

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **JEFFERSON ELEMENTARY** SCHOOL

2022-23

37-68338-6039770
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Morga, Francisco

Contact Person: Morga, Francisco

Position: Principal

Telephone Number: 619/344-3300;

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

E-mail Address: fmorga@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: **Jefferson IB STEAM Magnet School** PHONE: **619-344-3300** Fax **619-344-3340**

SITE CONTACT PERSON: **Francisco Morga**

E-MAIL ADDRESS: **fmorga@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

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

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

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

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/28/2022</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/28/2022

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

Francisco Morga
Type/Print Name of School Principal

[Signature]
Signature of School Principal / Date

Toni Brundage
Type/Print Name of SSC Chairperson

Toni Brundage, October 7, 2022
Signature of SSC Chairperson / Date

Rosario Aguilar
Type/Print Name of ELAC Representative

Rosario Aguilar 10.7.22
Signature of ELAC Representative / Date

Mitzi Menino
Type/Print Name of Area Superintendent

[Signature] 10/7/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

one October 7th 2022

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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 (ESSA REQUIREMENTS)

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.

ENGAGING EDUCATIONAL PARTNERS

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 2021-22, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and solicited input. These included SGT, SSC, ELAC, PTA, and staff meetings held throughout the year.

-September 2022 SSC Approved SPSA

-September 2022 the Annual Title I Parent Meeting was held.

-September 2022- ELAC provided input on funding that would support English Language Learners.

-September 2022 SSC developed the School-Parent Compact and Parent Involvement Policy.

-September 2022 Staff reviewed and gave input to SPSA and goals

-February 2021- SSC met to discuss the evaluation and assessment survey.

-February 2021- SSC reviewed and approved the 21-22 budget.

-February 2021- SGT met to analyze data and provided budget recommendations.

-February 2021- ELAC provided input on funding that would support English Language Learners.

-January 2021- Staff met to analyze data and provided budget recommendations.

RESOURCE INEQUITIES**Resource Inequities**

Jefferson's root cause analysis involved examining data from CAASPP, the California Dashboard, the California Healthy Kids Survey, the California Parent Survey, site data; and a review of the 2021-22 SPSA. Over 55.6% of Jefferson's student population is considered socioeconomically disadvantaged.

An analysis of the student groups (3rd-5th) CAASPP results indicates an overall decrease in the area of Math and overall growth in ELA.

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The school's overall data for the 2019 school year indicate 54.7% of 3rd-5th grade students met or exceeded standards in ELA and 58.2% of 3rd-5th grade students met or exceeded standards in Math. In the 2022 school year, the data indicates 65.9% of 3rd-5th grade students met or exceeded grade-level standards in ELA and 52.4% of 3rd-5th grade students met or exceeded standards in Math. There was a significant gain of 11.2% in the area of ELA and a 5.8% decrease in Math from 2019 to 2022.

Based on the 2021-22 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, and our Black Youth in math. The data also indicates that there is a major achievement gap between students who are English Learners and Students with Disabilities. Our Black youth did well last year in ELA, they were close to closing the achievement gap in math, but the math scores compared significantly lower than the ELA achievement. (ELA= 72.7% >45.5%= Math). That shows an achievement gap between ELA and Math for all students and focus subgroups.

2021-22	ELA	Math	Diff. between ELA and Math
Overall	65.9%	52.4%	13.5%
English Learners	32.3 % (-33.6%)	19.4% (-33%)	12.9%
Students with disability	20.7% (-45.2%)	17.2% (-35.2%)	3.5%
Black Youth	72.7% (6.8 %)	45.5 % (-6.9%)	27.2%

Because of the above data, there are inequities within the subgroups of ELA and math. As well, we see inequity between ELA and 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

- Administering common diagnostic and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team every trimester and after six-week RTI cycles of intervention.

As a school, we will continue using the following formative assessments in 2021-2022 to collect School-wide Data:

- Fountas and Pinnell reading levels for UTK- 2nd grade
- FAST ELA 2nd- 5th grade
- School-wide formative Math assessments for UTK-2nd
- FAST Math 2nd-5th grade

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism. The school community has done extensive work in putting systems and structures in place to address and decrease chronic absenteeism. 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 counselor 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. As a school, we will continue to implement school-wide positive strategies to cultivate a positive school culture for all stakeholders.

Based on this analysis, we can conclude that we have seen some growth in ELA but a decrease in math. We understand that due to the pandemic, math was more difficult to assess with distance learning and other factors. Therefore, we see the true results when the majority of students are back on campus in the spring data. Math is also an area of focus for the upcoming school year.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Francisco Morga	Principal
Toni Brundage	Classroom Teacher- SSC Chair
Dorothy Dunham	Classroom Teacher
Lisa Martin	Classroom Teacher
Blanca Loya	Other School Representative
Bethany Dawa	Parent
Nathalie Hirsh	Parent
Julie Byrd	Parent
Michelle Sanchez	Parent
Laura Edmonson	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation

Guidance Assistant / Counselor

Effectiveness

Our goals for the 2021-2022 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 the suspension rate for our Students with Disabilities.

Unfortunately, we did not have CA Dashboard data for 2021-22 for Chronic Absenteeism and Suspensions. So we could not measure the effectiveness of the strategy. We did have data on Chronic Absenteeism and therefore we saw a need and were able to continue with goals for the 2022-23 school year.

As well, we still felt that student feeling connected was a significant goal to keep, due to the lingering effect of the pandemic.

Jefferson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

For 2021-22 Chronic Absenteeism increased from 10% to 33%. Students with disabilities increased from 21% to 49%; ELs increased from 10% to 44% and Black youth went from 19% to 48%. This increase was in line with the late COVID-19 Pandemic surge that affected our school all last year. Therefore we will continue setting goals to lower chronic Absenteeism.

Overall the strategies we have in place are effective, but the Pandemic surge and its effects are still difficult to overcome.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Changes were made throughout the school year due to the school outbreaks in students and staff and the 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 COVID-19 surges that happened throughout the year and especially at mid-year.

*Identified Need

For 2021-22, we could not review the 2022 California Dashboard and the CHKS data. Instead, we reviewed Hoonuit data and determined that we would focus on Chronic Absenteeism and student feelings of connectedness to school. For 2021-22 Chronic Absenteeism increased from 10% to 33%. Students with disabilities increased from 21% to 49%; ELs increased from 10% to 44% and Black youth went from 19% to 48%. This increase was in line with the late COVID-19 Pandemic surge that affected our school all last year. Therefore we will continue setting goals to lower chronic Absenteeism.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	To decrease chronic absenteeism	33%	23%	Chronic Absenteeism	Annual
June 2023	TK-5	To increase student's feeling connectedness to school	28%	33%	CAL-SCHLS (CHKS)	Annual

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Decrease chronic absenteeism	44%	24%	Chronic Absenteeism	Annual
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	49%	35%	Chronic Absenteeism	Annual
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	48%	34%	Chronic Absenteeism	Annual

Supporting Black Youth - Additional Goals

- ✓ 1. Jefferson’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Jefferson is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Jefferson’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Jefferson will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Jefferson will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Jefferson’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Jefferson will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Jefferson will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Guidance Assistant

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

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.

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Note: Over 55.6% 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 the student's 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01551P	Guidance Asst -	0.37500	\$12,924.38	\$27,515.24	0155-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		The Guidance Assistant will support the student's social and emotional well-being and needs. The guidance Assistant will work collaboratively with staff to implement strategies that will decrease chronic absenteeism.
F01551Q	Guidance Asst -	0.18750	\$6,462.19	\$13,757.62	0155-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The Guidance Assistant will support students' social and emotional well-being and needs. The guidance Assistant will work collaboratively with staff to implement strategies that will decrease chronic absenteeism.
F01551S	Guidance Asst -	0.18750	\$6,462.19	\$13,757.62	0155-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		The Guidance Assistant will support the student's social and emotional well-being and needs. The guidance Assistant will work collaboratively with staff to implement strategies that will decrease chronic absenteeism.

