SPSA Year 2017–18

Single Plan for Student Achievement (SPSA) Addendum

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	05/14/2018		
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	September 11, 2018		

The School's Mission & Vision Statements

Principal's Message

Thomas Jefferson Elementary School is a large (634 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 Davis St. and other providers.
- 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

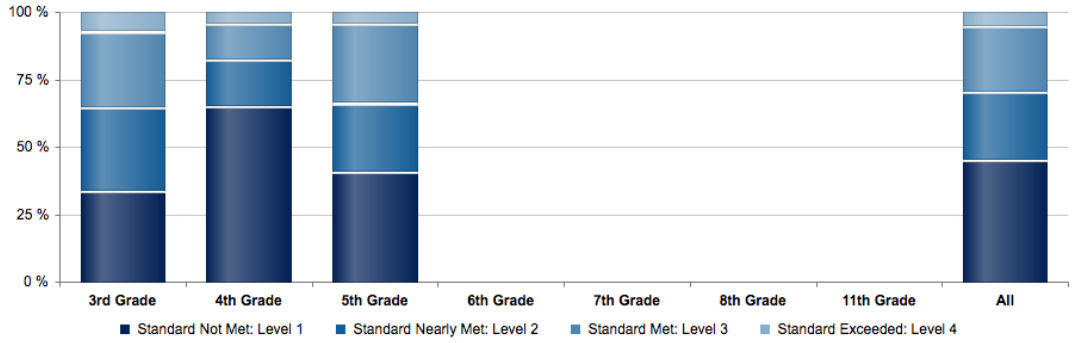
In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the “all student” performance.

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 %

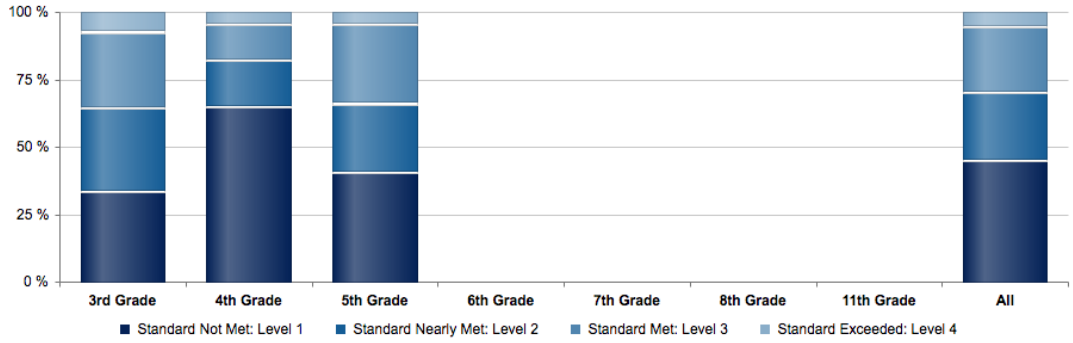
English Language Arts/Literacy Scale Score Ranges

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 Tested	
	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 Exceeded		% Standard Met		% Standard Nearly Met		% 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 Tested	
	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 Exceeded		% Standard Met		% Standard Nearly Met		% 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 School Site Council (SSC) held meetings about the Single Plan for Student Achievement (SPSA) throughout the 2017-2018 school year to look at data and Title 1 funding. The ELAC board provided input on the SPSA with regards to needs for English Learners. The Leadership Team has met multiple times to provide input on Title 1 spending and provide recommendations to the SSC. The school staff was asked for feedback about expenditures under Title 1. The SSC reviewed and revised spending under Title 1 during two meetings.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

This school year we have had our School Site Council (SSC)meetings to go over editing the SPSA and to discuss the Title 1 funding and we have had Leadership Team meetings to go over the SPSA and discuss what had been written on the plan to see if it needed to be revised. The leadership team reviewed spending and goals for the year and provided feedback to the SSC.

