

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **JEFFERSON ELEMENTARY** SCHOOL

2020-21

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:

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Position: Principal

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The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide program.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

At Jefferson, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, PTA, and staff meetings held throughout the year.

-September 25, 2020 the Annual Title I Parent Meeting was held.

-February 2020- SGT met to analyze data and provided budget recommendations.

-January 2020- Staff met to analyze data and provided budget recommendations.

-February 2020- ELAC provided input on funding that would support English Language Learners.

-February 2020- SSC met to discuss the evaluation and assessment survey.

-February 2020 reviewed and approved the 20-21 budget.

-September 2020 SSC developed the School Parent Compact and Parent Involvement Policy.

-September 2020- SSC provided input regarding goals for English Language Learners.

-September 30, 2020- SSC developed and approved 2020-2021 SPSA.

RESOURCE INEQUITIES**Resource Inequities**

Jefferson's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2018-19 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate an overall decrease in the area of ELA and overall growth in math.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 53% (ELA) and 35% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 52% (ELA) and at 34% (Math). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards was at 53% (ELA) and 45% (Math). This specific group of students stayed the same at 53 percentage points in ELA and gained 10% in Math.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 57% (ELA) and 54% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 48% (ELA) and 38% (Math). This is a 9% decrease in ELA and a 16% drop in Math. The 2018-19 SPSA was focused on ELA and Math and funding supported more Math support than ELA development.

The school's overall data for the 2017 school year indicate 55% of 3rd-5th grade students met or exceeded standards in ELA and 52% of 3rd-5th grade students met or exceeded standards in math. In the 2018 school year, the data indicates 57.2% of 3rd-5th grade students met or exceeded grade-level standards in ELA and 54% of 3rd-5th grade students met or exceeded standards in math. There was a slight gain of 2.2% in the area of ELA and 2% in math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 49.6% of Jefferson's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of ELA. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a small percentage growth from 2014 (21.6%) to 2018 (26.4%). This is a slight gain of 4.8% in math. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in physical education, health, and wellness learning); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic *i-Ready* (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis. The *i-Ready* online program also contains an intervention program to target skills deficits in both ELA and Math.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates (orange and yellow). The school community has done extensive work in putting systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. The counseling center will be open 5 days a week to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinician will work directly with staff and families to provide professional development and strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement school wide positive schoolwide strategies to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Francisco Morga	Principal
Dana Archer	Classroom Teacher Chair
Jennifer Valenzuela	Classroom Teacher
Toni Brundage	Classroom Teacher
Blanca Loya	Other- Classified
Allen Hudson	Parent
Bethany Dawa	Parent
Nathalie Hirsh	Parent
Daniel Hubbard	Parent
KD Pham	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Guidance Asst

Counselor

Effectiveness

Our goals for the 2019-2020 school year were to track chronic absenteeism for all students as well as our Students with Disabilities and Black or African American student groups. We also wanted to track student feeling of connectedness to school (as measured by the CAL-SCHLS CHKS), and suspension rate for our Students with Disabilities. We do have new CA Dashboard data for 2019 for Chronic Absenteeism and Suspension. All Students maintained their performance for Chronic Absenteeism at 8.1% chronically absent (maintained -0.4%), Students with Disabilities were at 15.9% (increased by 0.9%) and Black or African American students were at 6.3% (declined by 4.6%). The Suspension Rate for Students with Disabilities was at 4.8% which declined by 2.7% from 2018. We meet both our Black or African American student goal for decreasing absenteeism and our goal for decreasing the suspension rate of our Students with Disabilities.

We did not conduct the CAL-SCHLS surveys in the spring of 2020 so we will be moving this goal forward. We do not have 2020 Dashboard data either and will update our goals based on the new metrics. We are also going to add a site-based metric for more consistent data tracking for our students.

*Major Differences

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Throughout the school year, the work of the counselor and Guidance Assistant was very consistent and showing progress towards goals. During the end of the school year, our counselor and Guidance assistant's work had to change due to the school closure and the COVID 19 pandemic.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes were made during the second half of the school year due to the school closures and COVID 19 pandemic. Goals and strategies could not be fully implemented or measured due to major changes in the schooling environment and the complexities of online learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	To decrease chronic absenteeism	8.1%	7%	Chronic Absenteeism	annual
June 2021	TK-5	To increase student's feeling connectedness to school	28%	33%	CAL-SCHLS (CHKS)	annual
June 2021	TK-5	increase overall attendnace rates	96.24%	97%	Attendance	Monthly

*Identified Need

For 2019-2020, we reviewed the 2018 California Dashboard and the CHKS data and determined that we would focus on Chronic Absenteeism and student feelings of connectedness to school.

For our 2019 CA Dashboard, we are in the Yellow Performance Level for All Students at 8.1% chronically absent (maintained -0.4%). We have no students in the Red Performance Level and three student groups in the Orange Performance Level: Students with Disabilities (15.9% chronically absent which increased 0.9%), Two or More Raced (8% chronically absent which increased 1%), and White (9.6% chronically absent which increased 2.3%). For Suspension Rate, Jefferson is in the Green Performance Level at 1.4% suspended at least once which declined 0.5%. There are no student groups in the Red or Orange Performance Levels for this indicator.

In order to also support district-wide initiatives, we are including AMOs for English Learners and Black or African American student groups. Our African American students are in the Green Performance Level for Chronic Absenteeism at 6.3% chronically absent which declined 4.6% from 2018. Our English Learners are also in the Green for this indicator at 4.3% which declined 4%. Both of these groups are in the Blue Performance Level for Suspension Rate at 9% suspended at least once in 2018.

*Online Learning Implications

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	15.9%	11%	Chronic Absenteeism	annual
June 2021	TK-5	Black or African American	increase/maintain attendance	baseline	97%	Attendance	annual
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism	8%	7%	Chronic Absenteeism	annual
June 2021	TK-5	White	Decrease chronic absenteeism	9.6%	7%	Chronic Absenteeism	annual
June 2021	TK-5	English Learner	increase/maintain attendance	baseline	97%	Attendance	annual

Guidance Assistant

***Students to be served by this Strategy/Activity**

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct daily phone calls to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the School Attendance Review Team and/or other subcommittees as needed to support the positive school culture.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015520	Guidance Asst	0.37500	\$12,193.50	\$25,536.27	0155-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance assistant to support attendance monitoring and outreach to our unduplicated students.
F015521	Guidance Asst	0.37500	\$12,193.50	\$25,536.27	0155-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant to support attendance monitoring and outreach to our unduplicated students.

*Additional Supports for this Strategy/Activity

Counselor

*Students to be served by this Strategy/Activity

All Students at the school. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct phone calls and parent meetings to ensure families receive the support they need to get their children to school every day and on time. The counselor will also be an active member of the Positive Discipline Team; School Attendance Review Team and/or other subcommittees as needed to support the Positive School Culture.

*Proposed Expenditures for this Strategy/Activity

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015523	School Counselor -	0.10000	\$8,707.20	\$10,697.12	0155-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor will conduct class lessons; small group; SST and parent trainings.
F015524	School Counselor	0.10000	\$8,707.20	\$10,697.12	0155-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Counselor will conduct class lessons; small group; SST and parent trainings.
N0155D3	Counselor Hrly		\$1,500.00	\$1,834.35	0155-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional counseling to support student needs.
N0155D4	Counselor Hrly		\$1,500.00	\$1,834.35	0155-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Additional counseling to support student needs.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

In the last school year, we dedicated to PLCs, conferences, Push in intervention support, and after school tutoring. Strategies went well throughout the school year, we were seeing progress. Due to school closures, starting in March, these strategies were not able to be fully implemented.

Effectiveness

Last year, we set goals for all our 3-5th graders around performance on the CAASPP ELA. We also set AMOs for Students with Disabilities and English Learners. With site closures in March, we do not have test data for CAASPP ELA June 2020 so we will be moving our goals forward.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our primary focus last year was around mathematics and while ELA was a focus, we saw a 2% decrease performance in ELA.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In order to increase ELA performance, we will focus attention to PLC work in ELA and dELD in order to the meet the needs of all students and our subgroups. We will continue to support push-in support and after school tutoring.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	To increase percentage of students meeting or exceeding standards	54.7%	60%	CAASPP ELA	Annual
June 2021	2-5	To increase percentage of students meeting or exceeding standards	baseline	60%	FAST aReading	3 times/year

*Identified Need

After a review of the 2018-2019 CAASPP ELA data, we noticed a -2.5% drop in ELA.

On the 2019 CA Dashboard, Jefferson is in the Yellow Performance Level for the indicator of English Language Arts at 2.2 above standard which declined by 8.7 points. We have no student groups in the Red Performance Level and three student groups in the Orange: English Learners (15.3 points below standard which declined by 13.4 points from 2018), Hispanic (11.4 points below standard which declined by 14.4 points from 2018) and Socioeconomically Disadvantaged (14.8 points below standard which declined by 14.8 points).