Counselor

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

All Students at the school. Note: Over 55.6% 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**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0155BS	Clerical OTBS Hrly		\$364.00	\$498.72	0155-30106-00-2451-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Clerical support needed for afterschool counseling workshops and parent trainings

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation

In the last school year, we dedicated our work to PLCs, conferences, Push-in intervention support, and after-school tutoring. Strategies went well throughout the school year, we were seeing consistent progress in ELA and Math. We saw a huge gain in ELA (11.2% gain). Due to the COVID pandemic effects, some of these strategies were not able to be fully implemented. Throughout the school year, Push-in intervention support was limited due to staffing shortages. Conferences were also limited due to the Pandemic.

Effectiveness

Last year, we set goals for all our 3-5th graders around performance on the CAASPP ELA and Math with a strong emphasis on improving ELA. This goal was met and exceeded. We also set AMOs for Students with Disabilities; English Learners and our Black youth. With the lingering effects of the COVID-19 Pandemic, we saw a direct effect on Math growth. Math achievement was significantly lower than the ELA results (ELA= 65.9% vs. Math= 52.4%). This proves that as we focused our strategies on improving ELA, we did not anticipate the need to equally focus on math needs. As we analyzed results, the math results were in line with the effects of the Pandemic and the disconnect between math support and engagement with the online learning platform.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

In the previous CASSP year, our primary focus was around increasing ELA, we saw an 11.2% increase in performance in ELA, but a -5.8% decrease in Math. This year we will focus on maintaining our ELA and increasing our Math. We will continue to support both areas for growth and balance. As well, a major emphasis will be on the transference of skills across all subject areas.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

***Identified Need - English Language Arts**

After a review of the 2021-22 CAASPP ELA data, we noticed an 11.2 % gain in ELA. This goes to show a dramatic improvement, especially in the areas that one puts major emphasis on. But just because we improved dramatically, we cannot continue to monitor and focus on ELA. As we have seen in the past, there has been a need to focus on ELA:

"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 the standard which declined by 13.4 points from 2018), Hispanic (11.4 points below the standard which declined by 14.4 points from 2018) and Socioeconomically Disadvantaged (14.8 points below the 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 the standard which declined by 5.8 points from 2018. African American students are 12.1 points below the standard maintained from 2018."

Based on previous data from Pre Pandemic and pandemic year analysis, we will continue with a focus and goals to maintain and increase our ELA scores.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	To increase the percentage of students meeting or exceeding standards	66%	70%	CAASPP ELA	Annual
June 2023	3rd-5th	To increase the percentage of students meeting or exceeding standards	66%	70%	FAST aReading	Three times a year

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd- 5th	English Learner	To increase the percentage of students meeting or exceeding standards	32%	35%	CAASPP ELA	Annual
June 2023	3rd- 5th	Students with Disabilities	To increase the percentage of students meeting or exceeding standards	20%	25%	CAASPP ELA	Annual
June 2023	3rd- 5th	Black or African American	To increase the percentage of students meeting or exceeding standards	72%	75%	CAASPP ELA	Annual

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June 2023	3rd- 5th	English Learner	To increase the percentage of students meeting or exceeding standards as measured with Fast aReading	32%	35%	FAST aReading	Three times a year
June 2023	3rd- 5th	Students with Disabilities	To increase the percentage of students meeting or exceeding standards as measured with Fast aReading	20%	25%	FAST aReading	Three times a year
June 2023	3rd- 5th	Black or African American	To increase the percentage of students meeting or exceeding standards as measured with Fast aReading	72%	75%	FAST aReading	Three times a year

*Identified Need - Math

After a review of the 2021-22 CAASPP math data, we noticed a -5.8% decrease compared to pre-Pandemic data. Even though this is baseline data moving forward, our students have traditionally done well in Math, but have also seen that by studying our cohort data we see a continuous need to focus on math: "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."

Based on 2022-23 data, comparatively, math is lower than ELA (ELA= 65.9% > Math= 52.4%). There is a -13.5% difference or gap between ELA and Math. Traditionally, our ELA and Math scores are relatively similar with a minor difference or achievement gap. The COVID-19 pandemic and online learning format can attribute to the increase in the achievement gap and lower Math scores at our school. Based on these facts, we see a big need to focus on math.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	To increase the percentage of students meeting or exceeding standards	52%	60%	CAASPP Math	Annual
June 2023	3rd-5th	To increase the percentage of students meeting or exceeding standards	52%	60%	FAST aMath	Three times a year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd- 5th	English Learner	To increase the percentage of students meeting or exceeding standards	19%	25%	CAASPP Math	Annual
June 2023	3rd- 5th	Students with Disabilities	To increase the percentage of students meeting or exceeding standards	17%	24%	CAASPP Math	Annual
June 2023	3rd- 5th	Black or African American	To increase the percentage of students meeting or exceeding standards	45%	50%	CAASPP Math	Annual
June 2023	3rd- 5th	English Learner	To increase the percentage of students meeting or exceeding standards	19%	25%	FAST aMath	Three times a year
June 2023	3rd- 5th	Black or African American	To increase the percentage of students meeting or exceeding standards	45%	50%	FAST aMath	Three times a year
June 2023	3rd- 5th	Students with Disabilities	To increase the percentage of students meeting or exceeding standards	17%	24%	FAST aMath	Three times a year

***Identified Need - English Learners**

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 an increase in ELA-EL of 15% in ELA @ EL's 32.3%. ELs met and exceeded their ELA goal. But the achievement gap in ELA for all and ELs is significant at a -33.6% difference (All= 65.9 > EL's= 32.3%).

In Math, our ELs did not meet their math goal of 21% (2022= 19.4%) and the achievement gap for all ELs is significant at -33% difference (All= 52.4% > EL's= 19.4%).

These students will receive additional support through the dELD program at our school and other interventions and supports. As well, through math coaching cycles and a strong focus on both ELA and math, EL and all students will achieve greatly.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1st- 5th	English Learner	Reclassification	9%	50%	Reclassification Rates	Annual
*Identified Need - Graduation/Promotion Rate							
<p>Based on 2021-22 FAST/DRA data, 3rd-grade students achieved 70% on FAST/DRA. CAASSP scores in ELA were 63.6%. We feel this is a new cohort of students that has been dramatically affected by the COVID-19 Pandemic and we will need to monitor their monthly reading progress.</p> <p>Based on 2021-22 FAST DRA/ARI data, the 5th grade achieved 70% on FAST/DRA. CAASSP scores for 5th were 67.7%. When looking at previous CAASPP data: 2016= 34.5%; 2017= 52.6%; 2018= 51.1%; 2019= 56.8% we see growth over the years with some drops. We want to make sure that this new cohort continues achieving and growing in ELA (4th= 66.7%)</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	Students will meet or exceed grade-level standards in reading	64%	70%	FAST aReading	Annual	
June 2023	5th	Students will meet or exceed grade-level standards in reading	71%	75%	FAST aReading	Annual	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	English Learner	To increase the percentage of students meeting or exceeding standards on CAASSP ELA	28%	33%	CAASPP ELA	Annual
June 2023	3rd	Students with Disabilities	To increase the percentage of students meeting or exceeding standards on CAASSP ELA	20%	25%	CAASPP ELA	Annual

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June 2023	3rd	Black or African American	To increase the percentage of students meeting or exceeding standards on CAASSP ELA	72%	75%	CAASPP ELA	Annual
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Substitutes for PLC work

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

All students. Note: Over 55.6% 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 and supports and interventions in order to close the achievement gap for all subgroups. During this time teachers will work together to determine needed instructional supplies to meet the needs of students.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015560	Prof&Curriclm Dev Vist Tchr		\$2,019.00	\$2,499.73	0155-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		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.