Goals, Actions, & Services 2017-18, 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served

X All | X English Learners | Students with Disabilities | Foster Youth | Low Income

ACTIONS/SERVICES

2017-18	2018-19
X New X Modified Unchanged	X New X 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. Provide trimester release time for grade levels to analyze data, review and create SMART goals and to plan PBL.	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. Provide trimester release time for grade levels to analyze data, review and create SMART goals and to plan PBL.

BUDGETED EXPENDITURES

2017-18	2018-19

Amount	3000	Amount	4000
Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	X Unchanged
1.1a Continue to work with District Instructional Coaches for deeper learning of newly adopted standards, curriculum, and focus areas.			1.1a Continue to work with District Instructional Coaches for deeper learning of newly adopted standards, curriculum, and focus areas.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	0	Amount	0

Action 3

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged
1.2 Implement Project Based Learning so that every Jefferson student experiences at least two project based			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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1500	Amount	5600
Source	Title I	Source	Title I
Budget Reference	4000-4999: Books And Supplies Supplemental materials for books and projects, including Season of Service/Period of Peace to support PBL.	Budget Reference	4000-4999: Books And Supplies Supplemental instructional materials for books and projects beyond the core curriculum
Amount	3000	Amount	3000
Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost of participation in the San Francisco Opera Aria Program and adding in new Opera programming,	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost of participation in the San Francisco Opera Aria Program and adding in new Opera programming.
Amount	1200	Amount	2,500
Source	Base	Source	Base
Budget Reference	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.	Budget Reference	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. Substitute coverage for release teachers for grade level collaboration with PBL initiative.
Amount		Amount	2220
Source		Source	Title I
Budget Reference		Budget Reference	4000-4999: Books And Supplies Purchase Scholastic News for TK-2 classrooms who do not utilize Newsela.

Amount		Amount	1928
Source		Source	Title I
Budget Reference		Budget Reference	4000-4999: Books And Supplies Purchase multicultural/bilingual books to support students in their home languages.
Amount		Amount	12,000
Source		Source	Base
Budget Reference		Budget Reference	4000-4999: Books And Supplies Books and materials to implement district and site initiatives such as Project Based Learning, support intervention and other projects

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	X Any in need

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X Modified	Unchanged

2017-18	2018-19
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. Up to 100 hours of after school intervention will	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 2018-2019 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 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. Up to 100 hours of after school intervention will

be provided by staff to students who are in need of extra support.	be provided by staff to students who are in need of extra support.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	4600	Amount	2470
Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	6000	Amount	6000
Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	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.	Budget Reference	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.
Amount		Amount	1327
Source		Source	Base
Budget Reference		Budget Reference	4000-4999: Books And Supplies Materials to support intervention needs for targeted students who have been identified as needing intervention.

Action 5

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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.	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. Monitor usage of Imagine Learning Espanol through Feb. 2019

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	2520	Amount	0
Source	Title I	Source	
Budget Reference	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.	Budget Reference	

Action 6

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	Modified	X Unchanged

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

BUDGETED EXPENDITURES

2017-18	2018-19

Action 7

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

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

ACTIONS/SERVICES

2017-18	2018-19
New X Modified Unchanged	New X 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	1.4 Accelerate learning of ELLs through the work of a part time para educator who is designated to help our ELLs in oral language, academic vocabulary, reading, and strategic first-language support

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	9480	12000	
Source	Title I	Title I	
Budget Reference	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	2000-2999: Classified Personnel Salaries Hire a para educator, preferably bilingual Spanish to work in high need areas and support combination classes	

	and usage for all licenses will be tracked three times a year and will be used to determine effectiveness.		