In order to also support district-wide initiatives, we are including AMOs for Students with Disabilities and Black or African American student groups. Both of these student groups do not have performance colors on the 2019 CA Dashboard. The SWD group is 105.6 points below standard which declined by 5.8 points from 2018. African American students are 12.1 points below standard which maintained from 2018.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd- 5th	English Learner	To increase percentage of students meeting or exceeding standards	17.2%	20%	CAASPP ELA	annual
June 2021	3rd- 5th	Students with Disabilities	To increase percentage of students meeting or exceeding standards	3%	11%	CAASPP ELA	annual
June 2021	3rd- 5th	Black or African American	To increase percentage of students meeting or exceeding standards	46.2%	50%	CAASPP ELA	annual
June 2021	3rd- 5th	Hispanic or Latino	To increase percentage of students meeting or exceeding standards	49.6%	53%	CAASPP ELA	annual
June 2021	3rd- 5th	Socioeconomically Disadvantaged	To increase percentage of students meeting or exceeding standards	49.6%	53%	CAASPP ELA	annual
June 2021	3rd- 5th	English Learner	To increase percentage of students meeting or exceeding standards as measured with Fast aReading	baseline	20%	FAST aReading	three times a year
June 2021	3rd- 5th	Students with Disabilities	To increase percentage of students meeting	baseline	11%	FAST aReading	three times a year

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			or exceeding standards as measured with Fast aReading				
June 2021	3rd- 5th	Black or African American	To increase percentage of students meeting or exceeding standards as measured with Fast aReading	baseline	50%	FAST aReading	three times a year
June 2021	3rd- 5th	Hispanic or Latino	To increase percentage of students meeting or exceeding standards as measured with Fast aReading	baseline	53%	FAST aReading	three times a year
June 2021	3rd- 5th	Socioeconomically Disadvantaged	To increase percentage of students meeting or exceeding standards as measured with Fast aReading	baseline	53%	FAST aReading	three times a year

Substitutes for PLC work

*Students to be served by this Strategy/Activity

All students. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Teachers will meet three times a year in Professional Learning Communities (PLC) to analyze data as well as develop CCSS lesson plans specifically designed to include English Language Development. During this time teacher will work together to determine needed instructional supplies to meet the needs of students.

*Proposed Expenditures for this Strategy/Activity

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01551	Prof&Curriclm Dev Vist Tchr		\$5,200.00	\$6,359.08	0155-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Subs for PLC
N01552W	Prof&Curriclm Dev Vist Tchr		\$5,200.00	\$6,359.08	0155-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Subs for PLC

***Additional Supports for this Strategy/Activity**

Instructional Software

***Students to be served by this Strategy/Activity**

All students. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Staff at Jefferson came together to decide which instructional materials they needed to support their Tier 1 instruction. We will be using Raz Kids; NewsELA, PLTW, BrainPop and Mystery Science.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01555G	Software License		\$2,446.00	\$2,446.00	0155-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software to increase reading and writing
N01559O	Software License		\$5,000.00	\$5,000.00	0155-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software to increase reading and writing

***Additional Supports for this Strategy/Activity**

Conferences

***Students to be served by this Strategy/Activity**

All Students. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Conferences will support professional development on IB and STEAM. Teachers will learn new strategies to help all students access curriculum, how to develop formative assesments that drive teaching and learning and teachers will also learn how to differentiate teaching for under-performing sub groups.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015535	Travel Conference		\$5,000.00	\$5,000.00	0155-30106-00-5207-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional Development
N0155AH	Conference Local		\$500.00	\$500.00	0155-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional Development

***Additional Supports for this Strategy/Activity**

Tutoring and library support

***Students to be served by this Strategy/Activity**

Students at risk of not meeting grade level standards. Note: Over 67.5% of Jefferson’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Supplemental tutoring and push-in support for students at risk of not learning grade level standards as well library support for students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015525	Library Asst	0.20000	\$5,781.60	\$11,419.53	0155-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Additional library support for students.
N01555	Classroom Teacher Hrly		\$3,200.00	\$3,913.28	0155-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Before and after school Tutoring
N01551M	Classroom PARAS Hrly		\$3,800.00	\$5,046.02	0155-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Push into support students reaching grade level standards. Teachers will identify targeted students.
N01552K	Retired Clsrn Teacher Hrly		\$8,000.00	\$9,783.20	0155-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Push into Teacher to support students reaching grade level standards. Teachers will identify targeted students.
N015544	Classroom Teacher Hrly		\$2,000.00	\$2,445.80	0155-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Before and after school Tutoring
N01558Z	Supplies		\$2,005.00	\$2,005.00	0155-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental instructional materials in supporting students with their ELA development.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the last school year, in math we dedicated our attention to the use of PLCs, Push in intervention support, software programs, after school tutoring and teacher planning around math curriculum. All of these strategies paid off and we saw a growth in the area of math. We will continue to focus on math to ensure continuous growth over time.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our primary focus last year was around mathematics and while ELA was a focus, we saw a 4.4% increase performance in math.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to continue to increase math performance, we will focus attention to PLC work and dELD in order to the meet the needs of all students and our subgroups. We will continue to support push-in support and after school tutoring.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd-5th	To increase percentage of	58.2%	63%	CAASPP Math	Annual

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		students meeting or exceeding standards				
June 2020	3rd-5th	To increase percentage of students meeting or exceeding standards	*Incomplete data	63%	FAST aMath	Trimester

***Identified Need**

After a review of the 2018-2019 CAASPP math data, we noticed a 4.4% increase in math. But looking at 2016 and 2017 cohort data for the past three years, we have noticed that there is about a 25% drop in math. Therefore we see a need to continue our focus on math best practices.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd- 5th	English Learner	To increase percentage of students meeting or exceeding standards	10.3%	21%	CAASPP Math	Annual
June 2021	3rd- 5th	Students with Disabilities	To increase percentage of students meeting	14.7%	20%	CAASPP Math	Annual

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			or exceeding standards				
June 2021	3rd- 5th	Students with Disabilities	To increase percentage of students meeting or exceeding standards	Baseline	20%	FAST aMath	Trimester
June 2021	3rd- 5th	English Learner	To increase percentage of students meeting or exceeding standards	Baseline	21%	FAST aMath	Trimester
June 2021	3rd- 5th	Black or African American	To increase percentage of students meeting or exceeding standards	Baseline	60%	FAST aMath	Trimester

PLC

***Students to be served by this Strategy/Activity**

All students. Note: Over 67.5% of Jefferson’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Visiting teachers to provide release time for teachers to analyze data as well as develop CCSS lesson plans specifically designed to include number talks, English language development, differentiation, and intervention in math units and lessons.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015530	Prof&Curriclm Dev Vist Tchr		\$4,000.00	\$4,891.60	0155-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC work

Tutoring

***Students to be served by this Strategy/Activity**

Students not at grade level/risk of not meeting standards in math. Note: Over 67.5% of Jefferson’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Supplemental tutoring and push-in support for students at risk of not learning grade level standards.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0155C1	Classroom PARAS Hrly		\$1,850.00	\$2,456.63	0155-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Push in to support students reaching grade level standards. Teachers will identify targeted students.
Materials Development									
*Students to be served by this Strategy/Activity									
All Students. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Instructional and intervention materials to support math development.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01554N	Supplies		\$1,498.00	\$1,498.00	0155-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental instructional supplies to support mathematical concepts and habits of mind.
*Additional Supports for this Strategy/Activity									
Software									
*Students to be served by this Strategy/Activity									
All Students. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Continue to purchase PLTW software to help integrate math into our IB STEAM units.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015588	Software License		\$2,500.00	\$2,500.00	0155-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Math software programs

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers met by grade level/department to analyze DRA and ARI achievement 3 times per year. Analysis will inform subsequent instruction. Based on 2018-19 results, Jefferson exceeded the Reclassification goal of 75% with an 86.7%.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our work this past year was going well and students showed continuous growth. This work was interrupted at the end of the school year due to school closures and online learning.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year the reclassification goal has increased from 75% to 95%. According to this new change, our school will have to closely monitor ELPAC results and other reclassification criteria to ensure we meet the new goal.

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Online learning implications have been taken into consideration as we start the school year online. Teacher use of technology tools and online assessments will need to be refined in order to get a true picture of EL student needs in this new online format.

***Integrated English Language Development**

Our school will continue to partner with the OLA office to ensure that teachers have access to:

- *Professional Development specific for ELD
- *Classroom walkthroughs feedback to show evidence of integrated ELD
- *OLA ELD Coaching Cycle
- *Online best practices for EL students.

***Designated English Language Development**

- *Professional Development specific for dELD
- *Classroom walkthroughs to show evidence of integrated dELD
- * OLA dELD Coaching Cycle in ELA, Math and other subject area integration
- *Designated dELD classroom schedules for elementary schools during online learning and in-person learning.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd- 5th grade	English Learner	To increase percentage of students meeting or exceeding standards	17.2%	28%	CAASPP ELA	Annual
June 2021	3rd- 5th grade	English Learner	To increase percentage of students meeting or exceeding standards	10.3%	21%	CAASPP Math	Annual
June 2021	3rd- 5th grade	English Learner	To increase percentage of students meeting or exceeding standards on the Fast aReading	baseline	21%	Other (Describe in Objective)	Trimester
June 2021	3rd- 5th grade	English Learner	To increase percentage of	baseline	21%	Other (Describe in Objective)	Trimester

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting or exceeding standards on the Fast aMath						
*Identified Need									
After an analysis of academic performance and language development data, we have determined a need for our EL students in ELA and Math. We saw a decrease of 7.8 % in ELA and a decrease of 11.1%. These students will receive additional support through the dELD program at our school and other interventions and supports. According to our 2019 Dashboard, 56.4% of our English Learners are making progress using the English Learner Progress Indicators. Our school was scored at a High performance level.									
*Online Learning Implications									
<p>-District will provide students with targeted small group support through a push-in integrated model.</p> <p>-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.</p> <p>-Formative assessment data will be collected, analyzed and feedback given to students.</p> <p>-Professional development will also be offered to teachers across the district serving this English Learner group</p> <p>-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.</p> <p>-This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>									
*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	2nd- 5th	English Learner	Reclassification	86.7%	95%	Summative ELPAC	Annual		
ELD Coaching cycle									
*Students to be served by this Strategy/Activity									
EL students									
*Strategy/Activity - Description									
Resource teachers from the OLA office will come to support 2nd and 5th grade teachers in implementing ELD and dELD. During this time teacher will work together to determine needed instructional supplies to meet the needs of students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0155U	Supplies		\$3,285.00	\$3,285.00	0155-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Supplemental instructional supplies to support our English Learner in developing their academic language.
N01552J	Classroom PARAS Hrly		\$1,800.00	\$2,390.22	0155-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Supports for small group instruction to increase English Literacy
N01557B	Prof&Curriclm DevHrlyClstrmTchr		\$700.00	\$856.03	0155-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners		Collaborative PLC work with OLA office.

