SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	Jefferson Elementary School		
CDS Code	01-61291-6002398		
Revision Date	9/11/2017		
Contact Name and Title	Nikki Seaberg Principal	Email and Phone	nseaberg@slusd.us (510) 618-4310
The District Governing Board approved this revision of the SPSA on	October 10, 2017		

The School's Mission & Vision Statements

Principal's Message

Thomas Jefferson Elementary School is a large (631 students) TK-5th grade school with an excellent reputation in our community. Our goal is to provide a college-going culture for all Jefferson students. Jefferson's strength is teacher leadership at each grade level. We are dedicated to promoting excellence in student achievement through deliberate and thoughtful instructional programs based on Common Core Standards and Next Generation Science Standards geared to meet the needs of our diverse student population. We are proud of our work to ensure students have a quality education that represents and celebrates the diverse cultures in the school (64% Latino, 14% African American, 10% Asian, 5% White, 3% Filipino). We are also actively engaged in staff development focused on Project Based Learning (PBL), Blended Learning and technology integration and instructional coaching to help our English Language Learners become proficient readers and writers. Additional resources are allocated to support instruction for English Language Learners, reading and math intervention and Special Education programs. We are committed to excellence for all students and we continually improve our instruction, curriculum, and resources toward that end.

The parents and community play a crucial role at Jefferson. We welcome parents, family members, and the community to partner with us, including volunteering in our classrooms, in our library, in our office, or on the playground during recess and lunch. We encourage parent participation in the Parent and Teacher Association (PTA), the English Language Advisory Committee (ELAC), the School Site Council (SSC) and invite and encourage parent input into our school decisions. Parents are also welcome to share a cup of coffee with the principal every first Friday morning of the month for Coffee and Conversation meetings where parents are updated on school information and invited to ask questions. Connections between home and school have included our parent engagement workshops, that include CA PTA School Smarts Academy, the monthly parent newsletter known as the Jefferson Journal, weekly Friday night announcements and electronic messages through the PTA Facebook account and Remind.com account. We are confident that by working collaboratively with our parent community we can achieve our goal of excellence for all students.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture. The Thomas Jefferson staff is dedicated and committed to supporting this vision. The staff is committed to creating responsive, personalized, learning pathways for Career and College Readiness.

School Mission Statement

At Thomas Jefferson Elementary School, we have an ethical responsibility to ensure readiness for college, career and responsible citizenship. All students will achieve or exceed the standards established by the district as a result of:

- All stakeholders accepting responsibility for student progress.
- Ongoing innovation in teacher practices and school culture.

In order to ensure that our students are able to reach their highest potential as learners, the Jefferson staff has committed to the following:

- Implementation of culturally responsive teaching and the use of AVID teaching and learning strategies to decrease the achievement gap through targeted staff development.
- Using arts integration as a vehicle for greater student engagement.
- Regularly utilizing curriculum guides, adopted materials and other resources.
- Integrating writing across the curriculum.
- Exploring and implementing ways to allow all students access to the curriculum.
- Regularly analyzing student work and planning curricula with other teachers of their grade level.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

SCHOOL PROFILE

Thomas Jefferson Elementary School, part of the San Leandro Unified School District of Alameda County, is located in an urban setting approximately .5 miles from San Leandro High School. Thomas Jefferson Elementary School opened its doors in 1949. The school underwent almost complete renovation in 2004, making Thomas Jefferson one of the district's newest campuses. Jefferson is a TK-5th grade school committed to meeting the academic, developmental, emotional and social needs of its 631 students. Our school's demographics include students who represent subgroups of 64% Latino, 14% African American , 10 % Asian and 5% White. As of August 2017, 74% of students at Jefferson Elementary receive free or reduced lunches. Jefferson offers programs in general education, special education, bilingual education and transitional kindergarten. The Jefferson staff consists of a principal, twenty-two general education classroom teachers, five specialist teachers (Physical Education, Music and Art), three Special Day Class (SDC) teachers, one and a half Resource Specialists, a full-time speech/language specialist and a psychologist that is shared with another site.

To support the needs of our students and families, Jefferson provides opportunities for parents and families to become integral members of our school community demonstrated in the following ways:

- TK teacher meets with parents prior to the start of the school year to welcome new families to our school.
- TK-5th grade teachers meet with families, at the beginning of the school year, during Parent/Teacher Conferences to set student goals for the school year.
- Staff communicates regularly with families through newsletters, phone calls, emails, class dojo, and in-person meetings,
- Parent volunteers are encouraged to work in classrooms around the school.
- After School Education and Safety (ASES) provides tutoring, physical and enrichment programs.
- PTA provides funding for field trips, Outdoor Education, special assemblies/events (Family Movie Night, Family Science Night, Halloween Festival, Just Say No Assembly, Holiday Gift Shop), instructional materials, and school projects (SP Opera Aria Program).
- Monthly Coffee & Conversation with the Principal provides parents an open format to receive information and ask pertinent questions.
- Teachers, parents, and site administrator form the governing body of the School Site Council which meets monthly to make

important school and budgetary decisions.

