School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Thomas Jefferson Elementary School
Address	14300 Bancroft Ave. San Leandro, CA 94578
County-District-School (CDS) Code	01-61291-6002398
Principal	Nikki Seaberg
District Name	San Leandro Unified School District
SPSA Revision Date	05/14/2018
Schoolsite Council (SSC) Approval Date	05/20/19
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At Thomas Jefferson Elementary School, we believe that we have an ethical responsibility to ensure readiness for college, career and responsible citizenship for all students. 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 instructional 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:

- Implement culturally responsive teaching and the use of teaching and learning strategies to decrease the achievement gap of our historically under represented students by engaging in targeted staff development.
- Using Project Based Learning as a vehicle for greater student engagement.
- Regularly utilizing adopted curriculum guides, adopted materials and other supplemental resources.
- Integrating writing across the curriculum and differentiating across instructional programs.
- Exploring and implementing ways to allow all students access to the curriculum with high degrees of personalization.
- Regularly analyzing student work, through data dialogues and planning curricula with other teachers of the same grade level to strive for alignment.

Prioritizing refinement of socio emotional practices that build school community and foster student well being

Systemically fostering family and community engagement to support our students families.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

March 2019 - April Site Leadership Meeting generating goals and budget
April 2019 - Gathered Grade Level Meetings feedback and suggestions for all Goals 1-5
May 2019 - Meet with parent teacher leadership teams from English Learner Advisory Committee(ELAC) and School Site Council (SCC) for review of draft goals
May 2019 - Meet with district leadership to receive critique and revision of draft goals
May - Convene SCC meeting to implement teacher feedback into goals
June - Recommend approval of SPSA by BOE

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.16%	2	2	1
African American	15.7%	14.7%	15.11%	96	90	92
Asian	7.7%	9.0%	10.02%	47	55	61
Filipino	3.3%	2.8%	3.61%	20	17	22
Hispanic/Latino	64.4%	63.7%	62.07%	393	391	378
Pacific Islander	1.0%	1.0%	0.49%	6	6	3
White	4.9%	4.6%	4.43%	30	28	27
Multiple/No Response	2.5%	1.5%	1.48%	15	9	9
			Total Enrollment	610	614	609

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	298	304	310	48.9%	49.5%	50.9%
Fluent English Proficient (FEP)	61	62	56	10.0%	10.1%	9.2%
Reclassified Fluent English Proficient (RFEP)	21	18	19	7.0%	6.0%	6.3%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
609	**79.1%**	**50.9%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	310	50.9%
Foster Youth	2	0.3%
Homeless	12	2.0%
Socioeconomically Disadvantaged	482	79.1%
Students with Disabilities	39	6.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	92	15.1%
American Indian	1	0.2%
Asian	61	10.0%
Filipino	22	3.6%
Hispanic	378	62.1%
Two or More Races	16	2.6%
Pacific Islander	3	0.5%
White	27	4.4%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
60.4 points below standard	69 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.8 points	Maintained -1.2 points	1 students
279 students	150 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	67.8 points below standard	147.6 points below standard
5 students	Increased 7.5 points	Declined -20.3 points
	224 students	28 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
89.6 points below standard	0 Students	10.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 5.4 points		Declined -24.7 points	7 students
45 students		28 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
62.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	38 points below standard
Increased 6.8 points	8 students	1 students	Increased 28.4 points
174 students			13 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.8 points below standard	25.9 points above standard	53.3 points below standard
Maintained 2.2 points	Increased 9.1 points	Increased 20.5 points
108 students	42 students	118 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
67.7 points below standard	60.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.9 points	Increased 4.6 points	1 students
279 students	150 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	71.1 points below standard	158 points below standard
5 students	Increased 6.3 points	Declined -27.7 points
	224 students	28 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
113.4 points below standard	0 Students	12.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.2 points		Increased 3.6 points	7 students
45 students		28 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
66.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	47.5 points below standard
Increased 5.8 points	8 students	1 students	Increased 14.5 points
174 students			13 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84 points below standard	1.1 points below standard	79.2 points below standard
Increased 6 points	Increased 12.8 points	Increased 7.8 points
108 students	42 students	118 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
290	21%	39.3%	22.1%	17.6%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
11.5% chronically absent	9.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2%	Increased 0.8%	3 students
637 students	324 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
30.8% chronically absent	12.6% chronically absent	24.1% chronically absent
Declined 2.6%	Increased 1.4%	Increased 6.5%
13 students	515 students	54 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Yellow	No Performance Color	Orange	No Performance Color
13.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	6.3% chronically absent	8.7% chronically absent
Declined 4.2%	1 students	Increased 1.5%	Declined 6.3%
101 students		63 students	23 students