Instructional Software

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

All students. Note: Over 55.6% 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.

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0155R	Software License		\$4,500.00	\$4,500.00	0155-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental software such as Raz Kids; NewsELA, PLTW, BrainPop, and Mystery Science support all unduplicated students to increase their reading and math in order to close the achievement gap.
N01552F	Software License		\$3,500.00	\$3,500.00	0155-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental software such as Raz Kids; NewsELA, PLTW, BrainPop, and Mystery Science support all students to increase their reading and math in order to close the achievement gap.
N0155DE	Software License		\$1,500.00	\$1,500.00	0155-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental software such as Raz Kids; NewsELA, PLTW, BrainPop, and Mystery Science support all students to increase their reading and math in order to close the achievement gap.

Conferences

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

All Students. Note: Over 55.6% 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 the curriculum, how to develop formative assessments that drive teaching and learning and teachers will also learn how to differentiate teaching for underperforming subgroups.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01552I	Conference Local		\$500.00	\$500.00	0155-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Conferences will support professional development on IB and STEAM. Teachers will learn new strategies to help all students access the curriculum, how to develop formative assessments that drive teaching and learning and teachers will also learn how to differentiate teaching for underperforming subgroups.
N015550	Travel Conference		\$2,500.00	\$2,500.00	0155-30106-00-5207-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Conferences will support professional development on IB and STEAM. Teachers will learn new strategies to help all students access the curriculum, how to develop formative assessments that drive teaching and learning and teachers will also learn how to differentiate teaching for underperforming subgroups.
N0155DU	Travel Conference		\$1,400.00	\$1,400.00	0155-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Conferences will support professional development on IB and STEAM. Teachers will learn new strategies to help all students access the curriculum, how to develop formative assessments that drive teaching and learning and teachers will also learn how to differentiate teaching for underperforming subgroups.
Library Support									
*Students to be served by this Strategy/Activity									
Students who are at risk of not meeting grade-level standards. Note: Over 55.6% of Jefferson’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									

*Strategy/Activity - Description									
Supplemental library and literacy support for students at risk of not learning grade-level standards. Library support will also support in teacher PLC release time for planning and providing interventions.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01551R	Library Asst -	0.20000	\$6,025.40	\$12,180.54	0155-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	[no data]		Supplemental research, reading, and library support for students at risk of not learning grade-level standards.
Supplies									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Supplemental supplies in ELA and Math to ensure that teachers have the necessary materials and supplies to meet the needs of students. These supplemental supplies will supplement/ support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs. Professional Development supplies to support teacher planning and professional growth. Ex: Chart paper; markers; stickies; professional reading materials etc.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01553W	Supplies		\$2,832.00	\$2,832.00	0155-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies in reading and math such as chart paper; markers; stickies; professional reading materials etc. to ensure that teachers have the necessary materials and supplies to meet the needs of students. These supplemental supplies will supplement/ support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.

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N0155CH	Supplies		\$1,698.00	\$1,698.00	0155-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies in reading and math such as chart paper; markers; stickies; professional reading materials etc. to ensure that teachers have the necessary materials and supplies to meet the needs of students. These supplemental supplies will supplement/ support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.
N0155DD	Supplies		\$4,637.00	\$4,637.00	0155-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies in reading and math such as chart paper; markers; stickies; professional reading materials etc. to ensure that teachers have the necessary materials and supplies to meet the principal needs of unduplicated students. These supplemental supplies will supplement/ support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.

Tutoring

*Students to be served by this Strategy/Activity

Students who are not at grade level or at risk of not meeting standards in ELA and Math. Note: Over 55.6% 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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01555	Classroom Teacher Hrly		\$3,634.00	\$4,499.25	0155-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards
N015546	Classroom PARAS Hrly		\$1,825.00	\$2,500.44	0155-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards

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N015551	Classroom PARAS Hrly		\$3,649.00	\$4,999.50	0155-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards
N01555T	Retired Clsrn Teacher Hrly		\$4,038.00	\$4,999.45	0155-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards
N015597	Classroom PARAS Hrly		\$1,825.00	\$2,500.44	0155-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards
N01559J	Classroom Teacher Hrly		\$2,019.00	\$2,499.73	0155-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards.
N0155C1	Retired Clsrn Teacher Hrly		\$3,231.00	\$4,000.31	0155-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental tutoring and push-in support for students at risk of not learning grade-level standards

Materials Development

*Students to be served by this Strategy/Activity

All Students. Note: Over 55.6% 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 ELA and Math development.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01555P	Prof&Curriclm DevHrlyClsrnTchr		\$3,231.00	\$4,000.31	0155-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Instructional and intervention materials to support math development.

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N01556N	Prof&Curriclm DevHrlyClstrmTchr		\$1,615.00	\$1,999.54	0155-09800-00- 1170-2130-0000- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Instructional and intervention materials development to support ELA and math development.
N0155AQ	Prof&Curriclm DevHrlyClstrmTchr		\$3,231.00	\$4,000.31	0155-30100-00- 1170-2130-0000- 01000-0000	Title I Basic Program	[no data]		Instructional and intervention materials to support math development.

Math ELD Coaching cycle

*Students to be served by this Strategy/Activity

All students in math and EL students

*Strategy/Activity - Description

Resource teachers from the Math and OLA office will come to support teachers in implementing the new math curriculum and ELD strategies. During this time teachers will work together to plan, teach and observe math and ELD lessons. As well, teacher teams will work to identify needed instructional supplies and interventions and supports to meet the needs of students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015590	Prof&Curriclm Dev Vist Tchr		\$3,231.00	\$4,000.31	0155-30106- 00-1192-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]		Resource teachers from the math and district office will come to support teachers in implementing math and ELD strategies in ELA and math. During this time teachers will work together to determine needed modifications; supports and supplies to meet needs of students.

ELPAC

*Students to be served by this Strategy/Activity

English Learners

***Strategy/Activity - Description**
 Yearly Testing of English Learners for Reclassification. Our EL coordinator will work closely with an EL subcommittee to ensure ELPAC or language data is given to teachers in a timely manner so teachers can use data to support EL students. Our OTBS support staff will also work with parents to inform them of the ELPAC test and its implications on student achievement and the need for reclassification. Needed supports: PLC release time; collaboration time; substitutes for testing ELPAC and supplies for PLC; planning and testing needs; Parent training and communication of ELPAC and EL results.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0155CW	Retired Clsrn Teacher Hrly		\$808.00	\$1,000.39	0155-09800-00-1189-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Testing of English Learners for Reclassification
N0155DT	Other Support Prsnl PARAS Hrly		\$730.00	\$1,000.18	0155-09800-00-2281-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Clerical support needed for afterschool parenting workhops and parent trainings. Data inputting and quick communication of ELPAC results to teachers and families.

Professional Development

***Students to be served by this Strategy/Activity**
 Planning time and supplies for professional development. With a focus on ELA and math and interventions and supports for students at risk in all subject areas.

***Strategy/Activity - Description**
 All teachers will attend professional development on and off campus.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01554P	Prof&Curriclm Dev Vist Tchr		\$2,827.00	\$3,500.12	0155-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Teachers will attend professional development on and off campus. Subs will be used for teacher release time.
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 training, and site training to meet the diverse needs of all students.									
VAPA									
*Students to be served by this Strategy/Activity									
All Students. Note: Over 55.6% 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 the target group of students (students in grades 3 and 5 at risk of not meeting grade-level standards).									
Tutoring									
*Students to be served by this Strategy/Activity									
Students at-risk of not meeting grade-level standards in reading and math.									