ELPAC

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

Testing of English Learners for Reclassification

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0155CV	Retired NonClstrm Tchr Hrly		\$4,000.00	\$4,891.60	0155-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Visiting Teacher to implement ELPAC testing

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Meeting with teachers to discuss student progress on IEP goals

Meeting with case managers

Effectiveness

Our plan was working effectively until the school closures. During the school closures and online learning, we had to modify our work to ensure that all students had access to online instruction and teachers were able to provide support.

We will continue the work started in the online format for the upcoming year with necessary changes to ensure student success.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our school worked closely with teachers and case managers to incorporate the best practices for meeting students with disabilities needs. Teachers collaborated and discussed the plan to work towards co-teaching model. Changes during the year affected the planned work at the school site. The integrity of the plan was set up, but due to school closures and online learning work was changed.

*Changes

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

changes for 2020-21

- * Students will receive their support hours online through case manager and special education aides
- * Appointment based learning will be implemented to the students for students needing additional support
- * IEPs will be held online and online needs will be discussed and incorporated into IEP plan.
- * Monitoring of student progress in online learning
- * Continue monthly Principal conferences with case managers

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk- 5th	Students meet their goals	varies	100%	Progress Reports on IEP Goals	Annual

*Identified Need

Students with disabilities are a major focus group for our school. From 2018 to 2019 we saw an increase in the number of students with disabilities, from 22 to 33. We also saw a 6.1% drop in meeting or exceeding standards in ELA. In Mathematics we also saw a slight drop of 1.5% in mathematics.

*Online Learning Implications

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd- 5th	Students with Disabilities	To increase percentage of students meeting or exceeding standards on CAASSP ELA	5.9%	11%	Other (Describe in Objective)	Annual

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd- 5th	Students with Disabilities	To increase percentage of students meeting or exceeding standards on CAASSP Math	14.7%	20%	Other (Describe in Objective)	Annual
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Professional Development

***Students to be served by this Strategy/Activity**

All students with disabilities.

***Strategy/Activity - Description**

Special Education teachers will attend professional development on and off campus.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5th	Black youth	To increase percentage of students meeting or exceeding standards	46.9 %	60%	Grades	Three times a year at reporting period

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Jefferson IB STEAM Magnet School site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Jefferson IB STEAM Magnet School will develop and implement a site-specific system for tracking classroom referrals.
3. Jefferson IB STEAM Magnet School will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Jefferson IB STEAM Magnet School will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Jefferson IB STEAM Magnet School will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Jefferson IB STEAM Magnet School is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by

districts to measure pupil achievement.

Our Black youth have shown inconsistent growth over time in both ELA and Math. There needs to be a focus on how best to support our black youth to see steady growth consistent with school growth and other subgroups.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Professional Development/Consultants

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Through professional development, our teachers will be trained on how to best meet the needs of all students. This will be done through book studies, district trainings, and site trainings to meet the diverse needs of all students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01553D	Consultants <=\$25K		\$500.00	\$500.00	0155-30106-00-5801-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Supports for the developing a Cultural Proficient site.
N01553N	Prof&Curriclm DevHrlyClstrmTchr		\$820.00	\$1,002.78	0155-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	[no data]		Professional development in cultural relevant teaching and curriculum development

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After a review of the CHKS data, we determined that we would focus on "School actively seeks the input of parents before making important decisions." When we looked at the data we found that 41% of our families feel that the school actively seeks their input.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Based on other criteria we found this area to be the biggest area of need. Other areas were consistent. Please note this information is based on 148 respondents.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to increase parent involvement and increase parent input the school will make sure to involve other stakeholders in the decision making.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase percentage of parents that felt that the school actively seeks their input.	41%	60%	CAL - SCHLS (CSPS)

*Identified Need

We need to increase our parent involvement. According to the data we have:

- * 41% Strongly agree
- * 38% Agree
- *6% Disagree
- *1% Strongly Disagree
- *15% Do not know

***Online Learning Implications**

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-
District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Increase parent input of decisions made to support EL students.	Varies	100%	Other - Describe in Objective

Capacity Building: Parent Training/Workshops

***Families to be served by this Strategy/Activity**

All Families

***Strategy/Activity - Description**

Provide parent trainings, meetings and workshops to inform parents of school events and curriculum.

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01553J	Inservice supplies		\$947.00	\$947.00	0155-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent events and meetings
N01557L	Clerical OTBS Hrly		\$350.00	\$464.78	0155-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Translation and parent outreach
N0155D0	Supplies		\$535.00	\$535.00	0155-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent events and meetings

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

VAPA will be used to provide teachers with release time to meet in PLCs
Tutoring will be strategically used to target students at risk of not meeting graduation requirements

Effectiveness

These strategies have proved to be very effective in supporting our graduation requirements. Unfortunately at the end of the year, these strategies were interrupted with COVID 19 and Online learning.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID 19 and online learning, there was a major difference in the implementation of the strategies to show effectiveness. We were not able to fulfill the strategy with fidelity due to the unforeseen circumstances. Now moving forward all strategies need to prove effective in-person and on the online learning platform.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Online learning implications and effectiveness of strategies need to be taken into consideration as we move forward into the new school year. The monitoring of strategies in the online format has to be monitored more frequently for both effectiveness and true implementation to meet the goals set.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Students will meet or exceed grade level standards in reading	70%	75%	Grade 3 ELA Reading	Annual
June 2021	5th	Students will meet or exceed grade level standards in reading	57%	67%	Grade 5 ELA Reading	Annual

*Identified Need

Based on 2018-2019 DRA data, 3rd-grade students achieved 70% on DRA. CAASSP scores in ELA were 65.1 %. We feel this is a new cohort of students and will need to monitor their monthly reading progress.

Based on 2018-2019 DRA/ARI data, 5th grade achieved 57% on DRA. CAASSP scores for 5th were 57%. When looking at 2 years of cohort data we see a 7% decrease in ELA.

*Online Learning Implications

-The work of counselors supports the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	To increase percentage of students meeting or exceeding standards on CAASSP ELA	30%	40%	Grade 3 ELA Reading	Annual
June 2021	3rd	Students with Disabilities	To increase percentage of students meeting or exceeding standards on CAASSP ELA	18%	23%	Grade 3 ELA Reading	Annual

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd	Black or African American	To increase percentage of students meeting or exceeding standards on CAASSP ELA	46.2%	50%	Grade 3 ELA Reading	Annual
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VAPA

***Students to be served by this Strategy/Activity**

All Students. Note: Over 67.5% of Jefferson's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

VAPA teacher will work with students while the teacher works with and assesses target group of students (students in grades 3 and 5 at risk of not meeting grade-level standards).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Tutoring

***Students to be served by this Strategy/Activity**

Students at risk of not meeting grade level standards in reading.

***Strategy/Activity - Description**

Teacher will tutor students at risk of not meeting standards in reading.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0155-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01555	Tutoring support for identified students
	Classroom Teacher Hrly				0155-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N015544	Tutoring support for identified students

Curriculum development

***Students to be served by this Strategy/Activity**

All students at risk of not meeting reading standards.

***Strategy/Activity - Description**

In order to meet the graduation goals of our students, teachers will work before or after school to develop lessons around reading and writing to help students achieve their goals. During this time teachers will work together to determine needed instructional supplies to meet the needs of students. Based on prior ELA CAASSP data, we have seen that this work that we started in years past has helped us get consistent improvement in ELA.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. How will you foster a culture of STEAM?

* Jefferson IB STEAM Magnet has been a STEAM school for the past five years. We have created and maintained a consistent culture of both STEAM and IB. We have also ensured that the IB and STEAM philosophies have been interwoven into our IB STEAM units. Our TK/Kindergarten, First, and 2nd-grade teachers have also been included in the district's STEAM Pilot. All grade levels are in year 1 and 2 of the pilot program.

2. How will you build capacity to ensure fidelity and sustainability of STEAM?

* Jefferson will send grade-level teams to district STEAM trainings and collaborate with other STEAM schools.

* Jefferson will send IB resource teacher and Principal to STEAM trainings to learn alongside teachers as they are continuing the STEAM program.

* Jefferson will also give teachers PLC time to plan and align STEAM learning to IB STEAM units.

* Jefferson's lead teachers, principal, and resource teacher will attend other STEAM related conferences to build knowledge and capacity at the school site. The teacher leadership team will then bring information back to the school site and provide workshops and STEAM professional development to all teachers and staff.

3. How will you support teachers in implementing STEAM lessons a minimum of 4 hours per week?

* Our school has been a STEAM school for the past five years and STEAM lessons are taught daily. Teachers have planned, taught, assessed, and reflected on IB STEAM units in order to ensure that they are teaching STEAM lessons every day.

* Principal will conduct STEAM-focused observations and provide feedback to teachers around STEAM lessons.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following areas will be implemented school-wide at Jefferson IB STEAM Magnet School:

- Use of data to drive instruction and use of instructional strategies to improve student learning daily
- Common Assessments, and Lesson Design need to be aligned to Critical Concepts
- Professional development in ELA with a focus on subgroups (EL and Spec. Ed.)
 - EL students- Monitoring progress; analyzing current levels and planning continued improvement from year to year (Cohort analysis/Vertical Articulation)
 - Special Education- Monitoring progress; analyzing current levels and planning continued improvement from year to year (Cohort analysis/Vertical Articulation)

The transformational leadership practices necessary to actualize this plan include:

- School wide professional development and discussion focused around dELD; Writing (Student work that demonstrates grade level proficiency) and Vertical Articulation
- Teacher Teams use of common assessment data and other formative data to create lessons designed to meet students' needs.
- Classroom observations focused on student experiences and student learning as related to critical concepts.
- Monitoring student progress specific to English Learners and Students with Disabilities.