Goals, Actions, & Services 2017-18, 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served					
	X All	English	Students	Foster	Low

	Learners	with Disabilities	Youth	Income

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	Unchanged	New	X 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.			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		2018-19	
Amount	2860	Amount	3012
Source	Title I	Source	Title I
Budget Reference	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.	Budget Reference	5000-5999: Services And Other Operating Expenditures Registration for weekend AVID training for 6 people
Amount	3120	Amount	
Source	Title I	Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration for weekend AVID training for 6 people	Budget Reference	
Amount	2000	Amount	
Source	Title I	Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel, room and boarding for local AVID	Budget Reference	

	conference		

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	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			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		2018-19	
Amount	0	Amount	
Source	Title I	Source	
Budget Reference	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.	Budget Reference	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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	Modified	X 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.			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 and career options.		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1000	Amount	1000
Source	Title I	Source	Title I
Budget Reference	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.	Budget Reference	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.
Amount	250	Amount	250
Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Childcare for School Smarts Parent Engagement Academy	Budget Reference	2000-2999: Classified Personnel Salaries Childcare for School Smarts Parent Engagement Academy
Amount	500	Amount	1000
Source	Base	Source	Base
Budget Reference	0000: Unrestricted Provide coffee and snacks at parent workshops, ELAC, coffee chats	Budget Reference	0000: Unrestricted Provide coffee and snacks at parent workshops, ELAC, coffee chats

Action 4

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	X Modified	Unchanged	New	X 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) and Restorative Justice			2.3 Promote prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing Positive Behavior Intervention Support (PBIS) and Restorative Justice		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	4000	Amount	6000
Source	Title I	Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Restorative Justice Part 1-Restorative Practices	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Restorative Justice Part -Restorative Discipline for Teachers and 10 hours of coaching
Amount	2975	Amount	2975
Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Monthly meetings for our PBIS/SEL team to meet and plan and revise our SEL/PBIS/Toolbox/RJ	Budget Reference	1000-1999: Certificated Personnel Salaries Monthly meetings for our PBIS/SEL team to meet and plan and revise our SEL/PBIS/Toolbox/RJ

Action 5

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

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

	Disabilities

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	Modified	X 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.			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	2018-19

Goals, Actions, & Services 2017-18, 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served

X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	Modified	X Unchanged

2017-18	2018-19
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).	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		2018-19	
Amount	500	Amount	1000
Source	Title I	Source	Base
Budget Reference	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.	Budget Reference	0000: Unrestricted PBIS/Roar Ticket rewards for students

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	Modified	X Unchanged

2017-18	2018-19
3.2 Continue with monthly staff meetings, Development of Leadership Team and weekly Jefferson Jaguar Journal (weekly online bulletin to all staff)	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		2018-19	
Amount	2975	Amount	2975

Source	Title I
Budget Reference	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.
Amount	80
Source	Base
Budget Reference	0000: Unrestricted Yearly subscription to S'more to increase communication with staff

Source	Title I
Budget Reference	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.
Amount	80
Source	Base
Budget Reference	0000: Unrestricted Yearly subscription to S'more to increase communication with staff

Goals, Actions, & Services 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18	2018-19
X New X Modified Unchanged	New X 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.	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		2018-19	
Amount	500	Amount	250
Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Provide childcare for ELAC meetings	Budget Reference	2000-2999: Classified Personnel Salaries Provide childcare for ELAC meetings
Amount	500	Amount	2500
Source	Title I	Source	Base
Budget Reference	5900: Communications Purchase one set of translation headsets to provide real time translation to parents	Budget Reference	5900: Communications Purchase one set of translation headsets to provide real time translation to parents

Action 2

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	Unchanged	New	Modified	X 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.			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		2018-19	
Amount	3,074	Amount	3135
Source	Base	Source	Translation Budget
Budget Reference	5900: Communications To provide translation at school wide events and documents in various languages when ever possible.	Budget Reference	5900: Communications 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	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	X 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			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.	Dojo as an on-line instrument to communicate with parents. Teachers will communicate with parents through websites and Friday/Purple folders.