Hispanic	Two or More Races	Pacific Islander	White
			
Orange	No Performance Color	No Performance Color	No Performance Color
11.3% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	16.1% chronically absent
Increased 1.2%	Declined 3.5%	3 students	Increased 9%
391 students	24 students		31 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	1	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
3% suspended at least once	2.1% suspended at least once	Less than 11 Students - Data Not
Maintained 0.1%	Maintained 0%	3 students
675 students	334 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
15.4% suspended at least once	3.4% suspended at least once	3.3% suspended at least once
Increased 8.7%	Maintained 0.1%	Declined -3.4%
13 students	535 students	60 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Yellow	 No Performance Color
7.5% suspended at least once	Less than 11 Students - Data 1 students	1.6% suspended at least once	0% suspended at least once
Increased 2.4%		Maintained 0%	Maintained 0%
107 students		63 students	26 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green	 No Performance Color	 No Performance Color	 No Performance Color
2.2% suspended at least once	3.6% suspended at least once	Less than 11 Students - Data 3 students	2.9% suspended at least once
Declined -0.4%	Declined -0.3%		Declined -0.6%
413 students	28 students		34 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.7% suspended at least once	2.9% suspended at least once	3% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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.

Goal was informed by

Results of the California Healthy Kids Survey (CHKS) parent and student responses
Results of Renaissance STAR Reading test disaggregated by grade and instructional program
Results of Renaissance STAR Spanish test disaggregated by grade and instructional program
Results of Renaissance STAR Math test
Results of English Language Proficiency Assessment of California (ELPAC) test
Results of Reclassified students data
Results of the English Learner Needs Assessment
(Instructional Leadership Team)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students

Metric/Indicator	Baseline	Expected Outcome
• Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

1.1a Provide time, during weekly staff meetings and/or grade level meetings, for staff to collaborate on 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 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.

Students to be Served by this Strategy/Activity

ALL

Timeline

2 times a year, on going

Person(s) Responsible

Principal, VP, Instructional Coach, All teachers

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 release time for grade levels to analyze data, review and create SMART goals and to plan PBL two times per year.

Strategy/Activity 2

1.1 Support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meetings and/or collaboration times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity).

1.1a Increase the number of EL students in the proficient and advanced ranges on state summative assessments. This will include the support of having access to an instructional coach with expertise in language acquisition strategies and can offer professional development for staff, administration and parents to address the diverse needs of English Language Learners.

Students to be Served by this Strategy/Activity

ALL, ELs

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Plan PD and meetings calendars for the 2019-2020, schedule preps for grade level collaboration as able

Strategy/Activity 3

1.2 Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The Ellevation online platform will be used to support the monitoring of student academic progress to facilitate opportunities for teachers to provide feedback on student performance that will inform intervention services and designated ELD

Students to be Served by this Strategy/Activity

ALL ELS

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Replacement of Leveled Literacy Intervention Take Home Books
Amount	3000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost of participation in the San Francisco Opera Aria Program and adding in new Opera programming.
Amount	2,500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Strategy/Activity 4

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 50 hours of after school intervention will be provided by staff to students who are in need of extra support.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Jefferson teachers will be paid to provide intervention for students with the greatest need up to 50 hours total for the school year.

Strategy/Activity 5

Implement Project Based Learning so that every Jefferson student experiences two projects every academic year. Provide time for staff to collaborate on grade level Project Based Learning during staff meetings and/or grade level meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	7368
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After School Library Hours allocation
Amount	4999
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Library Books and supplies allocation

Strategy/Activity 6

Provide a 3 hour site general education para-educator to support students in need of intervention. 'the para-educator would support small group instruction, PBL, guided reading, and math support and other site initiatives

Students to be Served by this Strategy/Activity

ALL Students

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Provide PD on blended learning for new teachers and hold parent workshops about our blended learning platforms.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

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.