***Strategy/Activity - Description**

Teachers will tutor students at risk of not meeting standards in reading and math.

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 ELA; Math and graduation goals of our students, teachers will work before or after school to develop lessons around reading; writing; math, and IB STEAM 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 and Math CAASSP data, we have seen that this work that we started in years past has helped us get consistent improvement in ELA and Math.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

After a review of prior CHKS data, we determined that we would focus on the "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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

*Identified Need					
We need to increase our parental involvement. According to the data we have:					
* 41% Strongly agree					
* 38% Agree					
*6% Disagree					
*1% Strongly Disagree					
*15% Do not know					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents that feel that the school actively seeks their input.	41%	60%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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.					

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01553Y	Other Support Prsnl PARAS Hrly		\$364.00	\$498.72	0155-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplemental support for parent trainings, meetings, and workshops to inform parents of school events and curriculum.
N01554Z	Clerical OTBS Hrly		\$364.00	\$498.72	0155-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplemental support for parent trainings, meetings, and workshops to inform parents of school events and curriculum.
N0155AA	Inservice supplies		\$780.00	\$780.00	0155-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplemental in-service supplies for parent trainings, meetings, and workshops.
*Additional Supports for this Strategy/Activity									

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 68,804
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)	\$ 140,554

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)	\$ 35,455
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 35,455

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)	\$ 36,295
[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): \$ 36,295

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 140,554

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Jefferson Elementary	09800 LCFF Intervention Support	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.1875	\$6,462.19
Jefferson Elementary			3000 Benefits		0	\$7,295.43
Jefferson Elementary		Guidance Asst Total			0.1875	\$13,757.62
Jefferson Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,019.00
Jefferson Elementary			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$1,615.00
Jefferson Elementary			1189 Retired Clstrm Teacher Hrly	Retired Clstrm Teacher Hrly	0	\$808.00
Jefferson Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$2,019.00
Jefferson Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$1,825.00
Jefferson Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$730.00
Jefferson Elementary			3000 Benefits		0	\$2,484.01
Jefferson Elementary			4301 Supplies	Supplies	0	\$4,637.00
Jefferson Elementary			5207 Travel Conference	Travel Conference	0	\$1,400.00
Jefferson Elementary			5209 Conference Local	Conference Local	0	\$500.00
Jefferson Elementary			5841 Software License	Software License	0	\$4,500.00
Jefferson Elementary		(blank) Total			0	\$22,537.01
Jefferson Elementary	09800 LCFF Intervention Support Total				0.1875	\$36,294.63
Jefferson Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.375	\$12,924.38
Jefferson Elementary			3000 Benefits		0	\$14,590.86
Jefferson Elementary		Guidance Asst Total			0.375	\$27,515.24
Jefferson Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.2	\$6,025.40
Jefferson Elementary			3000 Benefits		0	\$6,155.14
Jefferson Elementary		Library Asst Total			0.2	\$12,180.54
Jefferson Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$3,634.00
Jefferson Elementary			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$3,231.00
Jefferson Elementary			1189 Retired Clstrm Teacher Hrly	Retired Clstrm Teacher Hrly	0	\$3,231.00
Jefferson Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$2,827.00
Jefferson Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$3,649.00
Jefferson Elementary			3000 Benefits		0	\$4,427.49
Jefferson Elementary			4301 Supplies	Supplies	0	\$2,832.00
Jefferson Elementary			5841 Software License	Software License	0	\$3,500.00
Jefferson Elementary		(blank) Total			0	\$27,331.49
Jefferson Elementary	30100 Title I Basic Program Total				0.575	\$67,027.27
Jefferson Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$364.00
Jefferson Elementary			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$364.00
Jefferson Elementary			3000 Benefits		0	\$269.44
Jefferson Elementary			4304 Inservice supplies	Inservice supplies	0	\$780.00
Jefferson Elementary		(blank) Total			0	\$1,777.44
Jefferson Elementary	30103 Title I Parent Involvement Total				0	\$1,777.44
Jefferson Elementary	30106 Title I Supplmnt Prog Imprvmnt	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.1875	\$6,462.19
Jefferson Elementary			3000 Benefits		0	\$7,295.43
Jefferson Elementary		Guidance Asst Total			0.1875	\$13,757.62
Jefferson Elementary		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$3,231.00
Jefferson Elementary			1189 Retired Clstrm Teacher Hrly	Retired Clstrm Teacher Hrly	0	\$4,038.00
Jefferson Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$3,231.00
Jefferson Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$1,825.00
Jefferson Elementary			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$364.00
Jefferson Elementary			3000 Benefits		0	\$3,310.23
Jefferson Elementary			4301 Supplies	Supplies	0	\$1,698.00

Jefferson Elementary			5207 Travel Conference	Travel Conference	0	\$2,500.00
Jefferson Elementary			5841 Software License	Software License	0	\$1,500.00
Jefferson Elementary		(blank) Total			0	\$21,697.23
Jefferson Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.1875	\$35,454.85

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



Jefferson IB STEAM Magnet School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Jefferson IB STEAM Magnet School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Jefferson IB STEAM Magnet 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. Each year Jefferson sends a copy of the annual Title I Parent Involvement Policy home to parents, in addition by emailing the policy to parents and holds a meeting in the fall, open to all families regarding the Title I Parent Involvement Policy.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Jefferson IB STEAM school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) ***During the first month of school, the principal holds a parent meeting for parents and shares Title I Parent Involvement information.***

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. §

6318[c][2]) **Jefferson holds monthly meetings, inviting all parents of the school and discusses Title I at these meetings.**

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) · **Jefferson holds monthly SSC meetings and discusses Title I programs at these meetings.**

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Jefferson holds monthly meetings, inviting all parents of the school and discusses Title I programs at these meetings.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[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.**

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[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.**

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Jefferson provides parents the opportunity to attend SSC and SGT meetings to express their concerns.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- ***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.***

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- ***Jefferson holds a Back to school curriculum night in the fall to provide an overview of IB STEAM curriculum and supports for students' success.***
- ***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.***

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach

out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Jefferson's parents participate in SSC and SGT, and the Friends of Jefferson. These associations discuss various parts of the academics of school, including curriculum, standards, assessments and classroom activities and schoolwork.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Jefferson holds monthly Family Friday meetings, inviting all parents of the school to learn about IB STEAM and how to support their children.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[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

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[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.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Jefferson IB STEAM, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- **Jefferson provides materials and information in a variety of languages.**
- **During school meetings, translation is provided so that all parents and family members are informed.**

APPENDIX C

SCHOOL PARENT COMPACT



Title I School-Parent Compact 2022-2023 Jefferson IB STEAM Magnet

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

The ways parents and family members will be responsible for supporting their children's learning according to the Jefferson's Plan for Student Achievement outlines our goals 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.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parent Teacher Conferences will be held this year:

- **November 10, 14, 15, 17, 18, 2022**
- **March 21, 23, 24, 2023**

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B]) **Progress Reports will be issued on the following dates:**

- **November 10, 2022**
- **March 21, 2023**
- **June 14, 2023**

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C]) **Parents can leave messages, communicate via Class Dojo, 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.**

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D]) **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. 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.**