Leadership Considerations:

- Focus on the work of Teacher Teams
 - Teachers engage in professional learning
 - Teachers intervene early and strategically
 - Teacher teams work together to gather/analyze student data, co-plan lessons/tasks in response to data, co-teach, and reflect on their impact

Focus on School wide professional development and discussion focused around dELD; Writing (Student work that demonstrates grade level proficiency) and Vertical Articulation

Intentional focus on English Learners and Students with disabilities

Consistently provide feedback on classroom practices and student learning through multiple strategies

Communicate effectively and positively with the community about the work occurring at Jefferson with input from all stakeholders.

Develop daily and weekly communication for pupil outreach and re-engagement with the help of the office staff and counseling support team.

PD for staff to engage students and build relationships via online learning with students.

School will ensure equity and consistency from classroom to classroom when taking attendance by monitoring and tracking daily and weekly attendance. At Monday Morning Assemblies, school attendance will be highlighted and classes with high attendance will be recognized.

School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages).

Principal will ensure that leadership best practices are being used for both online and in-person learning and will monitor SPSA on a monthly basis to ensure school meets goals.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Jefferson ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 74,253.21
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$162,631.11

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 41,135.38
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$41,135.38

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 47,242.52
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 47,242.52

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 162,631.11

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Jefferson Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.3750	\$ 12,193.50
		Guidance Asst	3000			\$ 13,342.77
			1157	Classroom Teacher Hrly		\$ 2,000.00
			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 700.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 4,000.00
			1986	Retired NonClstrm Tchr Hrly		\$ 4,000.00
			2151	Classroom PARAS Hrly		\$ 1,800.00
			3000			\$ 2,975.25
			4301	Supplies		\$ 3,285.00
			5209	Conference Local		\$ 500.00
			5841	Software License		\$ 2,446.00
	09800 LCFF Intervention Support Total				0.3750	\$ 47,242.52
	30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.3750	\$ 12,193.50
		Guidance Asst	3000			\$ 13,342.77
		Library Asst	2231	Other Support Prsnl PARAS	0.2000	\$ 5,781.60
		Library Asst	3000			\$ 5,637.93
		School Counselor	1210	Counselor	0.1000	\$ 8,707.20
		School Counselor	3000			\$ 1,989.92
			1157	Classroom Teacher Hrly		\$ 3,200.00
			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 820.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 5,200.00
			1260	Counselor Hrly		\$ 1,500.00
		(blank)	2151	Classroom PARAS Hrly		\$ 3,800.00
		(blank)	3000			\$ 3,635.51
		(blank)	4301	Supplies		\$ 1,498.00
		(blank)	5841	Software License		\$ 5,000.00
	30100 Title I Basic Program Total				0.6750	\$ 72,306.43
	30103 Title I Parent Involvement		2451	Clerical OTBS Hrly		\$ 350.00
			3000			\$ 114.78
			4301	Supplies		\$ 535.00
			4304	Inservice supplies		\$ 947.00
	30103 Title I Parent Involvement Total					\$ 1,946.78
	30106 Title I Supplmnt Prog Imprvmt	School Counselor	1210	Counselor	0.1000	\$ 8,707.20
		School Counselor	3000			\$ 1,989.92
		(blank)	1189	Retired Clstrm Teacher Hrly		\$ 8,000.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 5,200.00
			1260	Counselor Hrly		\$ 1,500.00
			2151	Classroom PARAS Hrly		\$ 1,850.00
			3000			\$ 3,883.26
			4301	Supplies		\$ 2,005.00
			5207	Travel Conference		\$ 5,000.00
			5801	Consultants <=\$25K		\$ 500.00
			5841	Software License		\$ 2,500.00
	30106 Title I Supplmnt Prog Imprvmt Total				0.1000	\$ 41,135.38
Grand Total					1.1500	\$ 162,631.11

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Jefferson Elementary has developed a written Title I parent & family engagement 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.***

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). ***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, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). ***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, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). ***Jefferson holds monthly SSC meetings and discusses Title I programs at these meetings.***
- The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). ***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, Part A 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 (ESSA Section 1116[c][4][B]). ***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, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). ***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.***

Jefferson engages Title I, Part A parents in meaningful interactions with the school. The Compact 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'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.***
- The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]). ***Family Friday Meetings discuss curriculum, standards, assessments and classroom activities and schoolwork with all Jefferson parents.***
 - The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]). ***Family Friday Meetings discuss curriculum, standards, assessments, 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, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]). ***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, Part A 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 (ESSA Section 1116[e][4]). ***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, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]). ***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***
- The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]). ***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, activities, and Parent Evening Events, which demonstrate and actively allow the parents to participate in the activities of their children.***

Jefferson provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

This policy was adopted by Jefferson Elementary on September 23, 2020 and will be in effect for the period of 2020-21 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **October 2, 2020.**

Francisco Morga, Principal

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

JEFFERSON IB STEAM MAGNET

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year **2020-2021**.

Jefferson IB STEAM Magnet distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- **The school's responsibility to provide high-quality curriculum and instruction. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1])** Jefferson's Plan for Student Achievement outlines our goal and objectives for the school year, and include 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.
- **The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).**
Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d] [2] [A]). Parent Teacher Conferences will be held this year:
 - November 13, 16, 17, 19 & 20, 2020
 - March 23, 25, 26, 2021
- **Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d] [2] [B]).** Progress Reports will be issued on the following dates:
 - November 13, 2020
 - March 23, 2021
 - June 15, 2021
- **Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).** Parents can leave messages or email teachers during the school day. Teachers will respond in a timely manner. Parents are welcome to

visit classrooms. Please contact the school office 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.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach those goals, the school has established the following practices:

- **The school provides Title I, Part A parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children. (ESSA Section 1116[e][1]). *Family Friday Meetings discuss curriculum, standards, assessments, classroom activities, and schoolwork with all Jefferson parents.***
- **The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]). *Family Friday Meetings discuss curriculum, standards, assessments and classroom activities and schoolwork with all Jefferson parents. This information is also discussed individually and privately at Parent Conferences.***
- **With the assistance of Title I, part A parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. (ESSA Section 1116[e][3]). *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 schoolwork.***
- **The school coordinates and integrates the Title I, Part A 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. (ESSA Section 1116[e][4]). *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, Part A parents in a format and language that the parents understand. (ESSA Section 1116[e][5]). *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.***
- **The school provides support for parental involvement activities requested by Title I, Part A parents. (ESSA Section 1116[e][14]). *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, activities, and Parent Evening Events, which demonstrate and actively allow the parents to participate in the activities of their children.***

Jefferson provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

This policy was adopted by Jefferson IB STEAM Magnet on 9/30/2020 and will be in effect for the period of the Academic School Year 2020-2021

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2020

Francisco Morga, Principal, Jefferson IB STEAM Magnet School

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

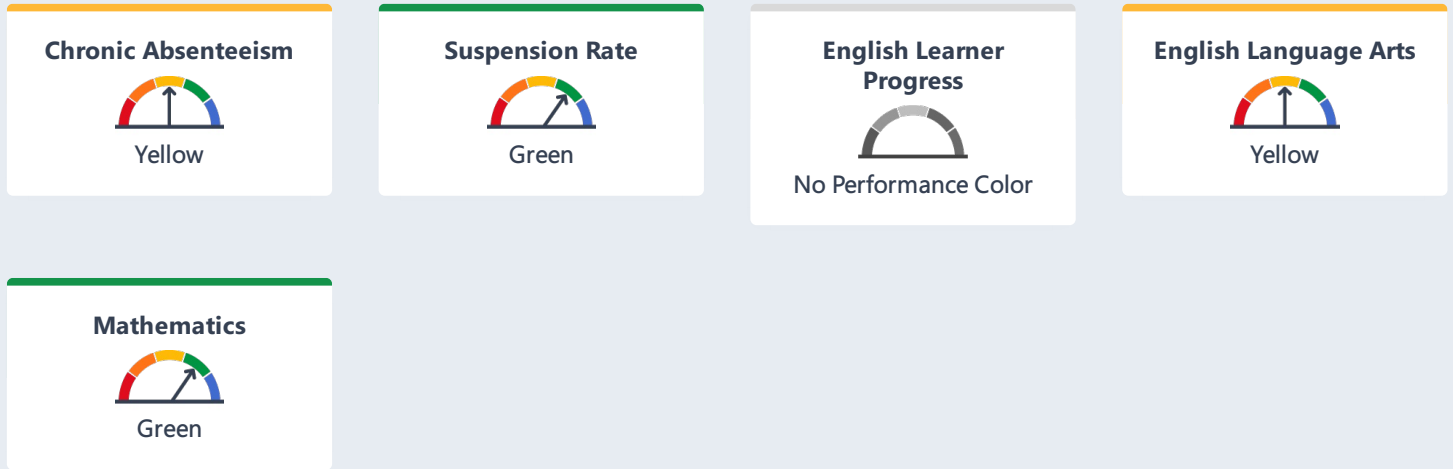
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Jefferson Elementary

Explore the performance of Jefferson Elementary under California's Accountability System.