Goal was informed by

Youth Truth survey, ELPAC Data, CHKS surveys

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

ALL ELs

Timeline

Fall 2019and Spring 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration for weekend AVID training for 4 people and Registration for local CABE conference for up to 5 teachers

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

English Learners

Timeline

All year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Teachers to provide schedules of their designated ELD time to the principal.

Strategy/Activity 3

2.2 Thomas Jefferson Elementary School will continue to provide K-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD pathways work to support them

Students to be Served by this Strategy/Activity

ALL Students

Timeline

Once a month meetings for groups-ELAC, SSC, Coffee Chat

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	California PTA School Smarts supports Jefferson with materials, tools and technical support necessary to implement a successful parent engagement workshops.
Amount	143
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare for School Smarts Parent Engagement Academy
Amount	1000
Source	Base
Budget Reference	0000: Unrestricted
Description	Provide coffee and snacks at parent workshops, ELAC, coffee chats

Strategy/Activity 4

2.3 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement throughout the day; Toolbox Social Emotional Learning

(SEL) curriculum, Positive Behavior Intervention Support (PBIS), Restorative Justice and Mindfulness practices schoolwide

Students to be Served by this Strategy/Activity

ALL Students

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Restorative Justice Part 1 for untrained staff and 10 hours monthly coaching
Amount	275
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Five hours for teachers to plan/address PBIS needs
Source	Base

Strategy/Activity 5

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 Davis Street., and continuing our COST meetings and practices.

Students to be Served by this Strategy/Activity

All referred students

Timeline

2019-2020

Person(s) Responsible

Principal/COST Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.

Goal was informed by

Staff Surveys

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

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).

Students to be Served by this Strategy/Activity

ALL

Timeline

2019-2020 School Year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Base

Budget Reference	0000: Unrestricted
Description	PBIS/Roar Ticket rewards for students

Strategy/Activity 2

3.2 Continue with monthly staff meetings, Leadership Team meetings once a month

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020 school year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2975
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Source	None Specified
Budget Reference	None Specified
Description	New teacher orientation, teacher/staff handbook
Amount	0
Description	Climate/Culture/SEL monthly focus during teacher collaboration
Amount	400
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Monthly meetings with the yard supervisors

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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.

Goal was informed by

California Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagements	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagements

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

ELs

Timeline

2019-2020 school year

Person(s) Responsible

Principal, Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	270
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide childcare for ELAC meetings and PTA meetings

Strategy/Activity 2

4.1 a Thomas Jefferson Elementary School has a diverse student population so we need to continue providing English, Spanish, and Cantonese translation whenever possible for school-to-home communication including: Friday Night Robo Call Announcements, Monthly Jefferson Parent/Family Newsletter and translator at monthly Coffee & Conversation Chats and other school sponsored events.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3799
Source	Translation Budget
Budget Reference	5900: Communications
Description	To provide translation at school wide events and documents in various languages when ever possible.

Strategy/Activity 3

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 Friday/Purple folders.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Purchase school-wide communication folders

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019-2020 school year

Person(s) Responsible

Principal, Safety Committee

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Principal to update the school safety plan with the safety committee in August.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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

Goal was informed by

Williams Survey, Teacher requests

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

Purchase tech as needed (headphones..) Furniture update as needed, increases parent campus beautification day, and garden maintenance for afterschool programming (Volunteers)

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020 School Year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3552
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Furniture Budget

