrly          | -      | \$2,028.00     | 0155-30100-00-2151-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03   | Support to students before and after school in reading and mathematics.  |
| Interprogram Svcs/Paper       | -      | \$3,000.00     | 0155-30100-00-5733-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03   | 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.     |
| Prof&Curriclm Dev Vist Tchr   | -      | \$10,848.00    | 0155-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03   | 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. |
| Software License              | -      | \$2,000.00     | 0155-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program      | 01, 03       | Supplemental reading support online licenses for K-5.  |
| Supplies                      | -      | \$6,874.00     | 0155-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03   | Instructional supplies such as listening centers, batteries, printer ink, pencils, and crayons to provide supplemental supports for English Language development.          |
| Inservice supplies            | -      | \$900.00       | 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.  |
| Other Support Prsnl OTBS Hrly | -      | \$200.00       | 0155-30103-00-2282-2495-0000-01000-0000 | Title I Parent Involvement | 05           | Translation for written parent communication to build the home school connection.  |
| Postage Expense               | -      | \$500.00       | 0155-30103-00-5920-                     | Title I Parent             | 05           | Postage to provide communication to parents regarding their child's progress   |

## Jefferson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

|                                 |   |            |   |                               |            |  |
|---------------------------------|---|------------|---|-------------------------------|------------|--|
|                                 |   |            | 2495-0000-01000-0000                    | Involvement                   |            | and build the home school connection.  |
| Supplies                        | - | \$50.00    | 0155-30103-00-4301-2495-0000-01000-0000 | Title I Parent Involvement    | 05         | Materials to support parent events and meetings.   |
| Supplies                        | - | \$1,302.00 | 0155-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | 01, 02, 03 | Instructional supplies such as listening centers, batteries, printer ink, pencils, and crayons to provide supplemental supports for English Language development.          |
| Classroom PARAS Hrly            | - | \$2,028.00 | 0155-30106-00-2151-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | 01, 02, 03 | Support to students before and after school in reading and mathematics.  |
| Prof&Curriclm DevHrlyClstrmTchr | - | \$868.00   | 0155-30106-00-1170-2130-0000-01000-0000 | Title I Supplmnt Prog Imprvmt | 01, 02, 03 | Teacher hourly so that classroom teachers may meet after school hours to analyze data as well as plan lessons incorporating CCSS.  |
| Prof&Curriclm Dev Vist Tchr     | - | \$2,169.00 | 0155-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | 01, 02, 03 | 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. |

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



|   |
|---|
| <b>Goal 3: Professional Development</b>   |
| <b>Professional Development Goal:</b><br>Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site based assessments. |
| <b>Identified Need:</b><br>Teachers benefit from additional Professional Development time to analyze student achievement and collaboratively plan instruction.                            |
| <b>Target Group:</b><br>All Students.   |
| <b>Monitoring:</b><br>Monitoring of progress ins conducted through the PLCs and regularly scheduled collaboratives.   |
| <b>Personnel Responsible:</b><br>Principal, ILT, Classroom teachers   |

**LCFF INTERVENTION SUPPORTS**

| Proposed Expenditures           | FTE    | Estimated Cost | Funding Source Budget Code              | Funding Source            | Area Goal(s)               | Rationale  |
|---------------------------------|--------|----------------|---|---------------------------|----------------------------|--|
| Position Library Asst,          | 0.2500 | \$6,277.75     | 0155-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | 01, LCFF 1, LCFF 2, LCFF 3 | The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.                         |
| Position Guidance Asst,         | 0.3000 | \$8,458.50     | 0155-09800-00-2404-3110-0000-01000-0000 | LCFF Intervention Support | 03, 04, 05, LCFF 1, LCFF 2 | Additional guidance support will assist with student attendance and problem solving so students remain in classes for academics.   |
| Prof&Curriclm DevHrlyClstrmTchr | -      | \$868.00       | 0155-09800-00-1170-2130-0000-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 3         | Teacher hourly so that classroom teachers may meet after school hours to analyze data as well as plan lessons incorporating CCSS.  |
| Retired Clstrm Teacher Hrly     | -      | \$4,410.00     | 0155-09800-00-1189-1000-1110-01000-0000 | LCFF Intervention Support | 01, 03, LCFF 1, LCFF 3     | Retired classroom teacher hourly to guide PLC work around data analysis and development of lessons incorporating CCSS.   |
| Classroom Teacher Hrly          | -      | \$2,169.00     | 0155-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2 | Supplemental tutoring and push-in support for students at risk of not learning grade level standards.  |
| Supplies                        | -      | \$1,173.00     | 0155-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2 | Instructional supplies such as listening centers, batteries, printer ink, pencils, and crayons to provide supplemental supports for English Language development.          |
| Prof&Curriclm Dev Vist Tchr     | -      | \$2,169.00     | 0155-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, 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. |
| Conference Local                | -      | \$2,000.00     | 0155-09800-00-5209-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 3         | Professional development conference fees for staff to increase teacher pedagogy when working with at-risk students.  |