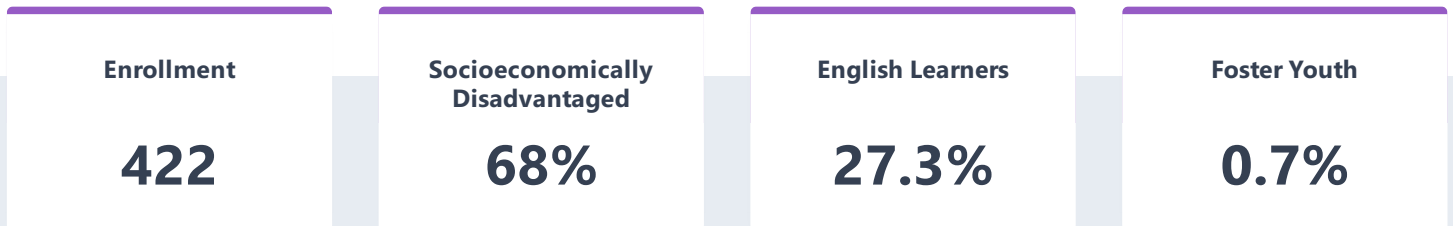


School Details

NAME Jefferson Elementary	ADDRESS 3770 Utah Street San Diego, CA 92104-3532	WEBSITE N/A	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

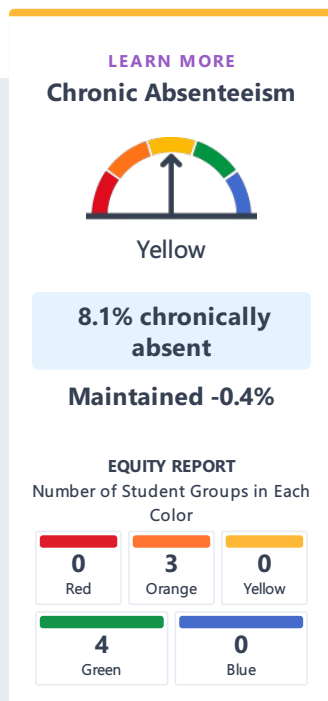
View Student Assessment Results and other aspects of school performance.



JEFFERSON ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.4% suspended at least once

Declined 0.5% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
3 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

2.2 points above standard

Declined 8.7 Points ▼

Number of Students: 167

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

12.1 points below standard

Maintained -2.2 Points

Number of Students: 12

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races



No Performance Color

58.3 points above standard

Increased 4.5 Points ▲

Number of Students: 15

Students with Disabilities



No Performance Color

105.6 points below standard

Declined 5.8 Points ▼

Number of Students: 35

White



No Performance Color

49.9 points above standard

Increased 44 Points ▲

Number of Students: 13

English Learners



Orange

15.3 points below standard

Declined 13.4 Points ▼

Number of Students: 70

Hispanic



Orange

11.4 points below standard

Declined 14.4 Points ▼

Number of Students: 120

Socioeconomically Disadvantaged



Orange

14.8 points below standard

Declined 14.8 Points ▼

Number of Students: 124

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

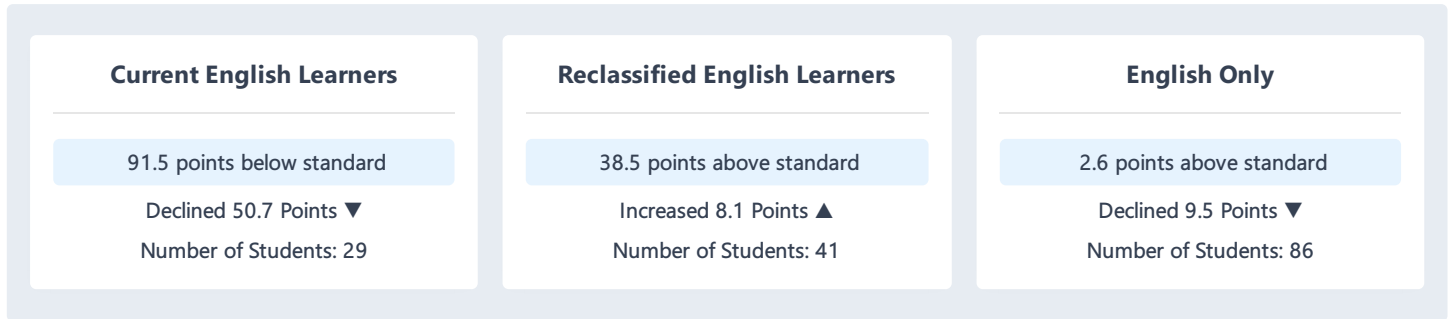
All Students 4.8 points above standard

10.8 points above standard

2.2 points above standard

English Language Arts Data Comparisons: English Learners

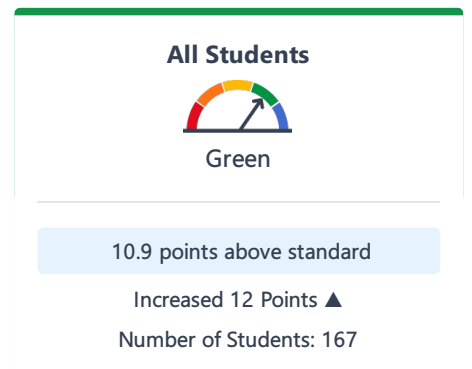
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

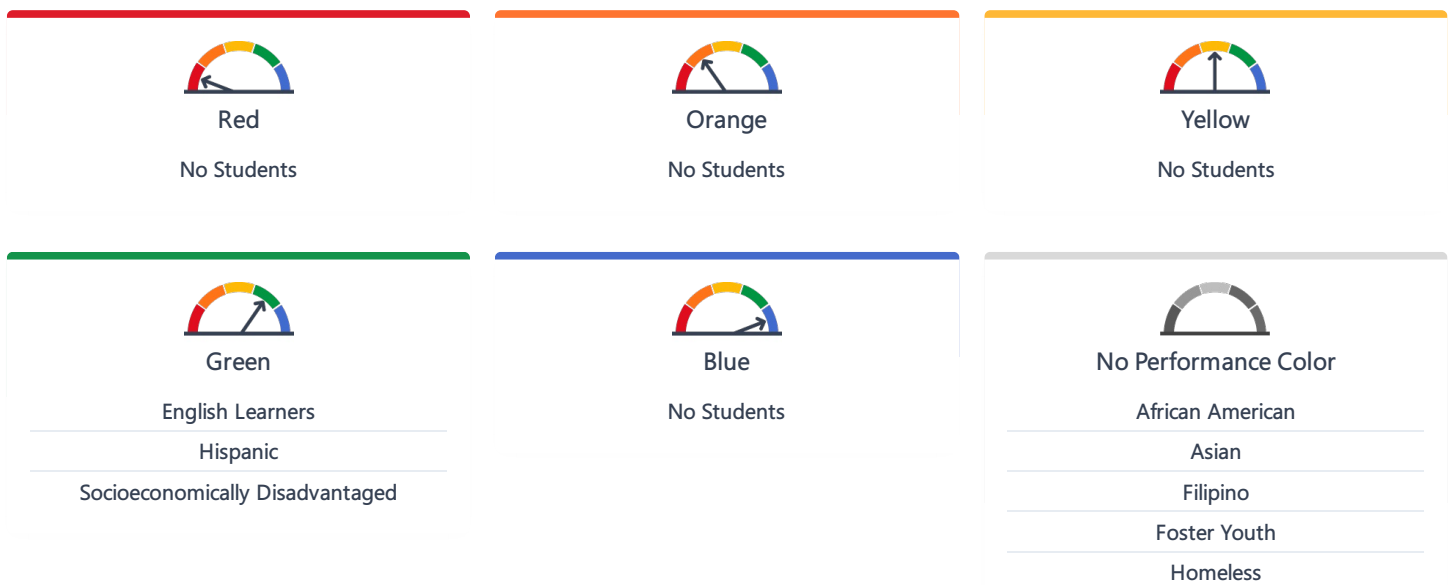
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups





African American



No Performance Color

0.8 points above standard

Increased 24.3 Points ▲

Number of Students: 12

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races



No Performance Color

59 points above standard

Declined 8.9 Points ▼

Number of Students: 15

Students with Disabilities



No Performance Color

91.2 points below standard

Maintained -1.2 Points

Number of Students: 35

White



No Performance Color

37.8 points above standard

Increased 44 Points ▲

Number of Students: 13

English Learners



Green

6.1 points below standard

Increased 10.5 Points ▲

Number of Students: 70

Hispanic



Green

1.5 points below standard

Increased 9.9 Points ▲

Number of Students: 120

Socioeconomically Disadvantaged



Green

5.3 points below standard

Increased 12.7 Points ▲

Number of Students: 124

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	1.4 points below standard	1.1 points below standard	10.9 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
79.6 points below standard	45.6 points above standard	11.5 points above standard
Declined 28.9 Points ▼	Increased 34.1 Points ▲	Increased 8.5 Points ▲
Number of Students: 29	Number of Students: 41	Number of Students: 86

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

56.4% making progress towards English language proficiency

Number of EL Students: 55

Performance Level High

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	23.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	20%
ELs who Maintained ELPI Level 4	1.8%
ELs Who Progressed at Least One ELPI Level	54.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Yellow

8.1% chronically absent

Maintained -0.4%

Number of Students: 431

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Students with Disabilities

Two or More Races

White



Yellow

No Students



Green

African American

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

9.1% chronically absent

No Data

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

22.7% chronically absent

Increased 6.1% ▲

Number of Students: 22

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Orange

15.9% chronically absent

Increased 0.9% ▲

Number of Students: 82

Two or More Races



Orange

8% chronically absent

Increased 1% ▲

Number of Students: 50

White



Orange

9.6% chronically absent

Increased 2.3% ▲

Number of Students: 73

African American



Green

6.3% chronically absent

Declined 4.6% ▼

Number of Students: 32

English Learners



Green

4.3% chronically absent

Declined 4% ▼

Number of Students: 117

Hispanic



Green

8% chronically absent

Declined 1% ▼

Number of Students: 262

Socioeconomically Disadvantaged



Green

8.8% chronically absent

Declined 1.6% ▼

Number of Students: 295

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1.4% suspended at least once