- Our Parent Facilitator provides parents with important information about school and District programs and facilitates School Smart Academies.
- Ongoing formal and informal assessments are used throughout the year to inform students and families of individual student progress.
- The COST (Coordination of Services Team) meets twice a month to review counseling and academic referrals.
- Student Study Teams (SSTs) meet regularly to analyze student academic and behavioral concerns that may arise.
- English Language Learners are assessed using the English Language Proficiency Assessment for California (ELPAC) and receive daily instruction at their designated language proficiency level.
- Teachers are practicing the use of the new Common Core State Standards and incorporating 21st Century Learning Skills into their daily instruction.
- Monthly all school assemblies are held to review school expectations, announce up-coming events and highlight Jefferson Jaguar Way Students of the Month.
- Partnerships with Safe Routes to Schools and CAP (Child Abuse Prevention Center) promote healthy practices and student safety
- Excellent music, art, and physical education instruction are provided for all 1st through 5th grade students by subject area specialists.
- Instrumental music is offered to students in Grade 5. Chorus is offered to students in 4th and 5th grade
- Counseling is offered 4-days a week through Girls Inc.and Davis St.
- English Learners Advisory Committee advises administration, school leadership and School Site Council.
- Teachers meet weekly in their PLCs to analyze student data, student learning, and teacher practice to ensure year to year growth.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

Over the past year Thomas Jefferson Elementary has consistently implemented the resources that support students with their social emotional needs. These include Positive Behavioral Interventions and Supports (PBIS), ROAR tickets, and the Toolbox curriculum. The monthly recognition of students at a school wide assembly helped promote positive behavior and this also engaged parents who attended the monthly assemblies to see the recognized students. The implementation of AVID, for 1st and 5th graders has helped promote a college going culture as well as promote a growth mindset in our students. Parent University, English classes for parents, support for teachers to learn the blended learning platforms have all contributed to the success of our students. Last year, Thomas Jefferson increased the number of licenses for Imagine Learning with Title 1 funds to help our EL students reach English proficiency.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

The areas of greatest need are reflected in the sixty-seven percent of last year's 5th graders who were not meeting ELA standards based on the CAASPP results. Eighty-three percent of last year's fourth graders (current 5th graders) are not at grade level in ELA based on CAASPP results. 61% of last year's third graders (current 4th graders) are not at grade level in ELA based on CAASPP results.

Math data greatest need are reflected in:
89% of 5th graders last year were not meeting standards in math, 92% of 4th graders last year were not meeting standards in math, 64% of 3rd graders were not meeting standards in math based on CAASPP results.

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	106	106	103	N/A	N/A	N/A	N/A	315
# of Students Tested	102	92	99	N/A	N/A	N/A	N/A	293
# of Students With Scores	101	91	98	N/A	N/A	N/A	N/A	290
Mean Scale Score	**2409.8**	**2400.2**	**2453.2**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Standard Exceeded: Level 4	7 %	0 %	2 %	N/A	N/A	N/A	N/A	3 %
Standard Met: Level 3	30 %	8 %	9 %	N/A	N/A	N/A	N/A	16 %
Standard Nearly Met: Level 2	31 %	33 %	35 %	N/A	N/A	N/A	N/A	33 %
Standard Not Met: Level 1	33 %	59 %	54 %	N/A	N/A	N/A	N/A	48 %

Mathematics Scale Score Ranges

2. What steps is the school planning to take to address these areas of greatest need for improvement?

In order to address the greatest needs, all teachers will participate in cycles of inquiry to increase student achievement. Teachers will analyze data from district and statewide assessments to target instruction for students.Teachers in 1st -3rd grade will provide a small group learning academy 4 days a week from 2:10-3:00 PM. Teachers who teach in the learning academy model will use progress monitoring assessments and analyze data to keep groupings flexible and fluid based on student needs. Teachers will be encouraged to group students during learning academy to provide a more targeted approach to the small group model. A focus will be placed on providing blended learning instruction in Spanish for our TK/K/1 bilingual classrooms to support literacy and math in their primary language. The site will utilize district instructional coaches to support new teachers with blended learning platforms, classroom management, and instructional strategies. Principal will do classroom walkthroughs during instructional time to provide feedback to teachers and support them with professional development. TK-2 students and teachers will be supported by our half time intervention specialist, peer observations and utilizing teaching strategies.

PERFORMANCE GAPS

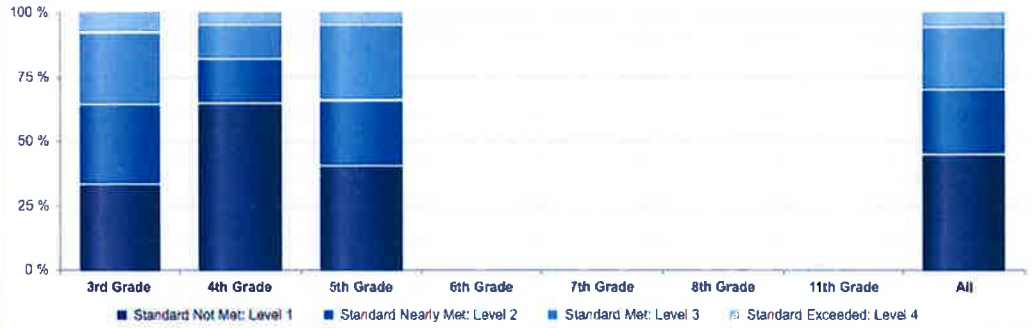
In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