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Middle School dropout rate • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Maintain a middle school dropout rate below the state average for all students • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 6.8 points. • Academic ELA status for SPED students declined by 20.3 points. • Increased the Academic Math status for all students and student groups 67.7 points. • English Learner Progress status Level 4 = 21%, Level 3 =39.3%, Level 2= 22.1%, Level 1 17.6% • Increased the reclassification rate over the previous year. LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 11.5% a slight increased of 0.2% from the previous year.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.1 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	1.1 Provided 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 set goals, reassessed and provided additional support strategies on a continual basis. Classroom teachers monitored student progress, differentiate instruction and reassigned groups to support all students’ progress. Grade-level teams conducted weekly collaboration meetings, analyzed student performance, set student growth targets, and created action plans based on performance outcomes. Trimester release time was provided for grade levels to analyze data, review and create SMART goals and to plan PBL.	Release time for professional learning and collaboration 1000-1999: Certificated Personnel Salaries Title I 3000	Release time for professional learning and collaboration 1000-1999: Certificated Personnel Salaries Title I 6000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
trimester release time for grade levels to analyze data, review and create SMART goals and to plan PBL.			
1.1a Continue to work with District Instructional Coaches for deeper learning of newly adopted standards, curriculum, and focus areas.	1.1a Worked with district instructional coaches for deeper learning of newly adopted standards, curriculum, and focus areas to support school wide parent events.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	1.2 Implemented Project Based Learning so that every Jefferson student experienced at least one project based units this academic year and some experienced two projects. We provided time for staff to collaborate on grade level Project Based Learning projects during staff meetings and/or grade level meetings.	Supplemental materials for books and projects, including Season of Service/Period of Peace were purchased to support PBL. 4000-4999: Books And Supplies Title I 1500	The school purchased supplemental materials for books and projects. 4000-4999: Books And Supplies Title I 0
		Paid for participation in the San Francisco Opera Aria Program and additional new opera programming. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3000	Paid for participation in the San Francisco Opera Aria Program and additional opera programming, 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration" 1225
		Paid for 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 Base 1200	Paid for 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 Base 2814
1.3 Provide Jefferson students in need of urgent intervention in the area of reading with tutoring that provides additional	1.3 Provided Jefferson students in need of urgent intervention in the area of math with tutoring that provided additional	Intervention Programs 1000-1999: Certificated Personnel Salaries Title I 4600	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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 be provided by staff to students who are in need of extra support.	academic help to students after school. During the 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 provided in-class intervention for students performing at the basic/strategic levels as measured by Classroom and District Assessments. The intervention specialist provided coaching and support for all teachers and provided targeted small group instruction for TK-5. Grade Level Meetings were held to review data and discuss/decide support/intervention plan for each student. Parents were notified if their student was provided with additional support. Up to 65 hours of after school intervention will be provided by staff to students who are in need of extra support.	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	Jefferson teachers were paid to provide enrichment/homework help/tutoring during our after school library program, up to 65 hours total for the school year. 1000-1999: Certificated Personnel Salaries Title I 1000
1.3a 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	1.3a Integrated technology and utilized blended learning suite consistently to provide intervention and/or enrichment opportunities for students as well as allow teachers to differentiate instruction to help meet the needs of our diverse learners. Technology was used to	Paid for 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:	Contract not renewed due to lack of usage.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	Services And Other Operating Expenditures Title I 2520	
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.	1.4Used 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
1.4a 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	1.4a 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	Purchased 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.	Contract not renewed due to lack of usage.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title I 9480	

Analysis

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

1.1 Grade level teams met both monthly and each trimester for release time to go over data, examine growth targets and create actions plans. SMART goals were created and revisited every trimester to regroup and further target instruction.
1.1a. Coaches supported our efforts around cyber safety and the use of FOSS kits.
1.2 Some grade level time and staff meeting time was provided for PBL planning and implementation. Every student at Jefferson did have the opportunity to experience one PBL project.
1.3 Additional after-school math support was provided to 4th and 5th graders in need of intervention. 1-3rd-grade teachers provided targeted intervention to students in the below basic/far below basic category during learning academy. The intervention Specialist provided coaching to teachers on small group instruction and provided small group interventions.
1.3.a 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. Many of these platforms were also used to facilitate small group instruction. The technology was used for both intervention and enrichment in many classrooms.
1.4 Ellevation was used to identify students who are ELLs and have not met minimum growth targets to prioritize interventions for academic and language proficiency.
1.4a Some students used Imagine Learning to target language, academic vocabulary, and overall literacy.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1.1 Students showed growth in their reading scores per the Fast Bridge assessments
1.2 The PBL grade level time and staff meetings can be more effective by focusing on certain elements of PBL and by providing opportunities for cross grade level feedback. We also could increase the amount of grade level or staff meeting dates dedicated to PBL
1.3 After school math intervention was started later than anticipated. Based on the data provided by the Intervention Specialist students who worked on the LLI program showed growth in their reading. Our reading academy time could use more development and improved progress monitoring.
1.3 a The use of Chromebooks has been effective in facilitating small group instruction, engaging students in their learning and targeted particular needs.
1.4 Ellevation was effective in helping us identify students who could be reclassified. This led to a larger number of reclassified students this year.
1.4a Imagine while can be effective was not used enough by our staff. Those teachers who used the platform report gains in their students language and literacy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We anticipated spending $3000 to pay for teacher release time at all grade levels. We experienced an increase in staff members as we had added classes and combination classes so we increased the amount of teachers that we had to release and as a result spent $6000.
Anticipated costs for Season of Service/Period of Peace was supported by SLED.