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	148	46.6	131	55.0	145	57.2	170	54.7	185	65.9	19.3	11.2	150	33.3	131	51.9	145	53.8	170	58.2	185	52.4	19.1	-5.8
Female	77	53.2	74	52.7	83	63.9	89	61.8	85	69.4	16.2	7.6	79	31.6	74	48.6	83	51.8	89	59.6	85	48.2	16.6	-11.4
Male	71	39.4	57	57.9	62	48.4	81	46.9	100	63.0	23.6	16.1	71	35.2	57	56.1	62	56.5	81	56.8	100	56.0	20.8	-0.8
African American	16	31.3	15	60.0	12	50.0	13	46.2	11	72.7	41.4	26.5	16	37.5	15	60.0	12	41.7	13	61.5	11	45.5	8.0	-16.0
Asian	1	-	0	-	1	-	5	-	5	-	-	-	1	-	0	-	1	-	5	-	5	-	-	-
Filipino	3	-	3	-	2	-	2	-	1	-	-	-	3	-	3	-	2	-	2	-	1	-	-	-
Hispanic	106	47.2	89	52.8	100	53.0	121	49.6	108	51.9	4.7	2.3	107	31.8	89	47.2	100	50.0	121	53.7	108	38.9	7.1	-14.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	14	42.9	11	36.4	13	61.5	14	71.4	42	88.1	45.2	16.7	14	28.6	11	54.5	13	53.8	14	64.3	42	78.6	50.0	14.3
Multiracial	6	-	10	70.0	15	80.0	15	80.0	18	94.4	-	14.4	7	-	10	70.0	15	80.0	15	80.0	18	72.2	-	-7.8
English Learner	39	28.2	22	13.6	28	25.0	29	17.2	31	32.3	4.1	15.1	41	19.5	22	27.3	28	21.4	29	10.3	31	19.4	-0.1	9.1
English-Speaking	109	53.2	109	63.3	117	65.0	141	62.4	154	72.7	19.5	10.3	109	38.5	109	56.9	117	61.5	141	68.1	154	59.1	20.6	-9.0
Reclassified†	17	76.5	41	65.9	33	78.8	42	73.8	26	73.1	-3.4	-0.7	17	47.1	41	56.1	33	63.6	42	78.6	26	42.3	-4.8	-36.3
Initially Eng. Speaking	92	48.9	68	61.8	84	59.5	99	57.6	128	72.7	23.8	15.1	92	37.0	68	57.4	84	60.7	99	63.6	128	62.5	25.5	-1.1
Econ. Disadv.*	128	44.5	105	53.3	107	52.3	127	49.6	111	55.9	11.4	6.3	130	30.8	105	46.7	107	45.8	127	51.2	111	41.4	10.6	-9.8
Non-Econ. Disadv.	20	60.0	26	61.5	38	71.1	43	69.8	74	81.1	21.1	11.3	20	50.0	26	73.1	38	76.3	43	79.1	74	68.9	18.9	-10.2
Gifted	41	68.3	36	88.9	28	89.3	33	87.9	15	86.7	18.4	-1.2	41	65.9	36	69.4	28	78.6	33	84.8	15	80.0	14.1	-4.8
Not Gifted	107	38.3	95	42.1	117	49.6	137	46.7	170	64.1	25.8	17.4	109	21.1	95	45.3	117	47.9	137	51.8	170	50.0	28.9	-1.8
With Disabilities	33	15.2	20	20.0	22	9.1	33	3.0	29	20.7	5.5	17.7	33	9.1	20	20.0	22	13.6	33	12.1	29	17.2	8.1	5.1
WO Disabilities	115	55.7	111	61.3	123	65.9	137	67.2	156	74.4	18.7	7.2	117	40.2	111	57.7	123	61.0	137	69.3	156	59.0	18.8	-10.3
Homeless	3	-	5	-	7	-	8	-	9	-	-	-	3	-	5	-	7	-	8	-	7	-	-	-
Foster	0	-	0	-	0	-	2	-	3	-	-	-	0	-	0	-	0	-	2	-	2	-	-	-
Military	6	-	4	-	5	-	9	-	5	-	-	-	6	-	4	-	5	-	9	-	5	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	57.4	44	63.6	56	55.4	0	-	66	63.6	6.2	-	48	52.1	44	75.0	56	64.3	63	73.0	66	63.6	11.5	-9.4
Female	28	67.9	24	58.3	29	69.0	0	-	26	69.2	1.3	-	29	55.2	24	75.0	29	65.5	35	80.0	26	61.5	6.3	-18.5
Male	19	42.1	20	70.0	27	40.7	0	-	40	60.0	17.9	-	19	47.4	20	75.0	27	63.0	28	64.3	40	65.0	17.6	0.7
African American	6	-	5	-	4	-	0	-	2	-	-	-	6	-	5	-	4	-	6	-	2	-	-	-
Asian	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	2	-	3	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Hispanic	34	58.8	30	60.0	39	51.3	0	-	39	43.6	-15.2	-	34	47.1	30	63.3	39	59.0	47	70.2	39	48.7	1.6	-21.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	3	-	3	-	3	-	0	-	15	93.3	-	-	3	-	3	-	3	-	5	-	15	86.7	-	-
Multiracial	2	-	3	-	8	-	0	-	7	-	-	-	3	-	3	-	8	-	2	-	7	-	-	-
English Learner	19	47.4	9	-	13	30.8	0	-	14	28.6	-18.8	-	20	40.0	9	-	13	23.1	5	-	14	28.6	-11.4	-
English-Speaking	28	64.3	35	74.3	43	62.8	0	-	52	73.1	8.8	-	28	60.7	35	80.0	43	76.7	58	75.9	52	73.1	12.4	-2.8
Reclassified†	0	-	10	90.0	8	-	0	-	3	-	-	-	0	-	10	90.0	8	-	21	85.7	3	-	-	-
Initially Eng. Speaking	28	64.3	25	68.0	35	57.1	0	-	49	73.5	9.2	-	28	60.7	25	76.0	35	71.4	37	70.3	49	71.4	10.7	1.1
Econ. Disadv.*	39	53.8	33	63.6	40	45.0	0	-	41	51.2	-2.6	-	40	47.5	33	69.7	40	55.0	48	68.8	41	51.2	3.7	-17.6
Non-Econ. Disadv.	8	-	11	63.6	16	81.3	0	-	25	84.0	-	-	8	-	11	90.9	16	87.5	15	86.7	25	84.0	-	-2.7
Gifted	15	86.7	11	100.0	5	-	0	-	15	86.7	0.0	-	15	93.3	11	72.7	5	-	13	92.3	15	80.0	-13.3	-12.3
Not Gifted	32	43.8	33	51.5	51	51.0	0	-	66	63.6	19.8	-	33	33.3	33	75.8	51	62.7	50	68.0	66	63.6	30.3	-4.4
With Disabilities	5	-	7	-	5	-	0	-	10	20.0	-	-	5	-	7	-	5	-	8	-	10	10.0	-	-
WO Disabilities	42	59.5	37	70.3	51	60.8	0	-	56	71.4	11.9	-	43	55.8	37	81.1	51	68.6	55	81.8	56	73.2	17.4	-8.6
Homeless	2	-	4	-	1	-	0	-	2	-	-	-	2	-	4	-	1	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	3	-	0	-	0	-	-	-	2	-	1	-	3	-	4	-	0	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	43	51.2	49	49.0	42	66.7	0	-	54	66.7	15.5	-	43	32.6	49	36.7	42	69.0	63	49.2	54	55.6	23.0	6.4
Female	25	44.0	29	51.7	24	66.7	0	-	25	72.0	28.0	-	25	20.0	29	41.4	24	66.7	31	48.4	25	56.0	36.0	7.6
Male	18	61.1	20	45.0	18	66.7	0	-	29	62.1	1.0	-	18	50.0	20	30.0	18	72.2	32	50.0	29	55.2	5.2	5.2
African American	6	-	7	-	3	-	0	-	3	-	-	-	6	-	7	-	3	-	4	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Filipino	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Hispanic	31	48.4	32	50.0	29	62.1	0	-	31	54.8	6.4	-	31	32.3	32	37.5	29	65.5	46	41.3	31	45.2	12.9	3.9
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	3	-	5	-	4	-	0	-	14	78.6	-	-	3	-	5	-	4	-	4	-	14	85.7	-	-
Multiracial	2	-	3	-	4	-	0	-	5	-	-	-	2	-	3	-	4	-	7	-	5	-	-	-
English Learner	11	9.1	8	-	10	30.0	0	-	11	27.3	18.2	-	11	0.0	8	-	10	30.0	17	0.0	11	9.1	9.1	9.1
English-Speaking	32	65.6	41	56.1	32	78.1	0	-	43	76.7	11.1	-	32	43.8	41	41.5	32	81.3	46	67.4	43	67.4	23.6	0.0
Reclassified†	6	-	15	73.3	10	90.0	0	-	5	-	-	-	6	-	15	46.7	10	100.0	9	-	5	-	-	-
Initially Eng. Speaking	26	57.7	26	46.2	22	72.7	0	-	38	78.9	21.2	-	26	38.5	26	38.5	22	72.7	37	62.2	38	71.1	32.6	8.9
Econ. Disadv.*	38	47.4	38	44.7	28	60.7	0	-	30	53.3	5.9	-	38	28.9	38	31.6	28	60.7	48	43.8	30	40.0	11.1	-3.8
Non-Econ. Disadv.	5	-	11	63.6	14	78.6	0	-	24	83.3	-	-	5	-	11	54.5	14	85.7	15	66.7	24	75.0	-	8.3
Gifted	10	70.0	15	93.3	10	80.0	0	-	7	-	-	-	10	60.0	15	66.7	10	90.0	7	-	7	-	-	-
Not Gifted	33	45.5	34	29.4	32	62.5	0	-	47	61.7	16.2	-	33	24.2	34	23.5	32	62.5	56	42.9	47	51.1	26.9	8.2
With Disabilities	9	-	5	-	11	18.2	0	-	8	-	-	-	9	-	5	-	11	18.2	13	7.7	8	-	-	-
WO Disabilities	34	58.8	44	54.5	31	83.9	0	-	46	73.9	15.1	-	34	38.2	44	40.9	31	87.1	50	60.0	46	60.9	22.7	0.9
Homeless	3	-	1	-	4	-	0	-	4	-	-	-	0	-	1	-	4	-	3	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	1	-	0	-	2	-	-	-	2	-	3	-	1	-	3	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	58	34.5	38	52.6	47	51.1	0	-	65	67.7	33.2	-	59	18.6	38	44.7	47	27.7	44	50.0	65	38.5	19.9	-11.5
Female	24	45.8	21	47.6	30	56.7	0	-	34	67.6	21.8	-	25	16.0	21	28.6	30	26.7	23	43.5	34	32.4	16.4	-11.1
Male	34	26.5	17	58.8	17	41.2	0	-	31	67.7	41.2	-	34	20.6	17	64.7	17	29.4	21	57.1	31	45.2	24.6	-11.9
African American	4	-	3	-	5	-	0	-	6	-	-	-	4	-	3	-	5	-	3	-	6	-	-	-
Asian	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Hispanic	41	36.6	27	48.1	32	46.9	0	-	38	57.9	21.3	-	42	19.0	27	40.7	32	25.0	28	46.4	38	23.7	4.7	-22.7
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	8	-	3	-	6	-	0	-	13	92.3	-	-	8	-	3	-	6	-	5	-	13	61.5	-	-
Multiracial	2	-	4	-	3	-	0	-	6	-	-	-	2	-	4	-	3	-	6	-	6	-	-	-
English Learner	9	-	5	-	5	-	0	-	6	-	-	-	10	0.0	5	-	5	-	7	-	6	-	-	-
English-Speaking	49	38.8	33	60.6	42	57.1	0	-	59	69.5	30.7	-	49	22.4	33	51.5	42	31.0	37	56.8	59	40.7	18.3	-16.1
Reclassified†	11	63.6	16	43.8	15	66.7	0	-	18	77.8	14.2	-	11	36.4	16	43.8	15	20.0	12	58.3	18	33.3	-3.1	-25.0
Initially Eng. Speaking	38	31.6	17	76.5	27	51.9	0	-	41	65.9	34.3	-	38	18.4	17	58.8	27	37.0	25	56.0	41	43.9	25.5	-12.1
Econ. Disadv.*	51	35.3	34	52.9	39	53.8	0	-	40	62.5	27.2	-	52	19.2	34	41.2	39	25.6	31	35.5	40	32.5	13.3	-3.0
Non-Econ. Disadv.	7	-	4	-	8	-	0	-	25	76.0	-	-	7	-	4	-	8	-	13	84.6	25	48.0	-	-36.6
Gifted	16	50.0	10	70.0	13	92.3	0	-	8	-	-	-	16	43.8	10	70.0	13	69.2	13	69.2	8	-	-	-
Not Gifted	42	28.6	28	46.4	34	35.3	0	-	57	66.7	38.1	-	43	9.3	28	35.7	34	11.8	31	41.9	57	33.3	24.0	-8.6
With Disabilities	19	5.3	8	-	6	-	0	-	11	18.2	12.9	-	19	5.3	8	-	6	-	12	16.7	11	18.2	12.9	1.5
WO Disabilities	39	48.7	30	60.0	41	58.5	0	-	54	77.8	29.1	-	40	25.0	30	53.3	41	31.7	32	62.5	54	42.6	17.6	-19.9
Homeless	3	-	5	-	2	-	0	-	3	-	-	-	1	-	5	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	1	-	0	-	3	-	-	-	2	-	0	-	1	-	2	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