84% of Latino 4th graders were two or more performance levels below the "all student" performance in ELA and 65% of Latino 3rd graders were two or more performance levels below the "all student" in ELA. In math, 95% of Latino 4th graders fell two or more performance levels below the "all student" performance and 62% of Latino 3rd graders were two or more performance levels below the "all student" performance. 84% of 3rd grade ELs and 91% of 4th grade ELs were two or more performance levels below the "all student performance in ELA. In math, 64% of 3rd grade ELs and 97% of 4th grade ELs fell two or more performance levels below the "all student". For Socioeconomically disadvantaged students, 85% fell below the "all student" performance level in ELA, while 93% of the 4th graders fell below the "all student" performance in math . There has been a significant decline in performance for the cohorted 4th graders (this year's 5th graders). They went from 51% standard not met to 64% standard not met in ELA. Similarly in math, they went from 48% standard not met to 59% standard not met. The percentages were similar for our significant sub groups.

▼ Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	66	64	69	N/A	N/A	N/A	N/A	199
# of Students Tested	61	55	68	N/A	N/A	N/A	N/A	184
# of Students With Scores	61	54	68	N/A	N/A	N/A	N/A	183
Mean Scale Score	**2394.1**	**2391.3**	**2461.6**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Standard Exceeded: Level 4	7 %	4 %	4 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	28 %	13 %	29 %	N/A	N/A	N/A	N/A	24 %
Standard Nearly Met: Level 2	31 %	17 %	25 %	N/A	N/A	N/A	N/A	25 %
Standard Not Met: Level 1	34 %	67 %	41 %	N/A	N/A	N/A	N/A	46 %

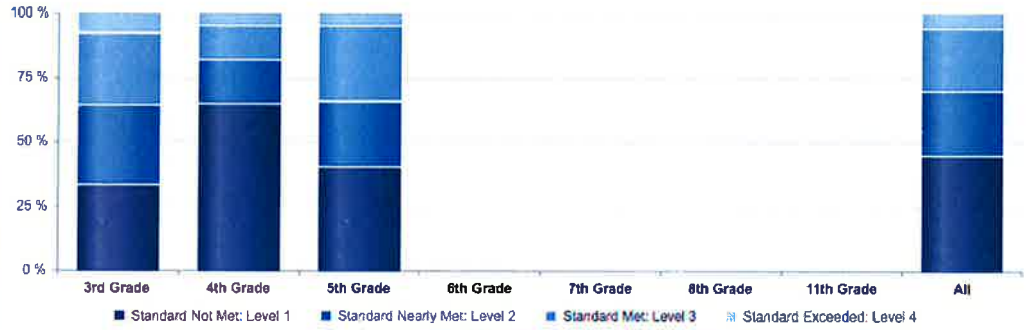
English Language Arts/Literacy Scale Score Ranges

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

Teachers will use data to deliver differentiated instruction during reading and math. All teachers will participate in cycles of inquiry to increase student achievement. Teachers will analyze data from district and statewide assessments to target instruction for students.Teachers in 1st -3rd grade will provide a small group learning academy 4 days a week from 2:10-3:00 PM. Teachers who teach in the learning academy model will use progress monitoring assessments and analyze data to keep groupings flexible and fluid based on student needs. Teachers will be encouraged to group students during learning academy to provide a more targeted approach to the small group model. Teachers will provide blended learning items in Spanish for our TK/K/1 bilingual classrooms to support literacy and math in their primary language. We will utilize district instructional coaches to support new teachers with blended learning platforms, classroom management, and instructional strategies, Principal will do classroom walkthroughs during instructional time to provide feedback to teachers. TK-2 students and teachers will be supported by our half time intervention specialist, peer observations and teaching strategies that support student learning and effective differentiation. Teachers will provide at least 30 minutes of Designated ELD to all English Learners in their classroom in addition to having students use Imagine Learning if they are EPL 1 students at least 20-30 minutes a day.

▼ Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	66	64	69	N/A	N/A	N/A	N/A	199
# of Students Tested	61	55	68	N/A	N/A	N/A	N/A	184
# of Students With Scores	61	54	68	N/A	N/A	N/A	N/A	183
Mean Scale Score	**2394.1**	**2391.3**	**2461.6**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Standard Exceeded: Level 4	7 %	4 %	4 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	28 %	13 %	29 %	N/A	N/A	N/A	N/A	24 %
Standard Nearly Met: Level 2	31 %	17 %	25 %	N/A	N/A	N/A	N/A	25 %
Standard Not Met: Level 1	34 %	67 %	41 %	N/A	N/A	N/A	N/A	46 %

English Language Arts/Literacy Scale Score Ranges

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

See previous sections on Areas of Need and Performance Gaps

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. The programs that provide instructional support for English Learners were not implemented with consistency, for example the use of Imagine Learning and delivery of Designated ELD. There were some challenges in securing translation services.
2. The principal will monitor Designated ELD instructional times and check usage of Imagine Learning to support the professional development that may need to be ongoing with this content area. The site will ensure that all available translation options are maximized when translation is needed at a meeting or any other school event. This will include the use of the parent facilitators attendance at meetings as well as access to the district translator list and promotion of the Bilingual Stipend. If on site translation is not available, the Administrative Assistant will support in securing translation and assist as needed.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The Thomas Jefferson Elementary School School Site Council (SSC) met on the third Monday of each month. During SSC meetings, the school's SPSA, academic performance data, behavior data and budget were discussed and updated.