## 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****TITLE I PARENT INVOLVEMENT POLICY**  
**OR**  
**PARENT INVOLVEMENT POLICY**  
**FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*

# SAN DIEGO UNIFIED SCHOOL DISTRICT

## Jefferson IB STEAM Magnet School

### TITLE I PARENT INVOLVEMENT POLICY

- Each fall, the Title I Program and its requirements will be shared with parents at a regularly scheduled SSC Meeting
- Jefferson IB STEAM Magnet will provide a flexible number of meetings to allow for parent involvement. Spanish translators will be available for parents. Topics covered during the meetings may include:
  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress.
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
  - Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school-wide parent newsletter is sent home informing parent/community of all meetings of interest. The newsletter will be printed in English and Spanish. The school newsletter is used to advertise parent meetings and training sessions offered at Jefferson and at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to contact parents in the language of the parents. A "School Messenger" (phone notification) may also be sent as an additional way to notify parents.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information is available in several languages.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# SAN DIEGO UNIFIED SCHOOL DISTRICT

## HOME/SCHOOL COMPACT

*Jefferson I B 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, the entire school staff, and the students will 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 California's high standards.*

*This Home/School Compact is in effect during school year 2014-2015.*

### **School Responsibilities**

**The Thomas Jefferson Elementary 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 as follows:**

Jefferson has a Plan for Student Achievement that outlines our goals and objectives for the school year that includes strong Standards Based Instruction in all content areas in all our classrooms. Being an IB STEAM Magnet School, Jefferson integrates the IB Program of Inquiry and STEAM curriculum with Standards-Based 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 14, 17, 18, 20, 21, 2014 & March 24, 26, 27, 2015. Standards Based Report Cards are discussed during conference time along with English Language Arts and Math Benchmarks.

- 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 21, 2014, March 27, June 15, 2015.

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

Parents can leave messages or email teacher during the school day. Teachers will respond.

- 5. Provide parents opportunities to volunteer and participate in their child's class.**

Parents are welcome to visit classrooms. Please call your child's teacher to make arrangements.

Parents may volunteer to work at the school. We have a Parent Volunteer Coordinator who organizes our volunteer program.

**Parent Responsibilities**

**I, as a parent, will support my child’s learning by:**

- Monitoring attendance and academic performance.
- Making sure that homework is completed.
- Monitoring amount of “screen time” my child watches.
- 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 either received by my child or by mail 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**

**I, as a student, will share the responsibility to improve my academic achievement and achieve California’s high standards.**

- To continually improve myself as a student.
- Do my homework everyday and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow all school essential agreements so I can learn as much as possible.
- Be prepared by getting adequate sleep to perform my best at school.

\_\_\_\_\_  
Francisco Morga, Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**APPENDIX C****CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*



San Diego Unified School District  
 Site: 0155 Jefferson Elementary  
 As of Date 04-07-2015  
 Extended Summary