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: 2021-22

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Guidance Asst -	0.37500	\$25,982.55	30100-2404	The Guidance Assistant will support students' social and emotional well being and needs. Guidance Assistant will work collaboratively with staff to implement strategies that will decrease chronic absenteeism.	The Guidance Assistant (GA) was a valuable asset to our school. The GA was able to follow up with attendance and the social emotional needs of our students. During the Pandemic, the GA was able to keep staff informed of student and family needs.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	We will continue to implement the use of our Guidance Assistant to help us with attendance and social emotional support in order to keep students in class and at school.
Counselor							
*Strategy/Activity - Description							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor - VACANCY, SBB2530090	0.10000	\$10,515.27	30100-1210	Counselor will conduct class lessons; small group; SST and parent trainings.	The counselor was a valuable asset to our school. She was able to follow up with attendance; academic and the social emotional needs of our students. During the Pandemic, the counselor was able to keep staff informed of student and family needs.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	We will continue to implement the use of our counselor to help us with attendance and social emotional support in order to keep students in class and at school.
School Counselor - VACANCY, SBB2530090	0.10000	\$10,515.27	30106-1210	Counselor will conduct class lessons; small group; SST and parent trainings.	The counselor was a valuable asset to our school. She was able to follow up with attendance, academic and the social emotional needs of our students. During the Pandemic, the counselor was able to keep staff	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	We will continue to implement the use of our counselor to help us with attendance, academic support and social emotional support in order to keep students in class and at school. As well, we will work towards

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					informed of student and family needs.		having in –person parent trainings.
Counselor Hrly		\$999.21	30100-1260	Counselor will conduct small groups with at risk students and provide parent trainings for our families.	The counselor was a valuable asset to our school. She was able to follow up with attendance and the social emotional needs of our students. During the Pandemic, the counselor was able to keep staff informed of student and family needs.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	We will continue to implement the use of our counselor to help us with attendance and social emotional support in order to keep students in class and at school.
Counselor Hrly		\$1,500.02	30106-1260	Counselor will conduct class lessons; small group; SST and parent trainings.	The counselor was a valuable asset to our school. She was able to follow up with attendance and the social emotional needs of our students. During the Pandemic, the counselor was able to keep staff informed of student and family needs.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	We will continue to implement the use of our counselor to help us with attendance and social emotional support in order to keep students in class and at school.
Clerical OTBS Hrly		\$499.09	30106-2451	Clerical support needed for afterschool counseling workhops and parent trainings.	Our front office was instrumental in supporting the efforts of our counseling plan. There was a lot of	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was	We will continue to implement the use of our clerical OTBS to help us with afterschool parent

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					collaboration and support to make afterschool parent trainings.	difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. This affected the after school parent meetings, due to the fact that trainings were online.	workshops and support.