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	0	Amount	1500
Source		Source	Base
Budget Reference		Budget Reference	4000-4999: Books And Supplies Purchase school-wide communication folders

Action 4

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

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

ACTIONS/SERVICES

2017-18			2018-19		
New	Modified	Unchanged	New	Modified	X 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.			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	2018-19

Goals, Actions, & Services 2017-18. 2018-19

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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

ACTIONS/SERVICES

2017-18			2018-19		
X New	X Modified	Unchanged	New	X Modified	X Unchanged
5.1 Partner with Oakland Technology Exchange West in order to provide refurbished computers and low cost internet access to Jefferson families in need and to provide digital citizenship information to families			5.1 Partner with Oakland Technology Exchange West in order to provide refurbished computers and low cost internet access to Jefferson families in need and to provide digital citizenship information to families		

BUDGETED EXPENDITURES

2017-18		2018-19	
Amount	1500	Amount	
Source	Title I	Source	
Budget Reference	4000-4999: Books And Supplies Earphones	Budget Reference	

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 1	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1.1a Thomas Jefferson Elementary School wants to support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD and Science

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.

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.

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.

1.3 Thomas Jefferson Elementary School needs to continue to identify students in need of urgent intervention so we can provided the needed services to those students.

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	1.1a Provided 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 conferenced 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, monitored student progress, differentiate instruction and reassign groups to support all students’ progress. Grade-level teams conducted 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.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	0	

Action 2

	PLANNED	ACTUAL
Actions/Services	1.1a Continue to work with District Instructional Coaches for deeper learning of newly adopted standards.	1.1a Continued work with District Instructional Coaches for deeper learning of newly adopted standards.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	0	

Action 3

	PLANNED	ACTUAL
Actions/Services	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.	Implemented Project Based Learning so that every Jefferson student experienced at least two project based units every academic year and provided time for staff to collaborate on grade level Project Based Learning projects during staff meetings and/or grade level meetings.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Supplemental materials for books and projects, including Season of Service/Period of Peace to support PBL. 4000-4999: Books And Supplies	Supplemental materials for books and projects, including Season of Service/Period of Peace to support PBL. (SLED donated to us this year for

Title I 1500 Cost of participation in the San Francisco Opera Aria Program for up to five classes. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 800 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. 1000-1999: Certificated Personnel Salaries Other 1200	SOS/POP) 4000-4999: Books And Supplies Other 0 Cost of participation in the San Francisco Opera Aria Program for five classes. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 800 Substitute coverage for five (5) Jefferson teachers who attended 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. 1000-1999: Certificated Personnel Salaries Base 1200

Action 4

PLANNED Actions/Services 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	ACTUAL 1.3 Provided Jefferson students in need of urgent intervention in the area of reading with tutoring that provides additional academic help to students after school with Sylvan Learning. During the 2017-2018 school year we implemented 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 provided in-class intervention for students performing at the basic/strategic levels as measured by Classroom and District Assessments. The halftime intervention specialist will provided coaching and support for all teachers and provided targeted small group instruction for TK-2. Grade Level Meetings were held to review data and discuss/decide support/intervention plan for each student Parents were notified if their student is provided with support
BUDGETED Expenditures 0 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. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6000	ESTIMATED ACTUAL Jefferson teachers were paid to provide enrichment/homework help/tutoring during our after school library program, for approximately 100 hours this year. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6000