| Name                                   | 30100 Title I Basic |                    | 30103 Title I |                 | 30106 Title I |                   |
|--|---------------------|--------------------|---------------|-----------------|---------------|-------------------|
|  | FTE                 | TOTAL              | FTE           | TOTAL           | FTE           | TOTAL             |
|  |                     | \$92,782.00        |               | \$1,696.00      |               | \$7,302.00        |
|  |                     | \$92,782.20        |               | \$1,696.60      |               | \$7,302.05        |
|  |                     | -\$0.20            |               | -\$0.60         |               | -\$0.05           |
| <b>Certificated Salaries / Monthly</b> | <b>0.2000</b>       | <b>\$15,098.80</b> | <b>0.0000</b> | <b>\$0.00</b>   | <b>0.0000</b> | <b>\$0.00</b>     |
| 2605 School Counselor                  | 0.2000              | \$15,098.80        | 0.0000        | \$0.00          | 0.0000        | \$0.00            |
| <b>Classified Salaries / Monthly</b>   | <b>0.3500</b>       | <b>\$9,405.65</b>  | <b>0.0000</b> | <b>\$0.00</b>   | <b>0.0000</b> | <b>\$0.00</b>     |
| 6425 Guidance Asst                     | 0.2000              | \$5,639.00         | 0.0000        | \$0.00          | 0.0000        | \$0.00            |
| 6472 Library Asst                      | 0.1500              | \$3,766.65         | 0.0000        | \$0.00          | 0.0000        | \$0.00            |
| <b>Certificated Salaries</b>           |                     | <b>\$30,480.00</b> |               | <b>\$0.00</b>   |               | <b>\$3,037.00</b> |
| 1157 Classroom Teacher Hrly            |                     | \$13,017.00        |               | \$0.00          |               | \$0.00            |
| 1170 Prof&Curriclm DevHrlyClstrmTchr   |                     | \$0.00             |               | \$0.00          |               | \$868.00          |
| 1189 Retired Clstrm Teacher Hrly       |                     | \$6,615.00         |               | \$0.00          |               | \$0.00            |
| 1192 Prof&Curriclm Dev Vist Tchr       |                     | \$10,848.00        |               | \$0.00          |               | \$2,169.00        |
| <b>Classified Salaries</b>             |                     | <b>\$2,028.00</b>  |               | <b>\$200.00</b> |               | <b>\$2,028.00</b> |
| 2151 Classroom PARAS Hrly              |                     | \$2,028.00         |               | \$0.00          |               | \$2,028.00        |
| 2282 Other Support Prsnl OTBS Hrly     |                     | \$0.00             |               | \$200.00        |               | \$0.00            |
| <b>Employee Benefits</b>               |                     | <b>\$23,895.75</b> |               | <b>\$46.60</b>  |               | <b>\$935.05</b>   |
| <b>Books and Supplies</b>              |                     | <b>\$6,874.00</b>  |               | <b>\$950.00</b> |               | <b>\$1,302.00</b> |
| 4301 Supplies                          |                     | \$6,874.00         |               | \$50.00         |               | \$1,302.00        |
| 4304 Inservice supplies                |                     | \$0.00             |               | \$900.00        |               | \$0.00            |
| <b>Services and Other Operating</b>    |                     | <b>\$5,000.00</b>  |               | <b>\$500.00</b> |               | <b>\$0.00</b>     |
| 5733 Interprogram Svcs/Paper           |                     | \$3,000.00         |               | \$0.00          |               | \$0.00            |
| 5841 Software License                  |                     | \$2,000.00         |               | \$0.00          |               | \$0.00            |
| 5920 Postage Expense                   |                     | \$0.00             |               | \$500.00        |               | \$0.00            |

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Jefferson Elementary School**

|  |   |
|--|---|
| <b>Area Goals for 2014-15 SY</b>                   |   |
| <b>English Language Arts:</b>                      | By 06/12/2015, 60 % of Jefferson Elementary Students will meet common core grade level standards as identified on the common formative assessment   |
| <b>Mathematics</b>                                 | By 06/12/2015, 65 % of Jefferson Elementary Students will meet common core grade level standards as identified on the common formative assessment   |
| <b>English Language Development</b>                | By 06/12/2015, 25 % of Jefferson Elementary English Learners Enrolled in School in the United States 12 Months or More will meet reclassification criteria as identified in California English Language Development Test        |
| <b>Graduation/Promotion Rate</b>                   | By 06/12/2015, 50 % of Jefferson Elementary Grade 03, Students will reach level P/38 or above in Fountas and Pinnel<br>By 06/12/2015, 70 % of Jefferson Elementary Grade 05, Students will reach level T/44 or above in Fountas |
| <b>Parent Involvement and Community Engagement</b> | By 06/12/2015, 80 % of Jefferson Elementary Parents/Guardians will attend at least 1 academic school event supporting an increase in Parent and Community Engagement  |

|                                      |   |
|--------------------------------------|---|
| <b>Academic Program Description:</b> | <b>The budget listed below is supplemental to the base program. Please see the base program model in the following pages.</b> |
|--------------------------------------|---|