Goal 2 - English Language Arts

Substitutes for PLC work

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$4,999.67	30100-1192	Teachers will meet three times a year in Professional Learning Communities	The strategy, under normal circumstances, is very effective. But during a Pandemic	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was	We will work to ensure that subs are available to release teachers for PLC and PD

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				(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.	year, Prof. Dev. Use of subs was limited.	difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	
Prof&Curriclm Dev Vist Tchr		\$9,999.34	30106-1192	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	The strategy, under normal circumstances, is very effective. But, during a Pandemic year, Prof. Dev. Use of subs was limited.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	We will work to ensure that subs are available to release teachers for PLC and PD

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				determine needed instructional supplies to meet the needs of students.			
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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$5,000.00	30100-5841	Supplemental software to support all	Great strategy to use to support students. The	Dramatic Increase in ELA scores.	Need more effective math software to help

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				unduplicated students to increase their reading and closing the achievement gap.	Pandemic supported the use of online software to continue student achievement		increase math scores.
Software License		\$6,300.00	30106-5841	Supplemental software to support all unduplicated students to increase their reading and closing the achievement gap.	Great strategy to use to support students. The Pandemic supported the use of online software to continue student achievement	Dramatic Increase in ELA scores.	Need more effective reading software to help increase-reading scores of target subgroups
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 sub groups.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Travel Conference		\$1,000.00	30106-5207	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 sub groups.	Teachers attending conferences supports student. Unfortunately, due to the COVID Pandemic, travel was limited.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed: Travel restricted and shortage of subs	We will work to ensure that teachers are able to attend conferences and that subs are available to release teachers.
Tutoring and library support							
*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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p>							

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.20000	\$11,620.16	30100-2231	Supplemental research, reading and library support for students at risk of not learning grade level standards.	Dramatic Increase in ELA!! Library assistant helped ensure teachers were able to collaborate and plan weekly. As well, in person and online reading resources were available to students.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	We will continue to ensure that we continue to fund our library assistant to release teachers for PLC and PD
Classroom Teacher Hrly		\$6,499.69	30100-1157	Supplemental tutoring and push-in support for	Dramatic Increase in ELA!! Tutoring in	Due to the COVID 19 Pandemic, there was a lot of changes	Continue teacher tutoring

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				students at risk of not learning grade level standards.	ELA helped out tremendously!	and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	
Classroom PARAS Hrly		\$4,998.86	30100-2151	Para educators will provide supplemental tutoring for students at risk of not meeting standards in reading.	Dramatic Increase in ELA!! Tutoring in ELA helped out tremendously!	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	Continue strategy
Retired Clsrm Teacher Hrly		\$9,999.34	30106-1189	Retired classroom Teacher will tutor students at risk of not meeting standards in reading.	No retired teacher was available to support our school.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen	Now with Pandemic improving, continue to look for RTH to support our neediest students.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							challenges the Pandemic posed.	
Strategy/Activity 1								
*Strategy/Activity - Description								
Supplemental supplies in reading to ensure that teachers have the necessary materials and supplies to meet the needs of students. These supplemental supplies will supplement/ support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.								
*Proposed Expenditures for this Strategy/Activity								
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>								
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.	
Supplies		\$3,122.00	30100-4301	Supplemental supplies in reading to ensure that teachers have the necessary materials	Supplies were very essential to the success of our students and to providing students	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout	Continue supporting supplies and increasing amount due to need, increased	

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				and supplies to meet the needs of students. These supplemental supplies will supplement/support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.	the necessary learning tools to achieve.	the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of needed supplies	cost and need to provide for families in need.
--	--	--	--	--	--	--	--

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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers to provide release time for teachers to analyze data as well as develop CCSS lesson plans specifically	The strategy, under normal circumstances, is very effective. But, during a Pandemic year, Prof. Dev. Use of subs was limited.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor	We will work to ensure that subs are available to release teachers for PLC and PD

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				designed to include number talks, English language development, differentiation, and intervention in math units and lessons.		true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	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.	The strategy, under normal circumstances, is very effective. But, during a Pandemic year, Prof. Dev. Use of subs was limited.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	We will work to ensure that subs are available to release teachers for PLC and PD

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$2,499.43	30106-2151	Para Educator will provide supplemental tutoring for students at risk of not meeting standards in math.	Tutoring in math helped out to maintain Math proficiency levels in the mid 50%	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	Continue strategy and ensure our neediest students are present to receive support.
Classroom Teacher Hrly	--	--	30100-1157	Teacher will tutor students at risk of not meeting standards in math.	Tutoring in math helped out to maintain Math proficiency levels in the mid 50%	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout	Continue strategy and ensure our neediest students are present to receive support.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							<p>the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.</p>
Supplies							
*Strategy/Activity - Description							
Supplemental supplies in math to ensure that teachers have the necessary materials and supplies to meet the needs of students. These supplemental supplies will supplement/ support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$2,017.00	30106-4301	Supplemental supplies in math to ensure that teachers have the necessary materials and supplies to meet the needs of students. These supplemental supplies will supplement/support: Tutoring; Curriculum Development and Classroom teacher classroom/student needs.	Supplies were very essential to the success of our students and to providing students the necessary learning tools to achieve.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of needed supplies	Continue with strategy. Increase supplies due to cost and need.

Goal 4- Supporting English Learners							
ELD Coaching cycle							
*Strategy/Activity - Description							
Resource teachers from the OLA office will come to support 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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Resource teachers from the OLA office will come to support teachers in implementing ELD and dELD. During this time	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				teacher will work together to determine needed instructional supplies to meet the needs of students.			
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Resource teachers from the OLA office will come to support teachers in implementing ELD and dELD. During this time teacher will work together to determine needed instructional supplies to meet the needs of students.	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Goal 5 - Supporting Students with Disabilities							
Professional Development							
*Strategy/Activity - Description							
Special Education teachers will attend professional development on and off campus.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Special Education teachers will attend professional development on and off campus. Subs will be used for coverage of	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Jefferson Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				service hours and continual support for special ed. students.			
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Special Education teachers will attend professional development on and off campus. Subs will be used for coverage of service hours and continual support for special ed. students.	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Goal 7 - 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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$499.09	30103-2281	Supplemental support for parent trainings, meetings and workshops to inform parents of school events and curriculum.	Office staff supported with online training notification and collaboration with online trainers to ensure parents were	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because	Continue with strategy. Increase supplies due to cost and need.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					communicated needed trainings.	of the nature of change and unforeseen challenges the Pandemic posed. Shortage of needed supplies	
Clerical OTBS Hrly		\$499.09	30103-2451	Supplemental support for parent trainings, meetings and workshops to inform parents of school events and curriculum.	Office staff supported with online training notification and collaboration with online trainers to ensure parents were communicated needed trainings.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of needed supplies	Continue with strategy. Increase supplies due to cost and need.
Inservice supplies		\$932.00	30103-4304	Supplemental in-service supplies for parent trainings, meetings and workshops.	In person in-service opportunities were limited due to pandemic.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	Continue with strategy. Increase supplies due to cost and need.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						Shortage of needed supplies	

Goal 8- Graduation/Promotion Rate							
VAPA							
*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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Consultants <=\$25K	--	--	30106-5801	VAPA teacher will work with students while the teacher works with and assesses target group of students (students	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				in grades 3 and 5 at risk of not meeting grade- level standards).			
Tutoring							
*Strategy/Activity - Description							
Teacher will tutor students at risk of not meeting standards in reading.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly		\$7,951.79	30100-1189	Retired Classroom Teacher will tutor students at risk of not meeting	No retired teacher was available to support our school.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout	Now with Pandemic improving, continue to look for RTH to support our neediest students.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				standards in reading.		the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	
Curriculum development							
*Strategy/Activity - Description							
<p>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.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTch r		\$999.21	30100-1170	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.	Very effective goal. ELA scores increased dramatically!!!	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed	Continue with strategy!
Prof&Curriclm DevHrlyClsrmTch r		\$200.08	30106-1170	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.	Very effective goal. ELA scores increased dramatically!!!	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed	Continue with strategy!