Action 5

PLANNED Actions/Services 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	ACTUAL 1.3 Integrated technology and utilized 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.	differentiate instruction to help meet the needs of our diverse learners. Technology used to support student learning and address the learning styles of the 21st Century Student. Teachers used 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.
Expenditures	BUDGETED 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. 5000-5999: Services And Other Operating Expenditures Title I 2520	ESTIMATED ACTUAL Site license for IL Espanol was purchased 5000-5999: Services And Other Operating Expenditures Title I 12000
Action 6		
Actions/Services	PLANNED 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.	ACTUAL 1.4 Used 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.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0
Action 7		
Actions/Services	PLANNED 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	ACTUAL 1.4 Accelerated 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
Expenditures	BUDGETED 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. 5000-5999: Services And Other Operating Expenditures Title I 9480	ESTIMATED ACTUAL Unlimited licenses for IL were used at Jefferson for all ELs and those students who were far below standards in reading. 5000-5999: Services And Other Operating Expenditures 0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers collaborated on a weekly basis at minimum this year. We analyzed data and created SMART goals after fall and winter assessment periods. Classrooms utilized Imagine Learning for all ELs up to EPL 3. The after school library programming focused on writing and math and served about 30 students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers collaborated on a weekly basis at minimum this year. We analyzed data and created SMART goals after fall and winter assessment periods.Classrooms utilized Imagine Learning for all ELs up to EPL 3. The after school library programming focused on writing and math and served about 30 students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We revised our thought on only purchasing 21 licenses for Imagine Learning Espanol, to purchase a site license (which was the same as what we were going to spend on increasing our Imagine Learning licenses). We received a grant from the San Leandro Education Fund to support our Season of Service, Period of Peace project and did not have to use site funds.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We revised our thought on only purchasing 21 licenses for Imagine Learning Espanol, to purchase a site license (which was the same as what we were going to spend on increasing our Imagine Learning licenses). We will not have to repurchase until 2019 if the data shows it is successful.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 2	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

2.1 Thomas Jefferson Elementary School would like to establish a college-going culture across all K-5 classrooms

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.

2.2 Thomas Jefferson needs to work with parents to learn how to best support their students at home.

2.3 Thomas Jefferson Elementary School needs to promote programs that focus on health, wellness and positive personal, social development.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	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	The same number of classes that integrated AVID remained the same.

	thinking, teamwork, and organizations.	
Expenditures	BUDGETED 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. 5000-5999: Services And Other Operating Expenditures Title I 2860 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.) 5000-5999: Services And Other Operating Expenditures Title I 6000 Travel, room and boarding for AVID conference 5000-5999: Services And Other Operating Expenditures Title I 6000	ESTIMATED ACTUAL AVID Annual Membership entitled 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. 5000-5999: Services And Other Operating Expenditures Title I 2860 We did not register for the summer institute. 0 We did not attend the AVID summer institute. 0
Action 2		
Actions/Services	PLANNED 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	ACTUAL 2.1 a Thomas Jefferson still needs to increase our EL reclassification rates in order for students to be on the RFEP path prior to entering middle school. Teachers used structured language protocols to increase oral fluency in English. All classroom teachers had a minimum of 30 minutes of ELD instruction daily for all English Learners. We continued to provide Imagine Learning on-line platform licenses to support ELP level 2 & 3 students.
Expenditures	BUDGETED 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. 5000-5999: Services And Other Operating Expenditures Title I 0	ESTIMATED ACTUAL 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. 5000-5999: Services And Other Operating Expenditures 0
Action 3		
Actions/Services	PLANNED 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.	ACTUAL 2.2 Thomas Jefferson Elementary School helped parents learn how to help their child succeed in school by partnering with California State PTA to deliver the School Smarts Parent Engagement Academy workshops and provide other opportunities for parents to learn about college and career options.
Expenditures	BUDGETED California PTA School Smarts supports Jefferson with materials, tools and technical support necessary to implement a successful parent engagement	ESTIMATED ACTUAL California PTA School Smarts supported Jefferson with materials, tools and technical support necessary to implement a successful parent engagement

	workshops. 4000-4999: Books And Supplies Title I 1000 Childcare for School Smarts Parent Engagement Academy 2000-2999: Classified Personnel Salaries Title I 250	workshops. 4000-4999: Books And Supplies Title I 1000 Childcare for School Smarts Parent Engagement Academy 2000-2999: Classified Personnel Salaries Title I 250

Action 4

Actions/Services	PLANNED 2.3 Promote prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing Positive Behavior Intervention Support (PBIS).	ACTUAL 2.3 Promoted prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing Positive Behavior Intervention Support (PBIS).
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. 5000-5999: Services And Other Operating Expenditures Supplemental 1500	Did not occur 0