The English Language Advisory Council (ELAC) met five times during the school year. During ELAC meetings, the school's SPSA, budget, programs and services for English Language Learners were discussed and updated.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The Thomas Jefferson Elementary School staff, School Site Council (SSC), Parent Teacher Association (PTA) and English Language Advisory Council all reviewed the 2016-17 SPSA at the start of the school year. Throughout the school year, as adjustments were made to the SPSA, the Jefferson staff, SSC and ELAC were made aware. All purchases of materials and services were aligned to the 2016-2017 SPSA.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

The following are parent involvement activities provided by Thomas Jefferson Elementary School:
Monthly Coffee & Conversation Chats with principal - first Friday of each month
English Language Advisory Committee - September - May
School Site Council - August - May
Parent Teacher Association (PTA) Meetings - September - May
Back to School Night - September
Halloween Carnival sponsored by PTA and Boys and Girls Club -October
Obstacle-a-thon fundraiser sponsored by PTA - September
Pancake Breakfast and Silent Auction sponsored by the PTA - December
Parent Teacher Conferences - December
Fall Scholastic Book Fair sponsored by the PTA - September

Bingo for Books event sponsored by PTA - January
School Smarts Parent Academy - March-May
Science Night sponsored by PTA -March
Family Movie Night Sponsored by PTA - April
Spring Scholastic Book Fair sponsored by PTA - May
Open House - May

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

Thomas Jefferson Elementary School has a Transitional Kindergarten (TK) class for general education students and three Special Day Classes (SDC) preschool classes with students with special needs. The teachers in our TK class and SDC preschool classes have parent information meetings in the spring for interested parents. In the fall, the TK and SDC preschool classes have a Meet and Greet meeting for parents in the program. The TK class focuses on academic and social readiness skills necessary for kindergarten. The SDC preschool classes focus on beginning steps of communication and development of independent living skills.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	112	106	108	99	106	99	96.4	93.4
Grade 4	101	106	101	91	101	90	100.0	85.8
Grade 5	86	103	84	99	84	99	97.7	96.1
All Grades	299	315	293	289	291	288	98.0	91.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2369.5	2399.4	3	10	14	28	31	26	50	35
Grade 4	2413.7	2392.5	7	2	17	14	16	19	60	64
Grade 5	2457.4	2465.4	5	7	26	25	21	24	48	43
All Grades	N/A	N/A	5	7	18	23	23	23	53	47

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	16	43	45	51	38
Grade 4	10	4	36	27	54	69
Grade 5	8	15	39	37	52	47
All Grades	8	12	40	37	53	51

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	8	42	59	56	33
Grade 4	11	6	48	42	41	52
Grade 5	14	14	40	47	44	38
All Grades	9	9	43	50	47	41

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	7	58	72	33	21
Grade 4	8	6	63	69	29	26
Grade 5	7	13	58	59	35	28
All Grades	8	9	60	66	32	25

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	13	52	47	44	39
Grade 4	9	3	39	47	52	50
Grade 5	23	17	48	54	30	29
All Grades	11	11	46	49	43	39

Conclusions based on this data:

1. The percentage of all students taking the CAASPP ELA needs to increase from 91.7%
2. While the percentage of students meeting or exceeding slightly increased from 2014-15 to 2015-16, there is still much work to do to increase the percentage of students meeting or exceeding ELA Standards
3. While the percentage of students reading at or above grade level increased from 2014-15 to 2015-16, nearly 50% of Thomas Jefferson Elementary School students still read below grade level.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	112	106	107	102	104	101	95.5	96.2
Grade 4	101	106	101	92	100	91	100.0	86.8
Grade 5	86	103	84	99	84	98	97.7	96.1
All Grades	299	315	292	293	288	290	97.7	93

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2383.9	2409.8	6	7	19	30	26	31	47	33
Grade 4	2428.9	2400.2	5	0	17	8	42	33	36	59
Grade 5	2433.8	2453.2	1	2	10	9	26	35	63	54
All Grades	N/A	N/A	4	3	15	16	32	33	48	48

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	19	38	46	52	36
Grade 4	10	2	32	23	58	75
Grade 5	2	5	19	32	79	63
All Grades	8	9	30	34	62	57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	13	32	51	57	36
Grade 4	4	1	46	42	50	57
Grade 5	1	2	32	31	67	67
All Grades	6	6	37	41	57	53

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	16	43	60	47	24
Grade 4	7	1	40	34	53	65
Grade 5	2	3	35	42	63	55
All Grades	7	7	40	46	54	47

Conclusions based on this data:

1. The percentage of all students taking the CAASPP Math needs to increase from 93%
2. The percentage of students at "Standards Nearly Met" and "Standards Met" remained the same from 2014-2015 to 2015-2016

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	14				50	29	57	50	43	14		29	14		
1	4	6	17	22	31	32	39	37	34	12	15	9	22	11	9
2	5	10	9	28	24	26	37	33	43	18	24	11	12	10	9
3	2	10	3	29	27	24	51	43	43	13	12	22	5	8	8
4	4	4	5	46	42	46	38	52	31	4	2	10	8		8
5	9	4	21	48	65	49	26	22	30	9	9		9		
Total	5	7	11	30	35	35	40	40	37	13	12	11	12	6	7

Conclusions based on this data:

1. There has been a decrease in the percentage of students at the Intermediate Level in all grade levels with the exception of 2nd and 5th grade.
2. There has been a slight increase in the percentage of students at the Advanced Level in grades 1, 4 and 5.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	2	1	3	2	7	10	30	32	26	26	18	22	41	42	40
1	6	5	16	21	29	31	36	39	33	11	13	8	26	15	12
2	5	9	9	27	22	24	39	33	41	18	22	12	11	13	14
3	2	10	2	29	27	20	51	42	41	12	11	20	7	10	16
4	3	4	5	41	41	43	34	53	33	3	2	10	17		10
5	8	4	20	42	62	48	31	23	30	8	8	2	12	4	
Total	4	5	9	24	27	27	38	38	33	15	13	13	20	16	18

Conclusions based on this data:

1. Our largest Beginner proficiency level population is in Kindergarten.
2. The number of students scoring at the Beginner proficiency level in first grade, decreased by half in second grade.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	18	6.0%
2015-16	21	7.0%
2014-15	35	11.7%

Conclusions based on this data:

1. There has been a steady decrease in the number of students reclassified.
2. There needs to be a strategic focus on increasing the number of students who can be reclassified.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?
The SSC held meetings about the SPSA last April. This school year (2017-18) we have had two SSC meetings to review the plan and discuss needs, Title 1 funding and data. This year's Leadership Team provided input and feedback on the SPSA.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?
This school year we have had two SSC meetings to go over editing the SPSA and we have had one Leadership Team meeting to go over the SPSA and discuss what had been written on the plan to see if it needed to be revised.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Thomas Jefferson Elementary School will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration and creativity) and civic engagement.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1a Thomas Jefferson Elementary School wants to support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD and Science	CA Dashboard Student Achievement Data; CELDT Results, STAR Reading and Math Assessment Data.	CA Dashboard Student Achievement Data; CELDT Results, STAR Reading and Math Assessment Data.
1.1b Thomas Jefferson Elementary School wants to assess student learning through data analysis that includes formative, diagnostic, interim, summative and performance based assessment tools to inform teaching and respond to students' needs.	District and state data	District and state data
1.1c Thomas Jefferson Elementary School wants to improve performance outcomes for students in the area of mathematics through systemic implementation of the board adopted math curriculum.	STAR Math Data	Star Math Data, Eureka Math Assessment Data, District Strategic Plan Action Item.
1.2 Thomas Jefferson Elementary School wants to continue to develop and support Project Based Learning projects in order to provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration and creativity) and civic engagement and provide connections to additional projects with an emphasis on creativity.		SLUSD Strategic Plan Action Item
1.3 Thomas Jefferson Elementary School needs to	CA Dashboard Student Achievement Data; CELDT	CA Dashboard Student Achievement Data; CELDT

continue to identify students in need of urgent intervention so we can provided the needed services to those students.	Results, STAR Reading and Math Assessment Data.	Results, STAR Reading and Math Assessment Data.
1.4 Thomas Jefferson Elementary School needs to increase the overall achievement of our EL students and the number of students being reclassified prior to entering middle school.	CELDT Results, Reclassification Rates	Reclassification Rates, CELDT Results

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

1.1a Provide time, during weekly staff meetings and/or grade level meetings, for staff to collaborate on newly adopted standards and assess student learning through data analysis that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs. Teachers will conference with students to set goals, reassess and provide additional support strategies on a continual basis. Classroom teachers, through analysis of Renaissance Learning "flexible" groupings, STAR Reading Benchmarks and conferencing with students, will monitor student progress, differentiate instruction and reassign groups to support all students' progress. Grade-level teams will conduct weekly collaboration meetings to analyze student performance data through Illuminate, Renaissance Learning, analyze and set student growth targets, and create action plans based on performance outcomes.

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.1a Continue to work with District Instructional Coaches for deeper learning of newly adopted standards.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☐ New ☒ Modified ☐ Unchanged

1.2 Implement Project Based Learning so that every Jefferson student experiences at least two project based units every academic year and provide time for staff to collaborate on grade level Project Based Learning projects during staff meetings and/or grade level meetings.

Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental materials for books and projects, including Season of Service/Period of Peace to support PBL.
Source	Supplemental and Concentration
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Cost of participation in the San Francisco Opera Aria Program for up to five classes.
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute coverage for five (5) Jefferson teachers to attend San Francisco Opera Aria training, (one school day session for past participants, two school day sessions for new teacher new to opera program) and stipend for two teachers to attend the Saturday training.