Goal 6 - Supporting Black Youth							
Professional Development/Consultants							
*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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Consultants <=\$25K		\$500.00	30106-5801	Consultants will be used for professional development. Our teachers will be trained on how to best meet the	No subs due to Pandemic.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor	Continue with strategy when we get subs to release teachers.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				needs of all students. This will be done through book studies, district trainings, and site trainings to meet the diverse needs of all students.		true results because of the nature of change and unforeseen challenges the Pandemic posed	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Subs will be used for 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.	No subs due to Pandemic.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed	Continue with strategy when we get subs to release teachers.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Subs will be used for 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,	No subs due to Pandemic.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen	Continue with strategy when we get subs to release teachers.

Jefferson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				and site trainings to meet the diverse needs of all students.		challenges the Pandemic posed	
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What are my leadership strategies in service of the goals?

SCHOOL NAME: JEFFERSON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Guidance Asst -	0.37500	\$25,982.55	09800-2404	<p>The Guidance Assistant will support students' social and emotional well being and needs. Guidance Assistant will work collaboratively with staff to implement strategies that will decrease chronic absenteeism.</p>	<p>The Guidance Assistant (GA) was a valuable asset to our school. The GA was able to follow up with attendance and the social emotional needs of our students. During the Pandemic, the GA was able to keep staff informed of student and family needs.</p>	<p>Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.</p>	<p>We will continue to implement the use of our Guidance Assistant to help us with attendance and social emotional support in order to keep students in class and at school.</p>

Goal 2 - English Language Arts

Substitutes for PLC work

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClstrmTchr		\$999.21	09800-1170	Teachers will meet three times a year in Professional Learning Communities	The strategy, under normal circumstances, is very effective. But during a Pandemic	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was	We will work to ensure that subs are available to release teachers for PLC and PD

Jefferson Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				(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.	year, Prof. Dev. Use of subs was limited.	difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	
Prof&Curriclm Dev Vist Tchr		\$3,499.64	09800-1192	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	The strategy, under normal circumstances, is very effective. But during a Pandemic year, Prof. Dev. Use of subs was limited.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	We will work to ensure that subs are available to release teachers for PLC and PD

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				determine needed instructional supplies to meet the needs of students.			
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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$2,500.00	09800-5841	Supplemental software to support all	Great strategy to use to support students. The	Dramatic Increase in ELA scores.	Need more effective math software to help

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				unduplicated students to increase their reading and closing the achievement gap.	Pandemic supported the use of online software to continue student achievement		increase math scores.
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 sub groups.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$500.00	09800-5209	Conferences will support	Teachers attending conferences	Due to the COVID 19 Pandemic, there	We will work to ensure that

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>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 sub groups.</p>	<p>supports student. Unfortunately, due to the COVID Pandemic, travel was limited.</p>	<p>was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed: Travel restricted and shortage of subs</p>	<p>teachers are able to attend conferences and that subs are available to release teachers.</p>
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Tutoring and library support

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$2,499.24	09800-1157	Supplemental tutoring and push-in support for students at risk of not learning grade level standards.	Dramatic Increase in ELA!! Tutoring in ELA helped out tremendously!	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	Continue teacher tutoring

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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers to provide release time for teachers to analyze data as well as develop CCSS lesson plans specifically	The strategy, under normal circumstances, is very effective. But, during a Pandemic year, Prof. Dev. Use of subs was limited.	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor	We will work to ensure that subs are available to release teachers for PLC and PD

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				designed to include number talks, English language development, differentiation, and intervention in math units and lessons.		true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of subs for PD or PLC	
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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

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Classroom Teacher Hrly	--	--	09800-1157	Teacher will tutor students at risk of not meeting standards in math.	Tutoring in math helped out to maintain Math proficiency levels in the mid 50%	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed.	Continue strategy and ensure our neediest students are present to receive support.
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Materials Development

***Strategy/Activity - Description**

Instructional and intervention materials to support math development.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Instructional and intervention materials to support math development.	Very effective goal. Math scores maintained in mid 50%	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed	Continue with strategy!
Software							
*Strategy/Activity - Description							
Conitnue to purchase PLTW software to help integrate math into our IB STEAM units.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	09800-5841	Software to support students in mathematics.	Great strategy to use to support students. The Pandemic supported the use of online software to continue student achievement	Maintained math scores, dramatic gain in ELA??	Need more effective math software to help increase-math scores of target subgroups

Goal 4- Supporting English Learners							
ELD Coaching cycle							
*Strategy/Activity - Description							
Resource teachers from the OLA office will come to support 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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Resource teachers from the OLA office will come to support teachers in implementing ELD and dELD. During this time	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				teacher will work together to determine needed instructional supplies to meet the needs of students.			
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ELPAC

***Strategy/Activity - Description**

Testing of English Learners for Reclassification

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Retired Clsrn Teacher Hrly		\$1,999.62	09800-1189	Testing of English Learners for Reclassification	No RTH available due to district staff shortage	Staff shortage	Ensure there is a RTH

Goal 5 - Supporting Students with Disabilities							
Professional Development							
*Strategy/Activity - Description							
Special Education teachers will attend professional development on and off campus.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Special Education teachers will attend professional development on and off campus. Subs will be used for coverage of	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				service hours and continual support for special ed. students.			

Goal 8- Graduation/Promotion Rate							
Tutoring							
*Strategy/Activity - Description							
Teacher will tutor students at risk of not meeting standards in reading.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$2,499.43	09800-2151	Para educators will provide supplemental tutoring for students at risk of not meeting standards in reading.	Dramatic Increase in ELA!! Tutoring in ELA helped out tremendously!	Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because	Continue strategy

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						of the nature of change and unforeseen challenges the Pandemic posed.	
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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 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

<p>Supplies were very essential to the success of our students and to providing students the necessary learning tools to achieve.</p>	<p>Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of needed supplies</p>	<p>Continue supporting supplies and increasing amount due to need, increased cost and need to provide for families in need.</p>	<p>09800-4301</p>	<p>Supplemental supplies needed from teacher planning and development of needed curriculum to meet the needs of all students, especailly to meet the needs of our low achieving students.</p>	<p>Supplies were very essential to the success of our students and to providing students the necessary learning tools to achieve.</p>	<p>Due to the COVID 19 Pandemic, there was a lot of changes and new issues that arose throughout the year. It was difficult to monitor true results because of the nature of change and unforeseen challenges the Pandemic posed. Shortage of needed supplies</p>	<p>Continue supporting supplies and increasing amount due to need, increased cost and need to provide for families in need.</p>
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Goal 6 - Supporting Black Youth							
Professional Development/Consultants							
*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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Subs will be used for professional development, our teachers will be trained on how to best meet the needs of all	Good strategy, but there were no subs to release teachers.	Sub Shortage and Pandemic affected plan	Ensure subs are available.

Jefferson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				students. This will be done through book studies, district trainings, and site trainings to meet the diverse needs of all students.			
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What are my leadership strategies in service of the goals?