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

Increase the support for staff to conduct additional grade level opportunities to analyze and discuss grade level data via conferences which will require more substitutes. Everything else will continue.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 6.8 points. • Academic ELA status for SPED students declined by 20.3 points. • Increased the Academic Math status for all students and student groups 67.7 points. • English Learner Progress status Level 4 = 21%, Level 3 =39.3%, Level 2= 22.1%, Level 1 17.6% • Increased the reclassification rate over the previous year. LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 11.5% a slight increased of 0.2% from the previous year.

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	2.1 Increased the number of classes that integrate the AVID College Readiness Program. AVID has been integrated into 1st and some third grade 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.	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	Centralized services to support programs at the school site supported the AVID membership. 5000-5999: Services And Other Operating Expenditures Title I 0
		Registration for weekend AVID training for 6 people 5000-5999: Services And Other Operating Expenditures Title I 3120	The 4th and 5th grade teachers attended AVID weekend training 5000-5999: Services And Other Operating Expenditures Title I 3120
		Money was allocated for Travel, room and boarding for local AVID conference. 5000-5999: Services And Other Operating Expenditures Title I 2000	Teachers did not need room and board for the conference due to it being a local conference.
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	2.1a Thomas Jefferson increased 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 will have a minimum of 30 minutes of ELD instruction daily for all English Learners. We continued to provide Imagine Learning on-line	Money was allocated for an increase in licensees for Imagine Learning. 5000-5999: Services And Other Operating Expenditures Title I 0	Centralized district funds supported programs for EPL 1s. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Imagine Learning on-line platform licenses to support ELP level 2 & 3 students	platform licenses to support ELP level 2 & 3 students		
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 continued 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 provided other opportunities for parents to learn how to support their children.	California PTA School Smarts supports Jefferson with materials, tools and technical support necessary to implement a successful parent engagement workshops. 4000-4999: Books And Supplies Title I 1000	California PTA School Smarts supports Jefferson with materials, tools and technical support necessary to implement a successful parent engagement workshops. Did not need extra materials this year. 0
		Childcare for School Smarts Parent Engagement Academy 2000-2999: Classified Personnel Salaries Title I 250	Childcare for School Smarts Parent Engagement Academy 2000-2999: Classified Personnel Salaries Title I 250
		Provide coffee and snacks at parent workshops, ELAC, coffee chats 0000: Unrestricted Base 500	Provided coffee and snacks at parent workshops, ELAC, coffee chats 0000: Unrestricted Base 500
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 Promoted prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing Positive Behavior Intervention Support (PBIS) and Restorative Justice.	Contract for Restorative Justice Part 1-Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures Title I 4000	Restorative Justice Part 1-Restorative Practices 5800: Professional/Consulting Services And Operating Expenditures Title I 4000
		Money was allocated for monthly meetings for our PBIS/SEL team to meet and plan and revise our SEL/PBIS/Toolbox/RJ 1000-1999: Certificated Personnel Salaries Title I 2975	Teachers were paid for monthly meetings for our PBIS/SEL team to meet and plan and revise our SEL/PBIS/Toolbox/RJ 1000-1999: Certificated Personnel Salaries Title I 2975
2.3a 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	2.3a Thomas Jefferson Elementary School continued to work on providing the behavioral supports and social culture needed for all Jefferson students to achieve social, emotional and academic success by	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Girls Inc., and continuing our COST meetings and practices.	continuing to partner with Davis Street and continuing our COST meetings and practices.		