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ Any in need

2017-18

☐ New ☐ Modified ☐ Unchanged

1.3 Provide Jefferson students in need of urgent intervention in the area of reading with tutoring that provides additional academic help to students after school. During the 2017-2018 school year we will implement targeted intervention groups during our learning academy period for our 1-3 graders who are performing at the below basic/far below basic/intensive levels as measured by state and District Assessments. All classroom teachers will provide in-class intervention for students performing at the basic/strategic levels as measured by Classroom and District Assessments. The halftime intervention specialist will provide coaching and support for all teachers and provided targeted small group instruction for TK-2. Grade Level Meetings will be held to review data and discuss/decide support/intervention plan for each student
Parents are notified if their student is provided with support

2017-18

Source	Supplemental and Concentration
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Jefferson teachers will be paid to provide enrichment/homework help/tutoring during our after school library program, up to 140 hours total for the school year.

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.3 Integrate technology and utilize blended learning suite consistently to provide intervention and/or enrichment opportunities for student as well as allow teachers to differentiate instruction to help meet the needs of our diverse learners. Technology will be used to support student learning and address the learning styles of the 21st Century Student. Teachers will use Chromebooks and/or iPads to deepen student understanding of CCSS standards through the use of a variety of research based instructional software in the district's blended learning suite.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures 21 licenses for Imagine Learning in Spanish to support our bilingual K/1 classroom. Data and teacher recommendation will be used to determine effectiveness of programming for future purchases. Data will be collected three times a year.

Action 6

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.4 Use of Ellevation on-line platform to identify students who are ELLs and have not met minimum growth targets to prioritize interventions for academic and language proficiency achievement.

BUDGETED EXPENDITURES

2017-18

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.4 Accelerate learning of ELLs through use of Imagine Learning Language and Literacy software program focused on oral language, academic vocabulary, reading, and strategic first-language support

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Purchase 99 more licenses for Imagine Learning for our English Learners who are at ELP level 2 in ALL grade levels (48 licenses), prioritize licenses for 5th grade ELP level 3(15 licenses) students to provide support for reclassification before middle school, prioritize licenses for 4th grade ELP level 3 (22 licenses) to provide support for reclassification before middle school and the remaining 14 licenses will be utilized for 3rd grade students who are at the low end of level 3, based on ELLevation data and teacher recommendation. Student data and usage for all licenses will be tracked three times a year and will be used to determine effectiveness.

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **13**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **14**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **15**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Thomas Jefferson Elementary School will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 Thomas Jefferson Elementary School would like to establish a college-going culture across all K-5 classrooms	Jefferson Parent Survey, Jefferson Staff Survey	Jefferson Parent Survey, Jefferson Staff Survey
2.1a Thomas Jefferson needs to increase our EL reclassification rates of English Language Learners in order to ensure access to college going course program in middle school and high school.	EL Reclassification Rates	EL Reclassification Rates, DELAC Survey, Jefferson Parent Survey
2.2 Thomas Jefferson needs to work with parents to learn how to best support their students at home.	Same as 2.1	Same as 2.1
2.3 Thomas Jefferson Elementary School needs to promote programs that focus on health, wellness and positive personal, social development.	Jefferson Parent Survey, Physical Education 5th Grade Assessment, COST logs, Discipline Dat, SST Notes	Jefferson Parent Survey, Physical Education 5th Grade Assessment, COST logs, Discipline Dat, SST Notes

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New	☐ Modified	☐ Unchanged

2.1 Increase the number of classes that integrate the AVID College Readiness Program. AVID has been integrated into 1st to help students develop the skills they need to be successful in school through college. The program places special emphasis on growing writing and reading skills, critical thinking, teamwork, and organizations.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures AVID Annual Membership entitles Jefferson with: access to AVID Elementary Weekly, access to MyAVID members-only website, coaching and support by AVID staff, curriculum resources and training, site certification, licensing and use of intellectual property.
Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Registration for 2018 AVID Summer Institute in San Diego Aug 1-3 or June 28-30 in Anaheim for the leadership team and the principal. (Cost last year was $760 per person, this year's cost is not available yet.)
Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Travel, room and boarding for AVID conference

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☒ English Learners	☐ Students with Disabilities	☐ Foster Youth	☒ Low Income	☐

ACTIONS/SERVICES

2017-18

☒ New	☒ Modified	☐ Unchanged

2.1 a Thomas Jefferson needs to increase our EL reclassification rates in order for students to be on the RFEP path prior to entering middle school. Teachers will use structured language protocols to increase oral fluency in English. All classroom teachers will have a minimum of 30 minutes of ELD instruction daily for all English Learners. We want to continue to provide Imagine Learning on-line platform licenses to support ELP level 2 & 3 students

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Imagine Learning is an engaging language and literacy on-line program that accelerates English learning. Focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

2.2 Thomas Jefferson Elementary School will continue to help parents learn how to help their child succeed in school by continuing to partner with California State PTA to deliver the School Smarts Parent Engagement Academy workshops and provide other opportunities for parents to learn about college, career options.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies California PTA School Smarts supports Jefferson with materials, tools and technical support necessary to implement a successful parent engagement workshops.
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Childcare for School Smarts Parent Engagement Academy