Action 5

Actions/Services	PLANNED 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.	ACTUAL 2.3 Thomas Jefferson Elementary School continued providing the behavioral supports and social culture needed for all Jefferson students to achieve social, emotional and academic success by continuing to partner with Davis St. and continuing our COST meetings and practices.
Expenditures	BUDGETED 0	ESTIMATED ACTUAL 0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of the actions/services were achieved and supported the goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Creating more 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 continues to be a goal for Jefferson
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were some material differences between the budgeted expenditures and estimated actuals. We did not hire a Boys and Girls Club mentor due to a change in their staff's schedule. We decided to register to attend the local AVID institute instead of the summer institute.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We will modify the AVID portion of this goal and send four intermediate level grade teachers plus administration to the 2 day local AVID training in October 2018. Everything else will remain the same.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 3	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

3.3 Thomas Jefferson Elementary School will continue to consistently communicate with Jefferson families through a variety of communication channels.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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).	3.1 Promoted health and wellness efforts for students, families, and employees that supported improved teaching and learning in the classroom and provided opportunities for all students to engage in activities in and out of the classroom (Toolbox, Employee Wellness Activities).
Expenditures	BUDGETED Ensure that our newly added classrooms have all the ToolBox Materials they	ESTIMATED ACTUAL Our newly added classrooms have all the ToolBox Materials they need to

	need to implement the curriculum and for replacement materials that have been lost or damaged. 4000-4999: Books And Supplies Title I 1500	implement the curriculum and for replacement materials that have been lost or damaged. 4000-4999: Books And Supplies Title I 1500

Action **2**

	PLANNED	ACTUAL
Actions/Services	3.2 Continue with monthly staff meetings, Development of Leadership Team and weekly Jefferson Jaguar Journal (weekly online bulletin to all staff)	3.2 Continued with monthly staff meetings, Developed Leadership Team and weekly Jefferson Jaguar Journal (weekly online bulletin to all staff)
Expenditures	BUDGETED 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. 1000-1999: Certificated Personnel Salaries Title I 2975 Yearly subscription to S'more to increase communication with staff 0000: Unrestricted Other 80	ESTIMATED ACTUAL 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. 1000-1999: Certificated Personnel Salaries Title I 2975 S'more subscription was free this year 0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of actions/services were achieved and supported this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Communication efforts were effective and continue to be a goal for Jefferson staff.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The only material differences was that the S'more subscription was free this year to participate.

Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	There are no changes to this goal. We will continue all elements of the goal for the 2018-2019 school year.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 4	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.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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.

4.1 b Thomas Jefferson Elementary School will continue to increase use of Class Dojo to improve parent feedback loop.

4.2 Thomas Jefferson Elementary School will ensure high standards of school safety and deliver effective emergency response and operations.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	4.1 Thomas Jefferson Elementary School has showed an increase in participation in the English Language Advisory	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.	Committee (ELAC). We would like to continue increased 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.
Expenditures	BUDGETED Provide childcare for ELAC meetings 2000-2999: Classified Personnel Salaries Title I 500 Refreshments for ELAC and Title 1 meeting 5000-5999: Services And Other Operating Expenditures Other 500	ESTIMATED ACTUAL Provided childcare for ELAC meetings 2000-2999: Classified Personnel Salaries Title I 500 Refreshments for ELAC and Title 1 meeting 5000-5999: Services And Other Operating Expenditures Base 500
Action 2		
Actions/Services	PLANNED 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.	ACTUAL 4.1 a Thomas Jefferson Elementary School has a diverse student population so we provided English and Spanish translation and other languages when ever possible for school-to-home communication including: Friday Night Robo Call Announcements, Monthly Jefferson newsletter and translator at monthly Coffee & Conversation Chats and other school sponsored events.
Expenditures	BUDGETED To provide translation at school wide events and documents in various languages when ever possible. Base 3,074	ESTIMATED ACTUAL Provided translation at school wide events and documents in various languages when ever possible. Base 3074
Action 3		
Actions/Services	PLANNED 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.	ACTUAL 4.1 b Thomas Jefferson Elementary School continued 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 communicated with parents through websites and homework folders.
Action 4		
Actions/Services	PLANNED 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.	ACTUAL 4.2 Thomas Jefferson Elementary School revised school safety plan and incident command staff to clearly define roles and responsibilities for all faculty/staff in emergencies.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of actions/services were achieved and supported this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Engaging efforts with parents and community were effective and continue to be a goal for Jefferson
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no differences between estimated and actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	There are no changes to this goal. We will continue all elements of the goal for the 2018-2019 school year.