Declined 0.5% ▼

Number of Students: 444

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged

Students with Disabilities



Green

Hispanic

Two or More Races

White



Blue

African American

English Learners



No Performance Color

Asian

Filipino

Foster Youth

Homeless



Asian



No Performance Color

0% suspended at least once

No Data

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 22

Socioeconomically Disadvantaged



Yellow

1.3% suspended at least once

Maintained -0.1%

Number of Students: 304

Students with Disabilities



Yellow

4.8% suspended at least once

Declined 2.7% ▼

Number of Students: 84

Hispanic



Green

1.5% suspended at least once

Declined 0.4% ▼

Number of Students: 270

Two or More Races



Green

2% suspended at least once

Declined 0.3% ▼

Number of Students: 50

White



Green

1.3% suspended at least once

Declined 0.4% ▼

Number of Students: 76

African American



Blue

0% suspended at least once

Declined 2.6% ▼

Number of Students: 34

English Learners



Blue

0% suspended at least once

Declined 0.8% ▼

Number of Students: 125



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	156	39.1	148	46.6	131	55.0	145	57.2	170	54.7	15.6	-2.5	156	30.1	150	33.3	131	51.9	145	53.8	170	58.2	28.1	4.4
Female	75	37.3	77	53.2	74	52.7	83	63.9	89	61.8	24.5	-2.1	75	25.3	79	31.6	74	48.6	83	51.8	89	59.6	34.3	7.8
Male	81	40.7	71	39.4	57	57.9	62	48.4	81	46.9	6.2	-1.5	81	34.6	71	35.2	57	56.1	62	56.5	81	56.8	22.2	0.3
African American	12	25.0	16	31.3	15	60.0	12	50.0	13	46.2	21.2	-3.8	12	25.0	16	37.5	15	60.0	12	41.7	13	61.5	36.5	19.8
Asian**	2	-	1	-	0	-	1	-	5	-	-	-	2	-	1	-	0	-	1	-	5	-	-	-
Filipino	2	-	3	-	3	-	2	-	2	-	-	-	2	-	3	-	3	-	2	-	2	-	-	-
Hispanic	114	38.6	106	47.2	89	52.8	100	53.0	121	49.6	11.0	-3.4	114	28.9	107	31.8	89	47.2	100	50.0	121	53.7	24.8	3.7
Indochinese**	1	-	2	-	2	-	2	-	-	-	-	-	1	-	2	-	2	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	16	43.8	14	42.9	11	36.4	13	61.5	14	71.4	27.6	9.9	16	12.5	14	28.6	11	54.5	13	53.8	14	64.3	51.8	10.5
Multiracial	9	-	6	-	10	70.0	15	80.0	15	80.0	-	0.0	9	-	7	-	10	70.0	15	80.0	15	80.0	-	0.0
English Learner	46	15.2	39	28.2	22	13.6	28	25.0	29	17.2	2.0	-7.8	46	8.7	41	19.5	22	27.3	28	21.4	29	10.3	1.6	-11.1
English-Speaking	110	49.1	109	53.2	109	63.3	117	65.0	141	62.4	13.3	-2.6	110	39.1	109	38.5	109	56.9	117	61.5	141	68.1	29.0	6.6
Reclassified†	33	48.5	17	76.5	41	65.9	33	78.8	42	73.8	25.3	-5.0	33	51.5	17	47.1	41	56.1	33	63.6	42	78.6	27.1	15.0
Initially Eng. Speaking	77	49.4	92	48.9	68	61.8	84	59.5	99	57.6	8.2	-1.9	77	33.8	92	37.0	68	57.4	84	60.7	99	63.6	29.8	2.9
Econ. Disadv.*	156	39.1	128	44.5	105	53.3	107	52.3	127	49.6	10.5	-2.7	156	30.1	130	30.8	105	46.7	107	45.8	127	51.2	21.1	5.4
Non-Econ. Disadv.	0	-	20	60.0	26	61.5	38	71.1	43	69.8	-	-1.3	0	-	20	50.0	26	73.1	38	76.3	43	79.1	-	2.8
Gifted	42	61.9	41	68.3	36	88.9	28	89.3	33	87.9	26.0	-1.4	42	61.9	41	65.9	36	69.4	28	78.6	33	84.8	22.9	6.2
Not Gifted	114	30.7	107	38.3	95	42.1	117	49.6	137	46.7	16.0	-2.9	114	18.4	109	21.1	95	45.3	117	47.9	137	51.8	33.4	3.9
With Disabilities	35	14.3	33	15.2	20	20.0	22	9.1	33	3.0	-11.3	-6.1	35	5.7	33	9.1	20	20.0	22	13.6	33	12.1	6.4	-1.5
WO Disabilities	121	46.3	115	55.7	111	61.3	123	65.9	137	67.2	20.9	1.3	121	37.2	117	40.2	111	57.7	123	61.0	137	69.3	32.1	8.3
Homeless	8	-	3	-	5	-	7	-	8	-	-	-	8	-	3	-	5	-	7	-	8	-	-	-
Foster	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Military	6	-	6	-	4	-	5	-	9	-	-	-	6	-	6	-	4	-	5	-	9	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	53.2	47	57.4	44	63.6	56	55.4	63	65.1	11.9	9.7	47	34.0	48	52.1	44	75.0	56	64.3	63	73.0	39.0	8.7
Female	27	48.1	28	67.9	24	58.3	29	69.0	35	71.4	23.3	2.4	27	29.6	29	55.2	24	75.0	29	65.5	35	80.0	50.4	14.5
Male	20	60.0	19	42.1	20	70.0	27	40.7	28	57.1	-2.9	16.4	20	40.0	19	47.4	20	75.0	27	63.0	28	64.3	24.3	1.3
African American	5	-	6	-	5	-	4	-	6	-	-	-	5	-	6	-	5	-	4	-	6	-	-	-
Asian**	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Hispanic	35	51.4	34	58.8	30	60.0	39	51.3	47	59.6	8.2	8.3	35	34.3	34	47.1	30	63.3	39	59.0	47	70.2	35.9	11.2
Indochinese**	0	-	1	-	1	-	1	-	-	-	-	-	0	-	1	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	4	-	3	-	3	-	3	-	5	-	-	-	4	-	3	-	3	-	3	-	5	-	-	-
Multiracial	2	-	2	-	3	-	8	-	2	-	-	-	2	-	3	-	3	-	8	-	2	-	-	-
English Learner	18	33.3	19	47.4	9	-	13	30.8	5	-	-	-	18	16.7	20	40.0	9	-	13	23.1	5	-	-	-
English-Speaking	29	65.5	28	64.3	35	74.3	43	62.8	58	69.0	3.5	6.2	29	44.8	28	60.7	35	80.0	43	76.7	58	75.9	31.1	-0.8
Reclassified†	7	-	0	-	10	90.0	8	-	21	81.0	-	-	7	-	0	-	10	90.0	8	-	21	85.7	-	-
Initially Eng. Speaking	22	54.5	28	64.3	25	68.0	35	57.1	37	62.2	7.7	5.1	22	31.8	28	60.7	25	76.0	35	71.4	37	70.3	38.5	-1.1
Econ. Disadv.*	47	53.2	39	53.8	33	63.6	40	45.0	48	58.3	5.1	13.3	47	34.0	40	47.5	33	69.7	40	55.0	48	68.8	34.8	13.8
Non-Econ. Disadv.	0	-	8	-	11	63.6	16	81.3	15	86.7	-	5.4	0	-	8	-	11	90.9	16	87.5	15	86.7	-	-0.8
Gifted	9	-	15	86.7	11	100.0	5	-	13	92.3	-	-	9	-	15	93.3	11	72.7	5	-	13	92.3	-	-
Not Gifted	38	47.4	32	43.8	33	51.5	51	51.0	50	58.0	10.6	7.0	38	26.3	33	33.3	33	75.8	51	62.7	50	68.0	41.7	5.3
With Disabilities	11	18.2	5	-	7	-	5	-	8	-	-	-	11	0.0	5	-	7	-	5	-	8	-	-	-
WO Disabilities	36	63.9	42	59.5	37	70.3	51	60.8	55	74.5	10.6	13.7	36	44.4	43	55.8	37	81.1	51	68.6	55	81.8	37.4	13.2
Homeless	2	-	2	-	4	-	1	-	4	-	-	-	2	-	2	-	4	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	1	-	3	-	4	-	-	-	4	-	2	-	1	-	3	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	60	31.7	43	51.2	49	49.0	42	66.7	63	42.9	11.2	-23.8	60	31.7	43	32.6	49	36.7	42	69.0	63	49.2	17.5	-19.8
Female	24	29.2	25	44.0	29	51.7	24	66.7	31	51.6	22.4	-15.1	24	25.0	25	20.0	29	41.4	24	66.7	31	48.4	23.4	-18.3
Male	36	33.3	18	61.1	20	45.0	18	66.7	32	34.4	1.1	-32.3	36	36.1	18	50.0	20	30.0	18	72.2	32	50.0	13.9	-22.2
African American	4	-	6	-	7	-	3	-	4	-	-	-	4	-	6	-	7	-	3	-	4	-	-	-
Asian**	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Filipino	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Hispanic	44	34.1	31	48.4	32	50.0	29	62.1	46	34.8	0.7	-27.3	44	31.8	31	32.3	32	37.5	29	65.5	46	41.3	9.5	-24.2
Indochinese**	1	-	0	-	1	-	1	-	-	-	-	-	1	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	7	-	3	-	5	-	4	-	4	-	-	-	7	-	3	-	5	-	4	-	4	-	-	-
Multiracial	2	-	2	-	3	-	4	-	7	-	-	-	2	-	2	-	3	-	4	-	7	-	-	-
English Learner	19	5.3	11	9.1	8	-	10	30.0	17	11.8	6.5	-18.2	19	5.3	11	0.0	8	-	10	30.0	17	0.0	-5.3	-30.0
English-Speaking	41	43.9	32	65.6	41	56.1	32	78.1	46	54.3	10.4	-23.8	41	43.9	32	43.8	41	41.5	32	81.3	46	67.4	23.5	-13.9
Reclassified†	11	36.4	6	-	15	73.3	10	90.0	9	-	-	-	11	63.6	6	-	15	46.7	10	100.0	9	-	-	-
Initially Eng. Speaking	30	46.7	26	57.7	26	46.2	22	72.7	37	51.4	4.7	-21.3	30	36.7	26	38.5	26	38.5	22	72.7	37	62.2	25.5	-10.5
Econ. Disadv.*	60	31.7	38	47.4	38	44.7	28	60.7	48	39.6	7.9	-21.1	60	31.7	38	28.9	38	31.6	28	60.7	48	43.8	12.1	-16.9
Non-Econ. Disadv.	0	-	5	-	11	63.6	14	78.6	15	53.3	-	-25.3	0	-	5	-	11	54.5	14	85.7	15	66.7	-	-19.0
Gifted	19	47.4	10	70.0	15	93.3	10	80.0	7	-	-	-	19	52.6	10	60.0	15	66.7	10	90.0	7	-	-	-
Not Gifted	41	24.4	33	45.5	34	29.4	32	62.5	56	35.7	11.3	-26.8	41	22.0	33	24.2	34	23.5	32	62.5	56	42.9	20.9	-19.6
With Disabilities	16	6.3	9	-	20	20.0	11	18.2	13	0.0	-6.3	-18.2	16	6.3	9	-	20	20.0	11	18.2	13	7.7	1.4	-10.5
WO Disabilities	44	40.9	34	58.8	44	54.5	31	83.9	50	54.0	13.1	-29.9	44	40.9	34	38.2	44	40.9	31	87.1	50	60.0	19.1	-27.1
Homeless	1	-	3	-	5	-	4	-	3	-	-	-	1	-	0	-	5	-	4	-	3	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	3	-	1	-	3	-	-	-	2	-	2	-	0	-	1	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	49	34.7	58	34.5	38	52.6	47	51.1	44	56.8	22.1	5.7	49	24.5	59	18.6	38	44.7	47	27.7	44	50.0	25.5	22.3
Female	24	33.3	24	45.8	21	47.6	30	56.7	23	60.9	27.6	4.2	24	20.8	25	16.0	21	28.6	30	26.7	23	43.5	22.7	16.8
Male	25	36.0	34	26.5	17	58.8	17	41.2	21	52.4	16.4	11.2	25	28.0	34	20.6	17	64.7	17	29.4	21	57.1	29.1	27.7
African American	3	-	4	-	3	-	5	-	3	-	-	-	3	-	4	-	3	-	5	-	3	-	-	-
Asian**	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Hispanic	35	31.4	41	36.6	27	48.1	32	46.9	28	57.1	25.7	10.2	35	20.0	42	19.0	27	40.7	32	25.0	28	46.4	26.4	21.4
Indochinese**	0	-	1	-	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	8	-	3	-	6	-	5	-	-	-	5	-	8	-	3	-	6	-	5	-	-	-
Multiracial	5	-	2	-	4	-	3	-	6	-	-	-	5	-	2	-	4	-	3	-	6	-	-	-
English Learner	9	-	9	-	5	-	5	-	7	-	-	-	9	-	10	0.0	5	-	5	-	7	-	-	-
English-Speaking	40	42.5	49	38.8	33	60.6	42	57.1	37	62.2	19.7	5.1	40	30.0	49	22.4	33	51.5	42	31.0	37	56.8	26.8	25.8
Reclassified†	15	33.3	11	63.6	16	43.8	15	66.7	12	66.7	33.4	0.0	15	26.7	11	36.4	16	43.8	15	20.0	12	58.3	31.6	38.3
Initially Eng. Speaking	25	48.0	38	31.6	17	76.5	27	51.9	25	60.0	12.0	8.1	25	32.0	38	18.4	17	58.8	27	37.0	25	56.0	24.0	19.0
Econ. Disadv.*	49	34.7	51	35.3	34	52.9	39	53.8	31	51.6	16.9	-2.2	49	24.5	52	19.2	34	41.2	39	25.6	31	35.5	11.0	9.9
Non-Econ. Disadv.	0	-	7	-	4	-	8	-	13	69.2	-	-	0	-	7	-	4	-	8	-	13	84.6	-	-
Gifted	14	71.4	16	50.0	10	70.0	13	92.3	13	76.9	5.5	-15.4	14	71.4	16	43.8	10	70.0	13	69.2	13	69.2	-2.2	0.0
Not Gifted	35	20.0	42	28.6	28	46.4	34	35.3	31	48.4	28.4	13.1	35	5.7	43	9.3	28	35.7	34	11.8	31	41.9	36.2	30.1
With Disabilities	8	-	19	5.3	8	-	6	-	12	8.3	-	-	8	-	19	5.3	8	-	6	-	12	16.7	-	-
WO Disabilities	41	36.6	39	48.7	30	60.0	41	58.5	32	75.0	38.4	16.5	41	26.8	40	25.0	30	53.3	41	31.7	32	62.5	35.7	30.8
Homeless	5	-	3	-	5	-	2	-	1	-	-	-	5	-	1	-	5	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	1	-	2	-	-	-	0	-	2	-	0	-	1	-	2	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: JEFFERSON ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct daily phone calls to ensure families receive the support they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of the School Attendance Review Team and/or other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.37500	\$24,203.23	30100-2404	salary and benefits for FTE	Yes, it is helpful to have counseling center coverage 5 days a week.	Guidance assistant needs to have training to meet ideal state of goal #1	More training and collaboration with teachers.