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English ☐ Students with ☐ Foster Youth ☐ Low Income ☐

		Learners		Disabilities			

ACTIONS/SERVICES

2017-18

☐	New	☒	Modified	☐	Unchanged

2.3 Promote prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing Positive Behavior Intervention Support (PBIS).

BUDGETED EXPENDITURES

2017-18

Source	Supplemental
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures $1,500 stipend to our after school mentor (Boys and Girls Club) to train and monitor student leadership/council/junior coaches/conflict managers who increasing opportunities for physical activity and safe, meaningful play at morning and lunch recess.

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒	All	☐	English Learners	☐	Students with Disabilities	☐	Foster Youth	☐	Low Income	☐

ACTIONS/SERVICES

2017-18

☒	New	☒	Modified	☐	Unchanged

2.3 Thomas Jefferson Elementary School wants to continue providing the behavioral supports and social culture needed for all Jefferson students to achieve social, emotional and academic success by continuing to partner with Girls Inc., and continuing our COST meetings and practices.

BUDGETED EXPENDITURES

2017-18

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Thomas Jefferson Elementary School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 Thomas Jefferson Elementary School will promote health and wellness efforts for students, families, and employees that support improved teaching and learning in the classroom.		
3.2 Thomas Jefferson Elementary School will implement procedures for effective internal communication with all staff members.	Jefferson Staff Survey	Jefferson Staff Survey
3.3 Thomas Jefferson Elementary School will continue to consistently communicate with Jefferson families through a variety of communication channels.	Jefferson Parent Survey	Jefferson Parent Survey

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New	☒ Modified	☐ Unchanged

3.1 Promote health and wellness efforts for students, families, and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom (Toolbox, Employee Wellness Activities).

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Ensure that our newly added classrooms have all the ToolBox Materials they need to implement the curriculum and for replacement materials that have been lost or damaged.

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income

ACTIONS/SERVICES

2017-18

☒ New	☒ Modified	☐ Unchanged

3.2 Continue with monthly staff meetings, Development of Leadership Team and weekly Jefferson Jaguar Journal (weekly online bulletin to all staff)

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Monthly after school Leadership Team meetings with 7 members (1 representative from K-5 grades and representative from SPED) focused on analyzing student academic data and COST referrals.
Budget Reference Expenditure Description	0000: Unrestricted Yearly subscription to S'more to increase communication with staff

Action 3

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Thomas Jefferson Elementary School will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 Thomas Jefferson Elementary School has shown an increase in participation in school Parent groups including Parent Teacher Association (PTA), School Site Council (SSC) and English Language Advisory Committee (ELAC). We would like to continue increasing participation of these existing parent groups, specifically to reflect more of the school's demographic.	Thomas Jefferson Elementary School Parent Survey	Thomas Jefferson Elementary School Parent Survey, Event sign-in sheets
4.1 a Thomas Jefferson Elementary School has a diverse student population so we need to continue providing English and Spanish translation and other languages when ever possible for school-to-home communication including: Friday Night Robo Call Announcements, Remind.com text messages, Monthly Jefferson Journal (parent newsletter) and translator at monthly Coffee & Conversation Chats and other school sponsored events.	Thomas Jefferson Elementary School demographics and Thomas Jefferson Elementary School Parent Survey.	Thomas Jefferson Elementary School demographics and Thomas Jefferson Elementary School Parent Survey, EL Parent Survey
4.1 b Thomas Jefferson Elementary School will continue to increase use of Class Dojo to improve parent feedback loop.	Thomas Jefferson Elementary School Parent Survey.	Thomas Jefferson Elementary School Parent Survey.
4.2 Thomas Jefferson Elementary School will ensure high standards of school safety and deliver effective emergency response and operations.	Thomas Jefferson Elementary School Parent Survey	Thomas Jefferson Elementary School Parent Survey

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

4.1 Thomas Jefferson Elementary School has showed an increase in participation in the English Language Advisory Committee (ELAC). We would like to continue increasing participation of parents of English Language Learners by utilizing the services of our parent facilitator to provide targeted outreach to families of English Language Learners.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Provide childcare for ELAC meetings
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Refreshments for ELAC and Title 1 meeting

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

4.1 a Thomas Jefferson Elementary School has a diverse student population so we need to continue providing English and Spanish translation and other languages when ever possible for school-to-home communication including: Friday Night Robo Call Announcements, Remind.com text messages, Monthly Jefferson Journal (parent newsletter) and translator at monthly Coffee & Conversation Chats and other school sponsored events.

BUDGETED EXPENDITURES
2017-18

Budget Reference Expenditure Description	To provide translation at school wide events and documents in various languages when ever possible.

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES
2017-18

☒ New ☒ Modified ☐ Unchanged

4.1 b Thomas Jefferson Elementary School will continue to increase use of Class Dojo to improve parent feedback loop. Currently 70% of Jefferson teachers use Class Dojo as an on-line instrument to communicate with parents. Teachers will communicate with parents through websites and homework folders.