Analysis

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

2.1 We increased the number of classes that integrate the AVID College Readiness Program. AVID has now been integrated into1st, 3rd, 4th and some of 5th grade to help students develop the skills they need to be successful in school through college.
2.1a Most classrooms are providing daily 30 minutes of ELD to all English learners in their classrooms. Additionally we had a para educator provide support in small group and push in settings.
2.2 School Smarts had ___ number of paricipants this year and continued to get positive feedback from parents
2.3 Teachers trained in restorative justice circles implemented these in the classroom and PBIS was supported by a team of teachers who supported staff in its consistent use.
2.3a We had all of our teachers using our COST system to identify students in need of support. Davis street counseling was a huge support to many of our students in need of social emotional support

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

2.1 Increasing the number of classes using AVID was successful. We have most of our classrooms using selected AVID strategies.
2.1a We increased the number of students who were reclassified this year.
2.2 Based on parent feedback School Smarts continues to be successful for parents. After the end of the course work parents asked if they could continue to meet.
2.3 We need more consistency and coaching around restorative justice, yet what was used is moving us in a good direction. Our PBIS is working well and needs to be maintained.
2.3a COST meetings ran smoothly and were effective in identifying needs and supported needed for students both behaviorally and academic;

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In cases where there was a material difference centralized funds were used to support the programs. We did not need to purchase extra School Smarts materials this year due to having enough materials. We did not have to pay for lodging for the AVID conference because it was local. The district funded the AVID weekly subscription.

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

Site funds will support four teachers to participate in AVID training in weekend workshops in lieu of formally funding six teachers. Site funds will support teacher professional learning and attendance at the California Association of Bilingual Educators (CABE) conference for up to five teachers.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 6.8 points. • Academic ELA status for SPED students declined by 20.3 points. • Increased the Academic Math status for all students and student groups 67.7 points. • English Learner Progress status Level 4 = 21%, Level 3 =39.3%, Level 2= 22.1%, Level 1 17.6% • Increased the reclassification rate over the previous year. LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 11.5% a slight increase of 0.2% from the previous year. LCFF Priority 6 - School Climate • Suspension rate slight increase of 0.1%. • Maintained the district expulsion rate at or below the state average for all students and student

Metric/Indicator	Expected Outcomes	Actual Outcomes
• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	groups. • Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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 support improved teaching and learning in the classroom and provided opportunities for all students to engage in activities in and out of the classroom (Toolbox, Go Noodle, Brain breaks, mindfulness and Employee Wellness Activities).	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. 4000-4999: Books And Supplies Title I 500	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. 4000-4999: Books And Supplies Title I 500
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, Development of Leadership Team and weekly Jefferson Jaguar Journal (weekly online bulletin to all staff)	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	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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I 2975	Personnel Salaries Title I 2975
		Yearly subscription to S'more to increase communication with staff. 0000: Unrestricted Base 80	Yearly subscription to S'more to increase communication funded by site administrator with other funds. 0

Analysis

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

3.1 All teachers used Toolbox, some used Go Noodle and many other opportunities for brain breaks through out the day. Many staff members have buddies they walk with during lunch and after school.
3.2 Staff meeting were consistently held per the calendar, as were Leadership team meetings and weekly on line bulletins shared with staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

3.1 Teachers were effective in their use of toolbox strategies evidenced by students articulation of tools.
3.2 S'more on line bulletin was effective and easy to read by staff.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

S'more online subscription was funded by site administrator rather than with the proposed identified funds.