Note/Reminders (optional):

Counselor

***Strategy/Activity - Description**

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512071	0.10000	\$10,115.73	30100-1210	Salary and benefits to FTE	Two days of a counselor was helpful because 1.5 was not enough. Counselor was responsive to school needs.	Need more time at school. need at least one more day if possible.	Can we add more days???? Set up systems and structures to make sure counseling programs will be effective with whatever counselor is assigned, in order to meet our students social and academic needs.

Note/Reminders (optional):

District allocation for upcoming year 2020-2021 is projected at .2 that is a .1 reduction from the previous two years. Additional cost to school site= \$ 13,164.

Principal to follow up to see if allocation will be increased to try to use \$13,164 for interventions and supports to help all PreK to 5th grade students.

Goal 2 - English Language Arts

Activity 1

***Strategy/Activity - Description**

Teachers will meet three times a year in **Professional Learning Communities (PLC)** to analyze data as well as develop CCSS lesson plans specifically designed to include English Language Development. During this time teachers will work together to determine needed instructional supplies to meet the needs of students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst -	0.20000	\$10,610.31	30100-2231	Literacy support in library for research skills	Yes, students have access to the library. Weekly PLC work for all grade levels.	Time for Library assistant to collaborate with all teachers.	release time for library assistants to collaborate with teachers and align library resources with taught curriculum. Possible library club????

Note/Reminders (optional):

Instructional Software

*Strategy/Activity - Description

Staff at Jefferson came together to decide which instructional materials they needed to support their Tier 1 instruction. We will be using Raz Kids; NewsELA, PLTW, BrainPop and Mystery Science.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$5,000.00	30100-5841	Software for students to increase ELA performance	Yes, most curriculum software is useful for planning and	Need to have access to curriculum. Need yearly evaluations and reviews of	ILT agenda items: Sept; January; and May

meeting student needs. software's effectiveness to help increase student achievement Tie effectiveness to results on assessments

Note/Reminders (optional): Overall software

Conferences

***Strategy/Activity - Description**

Conferences will support professional development on IB and STEAM. Teachers will learn new strategies to help all students access curriculum, how to develop formative assessments that drive teaching and learning and teachers will also learn how to differentiate teaching for under-performing subgroups.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Travel Conference		\$10,000.00	30106-5207	Professional development	useful to keep teachers up to date.	Need more input on conferences. Need to have a conference approval system through ILT.	Conference needs to be closely aligned with school goals. School goals first.

Note/Reminders (optional): All teachers will need to be trained through IB before next IB evaluation visit; will need to send at least 7 teachers per year to IB conference. CUE conference??? Other conferences to meet school needs- GYTO (student engagement)

Tutoring

***Strategy/Activity - Description**

Supplemental tutoring and push-in support for students at risk of not learning grade level standards.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrn Teacher Hrly		\$4,880.80	30100-1189	Supplemental push-in support	1st and 2nd grade support: Intervention support. Students showing gains with support	Need to have concrete data to be reviewed through ILT. Can we tie results to SST or intervention process.	Narrative support of intervention by retired teachers to ILT to show growth of students.

Note/Reminders (optional):

Goal 3 - Mathematics

PLC

***Strategy/Activity - Description**

Visiting teachers to provide release time for teachers to analyze data as well as develop CCSS lesson plans specifically designed to include, number talks, English language development, differentiation and intervention in math units and lessons.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$6,101.00	30100-1192	Visiting teachers to provide release time for classroom teachers to conduct analysis, etc.	Yes, builds capacity of school. Necessary grade level collaboration. full day release needed.	Need more days for: <ul style="list-style-type: none"> IB STEAM unit development ideal 6 days total for each planner dELD/Math/STEAM/CCSS/Curriculum adoptions Need to include Special Ed. in PLC days 	more days for PLC . This year we had to use 3 PLC days for the STEAM initiative for Kindergarten. Great program for all students, but unexpected cost. Next year if possible look to see if more release time can be funded.

Note/Reminders (optional):

Tutoring

***Strategy/Activity - Description**

Supplemental tutoring and push-in support for students at risk of not learning grade level standards.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$4,880.80	30100-1157	After school tutoring.	Accessibility to students that are in need of support, not in primetime tutoring. More flexible to meet families need to be at school: before or after school. Accessible to all students.	Due to primetime tutoring, teachers are not as available to dedicate extra time to tutor. Sometimes students that need support are not attending tutoring.	Can we look for more push in support to ensure that students get support at point of need, at school. How do we increase attendance to tutoring for the neediest students? Teacher recruitment for tutoring?
Classroom PARAS Hrly		\$5,231.60	30100-2151	Push in support.	Before school and at the end of day tutoring at school. More accessible for families to get support for students. IB exhibition support for 5th grade is well	Need a research based intervention program that our aides can use to support students. Training and support on intervention support.	ILT to develop system and structure to show results of intervention. ILT Suggestion to not cut funding for para support. Increase if possible.

needed and effective.