Annual Update

SPSA Year Reviewed: 2017-18

Complete a copy of the following table for each of the school site goals from the prior year SPSA. Duplicate the table as needed.

Goal 5	Thomas Jefferson Elementary School will continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5.1 Facilitate opportunities to create access to internet and devices at home for students and their families.

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.

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)

5.3 Jefferson is in need of a security fence around Classrooms 1 and 2.

ACTIONS / SERVICES

Duplicate the Actions/Services from the current year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	We did not partner with Oakland Technology Exchange this year, but plan to next year.
Expenditures	Projectors, earphones, document cameras. 4000-4999: Books And Supplies Title I 3000	Earphones were purchased, no need for projectors and doc cams due to Promethean Boards now in classrooms 4000-4999: Books And Supplies

	Title I 2500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the CA Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of actions/services were achieved and supported this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We will partner with OTX to assist our families with technology as this is a need expressed by families.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We did not need to purchase document cameras and projectors due to the deployment of Promethean Boards this year.
Describe any changes made to this goal, expected outcomes, metrics , or actions and services to achieve this goal as a result of this analysis and services to and analysis of the CA Dashboard data as applicable.	We will partner with OTX to assist our families with technology as this is a need expressed by families. We will continue all elements of the goal for the 2018-2019 school year.

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**	**2018-19**
All Funding Sources	0.00	0.00	58,734.00	78,722.00
	0.00	0.00	0.00	0.00
Base	0.00	0.00	4,854.00	21,907.00
Other	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	9,000.00	9,000.00
Title I	0.00	0.00	44,880.00	44,680.00
Translation Budget	0.00	0.00	0.00	3,135.00

* 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**	**2018-19**
All Expenditure Types	0.00	0.00	58,734.00	78,722.00
	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	580.00	2,080.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	22,350.00	20,920.00
2000-2999: Classified Personnel Salaries	0.00	0.00	750.00	12,500.00
4000-4999: Books And Supplies	0.00	0.00	4,500.00	25,575.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	19,980.00	3,012.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	7,000.00	9,000.00
5900: Communications	0.00	0.00	3,574.00	5,635.00

* 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**	**2018-19**
All Expenditure Types	All Funding Sources	0.00	0.00	58,734.00	78,722.00
		0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	580.00	2,080.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	1,200.00	2,500.00
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	0.00	0.00	15,150.00	12,420.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	750.00	12,500.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	14,827.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	0.00	4,500.00	10,748.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	19,980.00	3,012.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	3,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	4,000.00	6,000.00
5900: Communications	Base	0.00	0.00	3,074.00	2,500.00
5900: Communications	Title I	0.00	0.00	500.00	0.00
5900: Communications	Translation Budget	0.00	0.00	0.00	3,135.00

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

Total Expenditures by Goal		
Goal	**2017-18**	**2018-19**
Goal 1	31,300.00	53,045.00
Goal 2	16,705.00	14,237.00
Goal 3	3,555.00	4,055.00
Goal 4	4,074.00	7,385.00
Goal 5	1,500.00	0.00
Goal 6	1,600.00	0.00

* 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		
Eduardo Munoz				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
X	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
X	Other committees established by the school or district (list): Instructional Leadership Team	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 06/05/2018.

Attested:

Nikki Seaberg		
Typed Name of School Principal	Signature of School Principal	Date
Tom Eppenberger		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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	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
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Typed Name of School Principal	Signature of School Principal	Date
Tom Eppenberger		06/11/2018
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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	Departmental Advisory Committee (secondary)	Signature
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Tom Eppenberger		06/11/2018
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