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

School site will continue to support teachers with the implementation of Toolbox strategies. Communication with staff via the weekly news and communication will continue to occur.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagements • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Increased the Academic ELA status for all students and student groups by 6.8 points. • Academic ELA status for SPED students declined by 20.3 points. • Increased the Academic Math status for all students and student groups 67.7 points. • English Learner Progress status Level 4 = 21%, Level 3 =39.3%, Level 2= 22.1%, Level 1 17.6% • Increased the reclassification rate over the previous year. LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 11.5% a slight increased of 0.2% from the previous year.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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's participation in the English Language Advisory Committee (ELAC) held steady. We would like to increase 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 in a variety of ways	Provide childcare for ELAC meetings 2000-2999: Classified Personnel Salaries Title I 500	Provided childcare for ELAC meetings 2000-2999: Classified Personnel Salaries Title I 500
		Purchase one set of translation headsets to provide real time translation to parents 5900: Communications Title I 500	Centralized services
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 we need to continued to provide 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.	Provide translation at school wide events and documents in various languages when ever possible. 5900: Communications Base 3,779	Provided translation at school wide events and documents in various languages when ever possible. 5900: Communications Base 3779
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	4.1 b Thomas Jefferson Elementary School will continue to increase use of Class Dojo to improve parent feedback loop. Currently 70% ofJefferson teachers use Class Dojo as an on-line instrument to communicate with	Thomas Jefferson Elementary School will continue to increase use of Class Dojo to improve parent feedback loop at no cost. 0	Thomas Jefferson Elementary School will continue to increase use of Class Dojo to improve parent feedback loop at no cost. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
parents. Teachers will communicate with parents through websites and homework folders.	parents. Teachers also communicate with parents through emails and homework folders.		
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 reviewed and revised school safety plan and incident command staff roles in emergencies.	Implementation of school safety plan and incident command staff roles in emergencies with centralized resources 0	Implementation of school safety plan and incident command staff roles in emergencies with centralized resources. 0

Analysis

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

4.1 We still have a steady attendance of parents at our ELAC. Our Parent facilitator has continued her outreach.
4.1b Class Dojo continues to work well for our teachers and families as an easy way to communicate. Our purple folders have also been well utilized.
4.2 The safety plans have been revised and are on continuous improvement. The incident of command flow chart has also been updated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

4.1 We have built a steady group of parents who come to ELAC regularly. Getting out on the yard and reminding them to come has been very helpful.
4.1b In informal conversations and during our ELAC Learn and Listen parents voiced their approval of class dojo and text messages as an effective way to communicate with teachers.
4.2 The redone incident of command flow chart was very effective is showing what roles need to be done during an emergency, it also shows us some gaps we could still fill.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Centralized services supported the purchase of translation kits and site funds were not used.

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

The site will continue to implement all of the planned strategies.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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	5.1Partnered 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	Earphones 4000-4999: Books And Supplies Title I 1500	Earphones 0

Analysis

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

5.1 Provided parent with information on how to get refurbished computers and low cost internet.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

5.1 Parents who attended were able to get computers and low cost internet and we increased the number of parents and families with access.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material differences was as a result of We did not need to replace any headphones this year due to having a surplus of them last year.

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

The site will continue to implement all of the planned strategies.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	42063
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	71,181.00

Allocations by Funding Source

Funding Source	Amount	Balance
Base	21919	0.00
Title I	42063	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	21,919.00
Supplemental and Concentration	3,000.00
Title I	42,063.00
Translation Budget	3,799.00
Unrestricted	400.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,400.00
1000-1999: Certificated Personnel Salaries	23,618.00
2000-2999: Classified Personnel Salaries	12,413.00
4000-4999: Books And Supplies	12,451.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00
5900: Communications	3,799.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	Base	2,000.00
1000-1999: Certificated Personnel Salaries	Base	9,868.00
4000-4999: Books And Supplies	Base	10,051.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	13,750.00
2000-2999: Classified Personnel Salaries	Title I	12,413.00
4000-4999: Books And Supplies	Title I	2,400.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00
5900: Communications	Translation Budget	3,799.00
0000: Unrestricted	Unrestricted	400.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

0 Secondary Students

Name of Members	Role
Nikki Seaberg	Principal
Marilia Dos Santos	Classroom Teacher
Christine Polifka	Classroom Teacher
Cameron Beatty	Classroom Teacher
Tom Eppenberger	Parent or Community Member
Angie Castillo	Other School Staff
Chris Deng	Parent or Community Member
Doris Castillo	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership Team

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.

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.

This SPSA was adopted by the SSC at a public meeting on 05/20/2019.

Attested:

	Principal, Nikki Seaberg on 05/20/2019
	SSC Chairperson, Tom Eppenberger on 05/20/2019