Need to show results of intervention with data.

Note/Reminders (optional):

Materials Development

***Strategy/Activity - Description**

In order to meet the math goals of our students, teachers will work before or after school to develop lessons around number talks and math routines. During this time the teacher will work together to determine needed instructional supplies to meet the needs of students. Based on prior math CAASSP data, we have seen that this work that we started last year around number talks and math routines helped in the 4.4% math increase.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTcr		\$976.16	30100-1170	Math curriculum development.	Accessible for teachers to develop curriculum for new IB STEAM or dELD units.	Time for teachers to develop curriculum. Busy schedule and teacher workload makes it difficult to find time to plan.	Look at Summer planning for grade level teachers with resource teacher or district math support staff.
Supplies		\$1,272.00	30100-4301	Instructional Materials for math such as journals, pencils, charts.	Supplies funded to make math learning visible.	Need more funds to increase math tools for all grade levels.	add supply monies for all grade levels.

Note/Reminders (optional):

Software

***Strategy/Activity - Description**

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Conitnue to purchase PLTW software to help integrate math into our IB STEAM units.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$2,500.00	30106-5841	PLTW	Tied to IB STEAM units	New STEAM units are moving away from PLTW	Assess the need for PLTW or other software to support students.

Note/Reminders (optional):

Goal 4- English Learners

ELD Coaching cycle

***Strategy/Activity - Description**

Resource teachers from the OLA office will come to support 2nd and 5th grade teachers in implementing ELD and dELD. During this time the teacher will work together to determine needed instructional supplies to meet the needs of students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$12,202.00	30106-1192	Substitutes for PLC and lesson study	Great opportunity to make sure that we are meeting the needs of EL students. We are building capacity at our school with our 2nd and 5th grade teams.	Uncertainty in the ELD and ELA district adopted curriculum. Started the year with Benchmark and GOOGLE slides. Switched to ALL curriculum. Teachers had to switch gears mid year.	Ensure that the district adopted curriculum is in place to plan alignment with IB STEAM units and student needs.
Supplies		\$3,784.00	30106-4301	Instructional supplies	Money for supplies!	Could use more direction on curriculum used in order to spend wisely to align supplies to curriculum.	Align supplies to adopted curriculum.

Note/Reminders (optional):

Goal 6 - Family Engagement

Capacity Building: Parent Training/Workshops

***Strategy/Activity - Description**

Provide parent trainings, meetings and workshops to inform parents of school events and curriculum.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl OTBS Hrly		\$504.85	30103-2282	Translations and communication to families (interpreters).	Money is set aside to ensure communication to families. More communication is good.	Need more support in a busy office. Office workload and school demands take away from additional time for additional work. Parents support resources, within the district, unavailable or unknown to the school site.	Provide time for office staff to collaborate with district resources to meet school parent needs.
Inservice supplies		\$870.00	30103-4304	Light refreshments for meetings	Money used for light refreshments at school events is helping make parents feel welcome and appreciated.	District food services is a great service, but can be costly. Need to have volunteers or other staff help with preparing and	Time needs to be set aside for coordinating volunteers with parent workshop setup and coordinating light

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Postage Expense	\$500.00	30103-5920	Mailed parent communication	Postage for mailings to parents	setting up light refreshments. Technology has replaced the need to mail items. Mailings are not as effective or efficient.	refreshments for parents. Move money to other sources to support parent involvement.
Clerical OTBS Hrly	\$2,092.64	30106-2451	Translations and communication to families	money set aside to support more parent involvement and provide more attention to families. More possibilities for school to families connection.	Office has been short staffed this year and regardless of money set aside, it might go unused. Not able to make the ideal school to families connections.	Make sure we have additional district resources to ensure school to family connections are maximized.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

VAPA

***Strategy/Activity - Description**

VAPA teacher will work with students while teacher works with and assesses target group of students (students in grades 3 and 5 at risk of not meeting grade level standards).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating		\$500.00	30106-5000	VAPA dance program	Option to bring VAPA to our IB STEAM program. Possible connection to 3rd grade to increase student engagement.	Not enough information of what is most effective and best use of resources. 5th grade connection not fully established. Music related?????	To Be Determined by ILT and 3rd and 5th grade team

Note/Reminders (optional):

Tutoring

***Strategy/Activity - Description**

Teacher will tutor students at risk of not meeting standards in reading.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrn Teacher Hrly		\$9,761.60	30106-1189	tutoring	In school access to students for intervention	Time to work with 3rd and 5th grade students with their busy schedules.	TBD by ILT
Classroom PARAS Hrly		\$2,615.80	30106-2151	tutoring or supplemental push-in support	In school access to students for intervention. There is more flexibility in time to work with students before the end of day. Paras have familiarity with students and teachers. Good use of support. Teachers rate it as a high priority.	Need more training and support to work with high at risk students. Monitoring of results.	Develop system of progress checks and training support for aides. need time for teachers to collaborate or train para support.

Note/Reminders (optional):

Curriculum development

*Strategy/Activity - Description

In order to meet the graduation goals of our students, teachers will work before or after school to develop lessons around reading and writing to help students achieve their goals. During this time the teacher will work together to determine needed instructional supplies to meet the needs of students. Based on prior ELA CAASSP data, we have seen that this work that we started in years past has helped us get consistent improvement in ELA.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTch r		\$244.04	30106-1170	Curriculum development	Money set aside for teachers to develop curriculum to meet student needs.	Time and workload for teachers to develop curriculum during the school year.	Summer planning time. Need to add more funds to ensure grade levels have collaboration time together.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: JEFFERSON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct daily phone calls to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the School Attendance Review Team and/or other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.37500	\$24,203.23	09800-2404	salary and benefits for FTE	Daily coverage for the counseling center (5 days a week). Attendance is the top 3 in Area 5 and top 50 in the district.	Need more training and support in working with families and follow up communication with families. Need data structures to measure effectiveness of strategies.	More training for Guidance Assistant. Release time to plan with counselor to review structures and systems for effective counseling and Guidance program for school.

Goal 2 - English Language Arts

Activity 1

*Strategy/Activity - Description

Teachers will meet three times a year in Professional Learning Communities (PLC) to analyze data as well as develop CCSS lesson plans specifically designed to include English Language Development. During this time teacher will work together to determine needed instructional supplies to meet the needs of students.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$6,101.00	09800-1192	Subs for teachers	PLC for teachers to plan	Need a set ELD curriculum to plan lessons around. District has not adopted an ELA program at this time.	After curriculum adopted, more time to plan with IB STEAM units and to align assessments.
Supplies		\$3,203.00	09800-4301	Instructional materials for ELA such as journals, chart paper, pencils, etc.	supplies for ELA		keep the same or increase

Note/Reminders (optional):

Instructional Software

*Strategy/Activity - Description

Staff at Jefferson came together to decide which instructional materials they needed to support their Tier 1 instruction. We will be using Raz Kids; NewsELA, PLTW, BrainPop and Mystery Science.

*Proposed Expenditures for this Strategy/Activity

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$2,500.00	09800-5841	Software for students to increase ELA performance	Yes, most curriculum software is useful for planning and meeting student needs.	Need to have access to curriculum. Need yearly evaluations and reviews of software's effectiveness to help increase student achievement	ILT agenda items: Sept; January; and May Tie effectiveness to results on assessments

Note/Reminders (optional):

Conferences

***Strategy/Activity - Description**

Conferences will support professional development on IB and STEAM. Teachers will learn new strategies to help all students access curriculum, how to develop formative assessments that drive teaching and learning and teachers will also learn how to differentiate teaching for under-performing subgroups.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Conference Local		\$500.00	09800-5209	Professional development	Opportunity to use local resources to help in professional learning. SDCOE is a good resource for PD.	Not enough IB STEAM conferences at the local level to align learning to school focus.	Continue with funds. Partner with SDCOE to align training with school needs.

Note/Reminders (optional):

Tutoring

*Strategy/Activity - Description

Supplemental tutoring and push-in support for students at risk of not learning grade level standards.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$4,880.80	09800-1157	Supplemental tutoring	Accessibility to students that are in need of support, not in primetime tutoring. More flexible to meet families need to be at school: before or after school. Accessible to all students.	Due to primetime tutoring, teachers are not as available to dedicate extra time to tutor. Sometimes students that need support are not attending tutoring.	Can we look for more push in support to ensure that students get support at point of need, at school. How do we increase attendance to tutoring for the neediest students?

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						Teacher recruitment for tutoring?
Retired Clsmr Teacher Hrly	\$4,880.80	09800-1189	Supplemental push-in support	1st and 2nd grade support: Intervention support. Students showing gains with support	Need to have concrete data to be reviewed through ILT. Can we tie results to SST or intervention process?	Narrative support of intervention by retired teachers to ILT to show growth of students.
Classroom PARAS Hrly	\$2,615.80	09800-2151	Supplemental tutoring (push in).	In school access to students for intervention. There is more flexibility in time to work with students before the end of day. Paras have familiarity with students and teachers. Good use of support. Teachers rate it as a high priority.	Need more training and support to work with high at risk students. Monitoring of results.	Develop system of progress checks and training support for aides. need time for teachers to collaborate or train para support.

Note/Reminders (optional):

Goal 4- English Learners

ELD Coaching cycle

***Strategy/Activity - Description**

Resource teachers from the OLA office will come to support 2nd and 5th grade teachers in implementing ELD and dELD. During this time the teacher will work together to determine needed instructional supplies to meet the needs of students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTch r		\$976.16	09800-1170	Curriculum writing for dELD lessons tied to IB STEAM	Money set aside for teachers to develop curriculum to meet student needs.	Time and workload for teachers to develop curriculum during the school year.	Summer planning time. Need to add more funds to ensure grade levels have collaboration time together.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?