\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

| Name                        | 30100 Title I Basic |                  | 30103 Title I |                 | 30106 Title I |                 | Rationale   |
|-----------------------------|---------------------|------------------|---------------|-----------------|---------------|-----------------|---|
|                             | FTE                 | TOTAL            | FTE           | TOTAL           | FTE           | TOTAL           |   |
|                             |                     | <b>86,614.00</b> |               | <b>1,360.00</b> |               | <b>6,792.00</b> |   |
| 2040 Inschool Resource Tchr | 0.50                | 40,135.50        | -             | -               | -             | -               | The ELST manages CELDT testing so that students can participate in appropriate language development instruction, Provide professional development as well as provides small group targeted instruction. |
| 2605 School Counselor       | 0.08                | 5,783.33         | -             | -               | -             | -               | Additional counseling support above the district allocation will assist with student attendance and problem solving so students remain in classes for academics.  |
| 6425 Guidance Asst          | 0.20                | 5,675.40         | -             | -               | -             | -               | Additional guidance support will assist with student attendance and problem solving so students remain in classes for academics.  |

|                                    |      |                  |              |   |               |   |  |
|------------------------------------|------|------------------|--------------|---|---------------|---|--|
| 6472 Library Asst                  | 0.15 | 3,817.65         | -            | - | -             | - | The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.                     |
| 1157 Classroom Teacher Hrly        |      | -                | -            | - | 1,000.00      | - | Supplemental tutoring support for students at risk of not learning grade level standards.  |
| 1189 Retired Clsrm Teacher Hrly    |      | -                | -            | - | 5,000.00      | - | Retired classroom teacher hourly to guide PLC work around data analysis and development of lessons incorporating CCSS.   |
| 2151 Classroom PARAS Hrly          |      | 682.00           | -            | - | -             | - | Additional hourly time to conduct tutoring for EL and at risk students.  |
| 2282 Other Support Prsnl OTBS Hrly |      | -                | 200.00       | - | -             | - | Translation for written parent communication to build the home school connection.  |
| <b>Employee Benefits</b>           |      | <b>30,020.06</b> | <b>43.98</b> | - | <b>756.00</b> | - |  |
| 4301 Supplies                      |      | -                | 50.00        | - | 36.00         | - | Instructional supplies such as listening centers, batteries, printer ink, pencils, and crayons to provide supplemental supports for English Language development.      |
| 4304 Inservice supplies            |      | -                | 566.00       | - | -             | - | Light refreshments to facilitate parent engagement activities to help build the home school connection.  |
| 5733 Interprogram Svcs/Paper       |      | 500.00           | -            | - | -             | - | 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. |
| 5920 Postage Expense               |      | -                | 500.00       | - | -             | - | Postage to provide communication to parents regarding their child's progress and build the home school connection  |

## Elementary Core and Supplemental Supports Statement

### TEACHER ALLOCATIONS:

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

|                      |         |
|----------------------|---------|
| Grades K-3:          | 1:25.5  |
| Grades K-3 with CSR: | 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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

**APPENDIX E**

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

School Name: Jefferson Elementary

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

|  |              |
|--|--------------|
| Enter Total Allocation: Resource 30100 | \$92,782.00  |
| Enter Total Allocation: Resource 30106 | \$7,302.00   |
| Sum of Resources 30100 & 30106         | \$100,084.00 |
| 10% allocation needed for PD           | \$10,008.40  |

**Please check one:**    Watch List    Year 1    Year 2    Year 3    Year 4    Year 5    Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

| Resource  | Acct | Description of how funds reserved for PD will be used to remove the school from PI status | Amount      |
|---|------|---|-------------|
| <input checked="" type="checkbox"/> 30100<br><input type="checkbox"/> 30106 | 1192 | Substitutes to provide support for professional development in literacy and mathematics.  | \$10,848.00 |
| <input type="checkbox"/> 30100<br><input checked="" type="checkbox"/> 30106 | 1192 | Substitutes to provide support for professional development in literacy and mathematics.  | \$2,169.00  |
| <input type="checkbox"/> 30100<br><input type="checkbox"/> 30106            |      |   | \$0.00      |
| <input type="checkbox"/> 30100<br><input type="checkbox"/> 30106            |      |   | \$0.00      |
| <input type="checkbox"/> 30100<br><input type="checkbox"/> 30106            |      |   | \$0.00      |
| Total Allocated - Must be at least 10% of the sum of 30100 and 30106        |      |   | \$13,017.00 |
| 10 % allocation has been met  |      |   | <b>YES</b>  |