BUDGETED EXPENDITURES
2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES
2017-18

☐ New ☐ Modified ☐ Unchanged

4.2 Thomas Jefferson Elementary School will revise school safety plan and incident command staff to clearly define roles and responsibilities for all faculty/staff in emergencies.

BUDGETED EXPENDITURES
2017-18

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Thomas Jefferson Elementary School will continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 Facilitate opportunities to create access to internet and devices at home for students and their families.	Thomas Jefferson Parent Survey, Free and/or Reduced Lunch numbers.	Thomas Jefferson Parent Survey and Family Technology Night Feedback.
5.1 Refresh technology hardware as needed in order to ensure employees and students have access to tools that support high degree of technology integration in their work.	Thomas Jefferson Community Survey	Thomas Jefferson Community Survey
5.2 Our school is growing with the addition of an SDC class and second kindergarten/1st grade comob Bilingual class. To accommodate these additional classes as well as kinder care and the after school program, Jefferson is in need of upgrades to our two portables (P19 and P20)	Thomas Jefferson Community Survey	Thomas Jefferson Community Survey. Measure J1
5.3 Jefferson is in need of a security fence around Classrooms 1 and 2.	Thomas Jefferson Community Survey, Staff Survey, ELAC	Thomas Jefferson Community Survey, Staff Survey, ELAC

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ English Learners	☐ Students with Disabilities	☐ Foster Youth	☐ Low Income

ACTIONS/SERVICES

2017-18

☒ New	☒ Modified	☐ Unchanged

5.1 Continued partnership with Oakland Technology Exchange West in order to provide refurbished computers and low cost internet access to Jefferson families in need.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Projectors, earphones, document cameras.

Action **2**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will incluce research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Thomas Jefferson Elementary School will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
Suspension and Referral data		

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Create a PBIS team with members representing primary and upper grades and SDC to meet once a month to discuss the PBIS structure at Jefferson

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Stipend at teachers' hourly rate to meet once a month after school about PBIS to review what is working and what needs to be improved. Analyze referral data and suspension data, COST referrals, and partner with our intervention specialist if needed for behavioral support based on the MIISS maps

Action **2**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **5**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action **11**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. **Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	115,609.00	0.00	52,339.00	52,339.00
	13,000.00	0.00	0.00	0.00
Base	0.00	0.00	3,074.00	3,074.00
General Fund	17,438.00	0.00	0.00	0.00
Other	0.00	0.00	1,780.00	1,780.00
Supplemental	0.00	0.00	1,500.00	1,500.00
Supplemental and Concentration	0.00	0.00	6,800.00	6,800.00
Title I	85,171.00	0.00	39,185.00	39,185.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	115,609.00	0.00	52,339.00	52,339.00
	14,000.00	0.00	3,074.00	3,074.00
0000: Unrestricted	0.00	0.00	80.00	80.00
1000-1999: Certificated Personnel Salaries	34,865.00	0.00	11,775.00	11,775.00
2000-2999: Classified Personnel Salaries	0.00	0.00	750.00	750.00
4000-4999: Books And Supplies	32,644.00	0.00	7,000.00	7,000.00
5000-5999: Services And Other Operating Expenditures	32,800.00	0.00	28,860.00	28,860.00
5800: Professional/Consulting Services And Operating Expenditures	1,300.00	0.00	800.00	800.00
None Specified	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	115,609.00	0.00	52,339.00	52,339.00
		13,000.00	0.00	0.00	0.00
	Base	0.00	0.00	3,074.00	3,074.00
	Title I	1,000.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	80.00	80.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	1,200.00	1,200.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	6,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	34,865.00	0.00	4,575.00	4,575.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	750.00	750.00
4000-4999: Books And Supplies	General Fund	16,138.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	16,506.00	0.00	7,000.00	7,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	500.00	500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	1,500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I	32,800.00	0.00	26,860.00	26,860.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,300.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	800.00	800.00
None Specified		0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	21,500.00	21,500.00
Goal 2	17,610.00	17,610.00
Goal 3	4,555.00	4,555.00
Goal 4	4,074.00	4,074.00
Goal 5	3,000.00	3,000.00
Goal 6	1,600.00	1,600.00

* Totals based on expenditure amounts in goal and annual update sections.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nikki Seaberg	X				
Marilia Dos Santos		X			
Vacant		X			
Cameron Beatty		X			
Tom Eppenberger				X	
Dina Herrera			X		
Carrie Bray				X	
Maya Yarbrough				X	
Bryan Azavedo				X	
Numbers of members of each category:	**1**	**3**	**0**	**3**	**0**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee — Signature

English Learner Advisory Committee — Signature

Special Education Advisory Committee — Signature

Gifted and Talented Education Program Advisory Committee — Signature

District/School Liaison Team for schools in Program Improvement — Signature

Compensatory Education Advisory Committee — Signature

Departmental Advisory Committee (secondary) — Signature

Other committees established by the school or district (list): — Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on

Attested:

Nikki Seaberg		10/5/17
Typed Name of School Principal	Signature of School Principal	Date
tom Eppenberger		10/5/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date