School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Jefferson Elementary School	01-61291-6002398	December 1, 2020	December 15, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Chronic absenteeism and suspension rates continue to increase for Student with Disabilities subgroup. This is reflected in the 2019 Fall Data Dashboard as in the Red performance indicator.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a result of the COVID-19 pandemic and under the guidance of the Alameda County Office of Education, San Leandro Unified District closed its schools and transitioned to distance learning on March 16, 2020. This involved the discontinuation of students receiving in person instruction at schools. Instead, all instruction was delivered through distance learning model in which students participated in learning activities at home, receiving instruction through Zoom and a suite of blended learning platforms. On August 17, 2020 we started the 2020-2021 school year fully in Distance Learning.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As schools have been closed since March 13, 2020 the most informative surveys in relative to the current learning context are the surveys administered in the 2020-2021 academic year. The survey are as follows:

Distance Learning Survey- The targeted participant of this survey were the parents and caregivers of San Leandro Unified students. This survey collected responses on school engagement, family learning support, academics, English Learner support, technology needs, and wellness. Responses were disaggregated and offered to each site. One hundreds and fifty -seven Jefferson families responded to the survey. Consistently, more than half of the participants reported being somewhat or very satisfied with the aforementioned topics. Overwhelmingly, 80% reported to have higher levels of stress and additionally, 48% also reported being affected by nervousness/anxiety.

SLUSD Wellness - The targeted participants of this Survey were employees of SLUSD. This survey collected responses on staff wellness, resources needed to maintain wellness, SLUSD efficacy in providing wellness support, and employee knowledge of wellness of resources available to them through SLUSD. Of the 48 Jefferson based employees that participated almost 90% reported agreeing or completely agreeing that SLUSD provides support, resources, to enhance their wellbeing. Employee morale, stress management, and work-life balance were the supports or opportunities they are most interested in.

Student Wellness-The targeted participants of this Survey were fourth and fifth grade students at Jefferson Elementary. In preparation for our school based counselors to facilitate either one or a series of 4 SEL workshops to each fourth and 5th grade classroom students were poled as to the most pressing mental health topic they were currently experiencing. The poll collected responses that ranged from sadness, relationship issues, coping with transition/change, to bereavement, and self regulation. Depending on the classroom the responses varied. The three top responses consistently reported were worry, relationship issues, and self regulation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom visits began at the start of the 2019 -2020 school year. A google document was created to record when and how often a teacher was visited and the type of feedback (written note, chat, memo) given to the teacher. Some notable trends from classroom visits:

- Grade alike teachers were often at similar content and pace.
- Read aloud was stressed by most teachers.
- All classroom seating arrangements were either groups or pairs.
- Pair share was a frequent strategy observed (missing was the "think").
- Need to focus on academic vocabulary.
- Need to develop teachers' high level questioning skills.
- Varying levels of competency regarding blended learning.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

decrease. All other student groups had an increase. English Learner student group's increase was enough to change their performance color from Orange to Yellow. All other reported student groups are in the Orange performance color on the Dashboard.

Mathematics:

In 2018-2019 the the All Students, student group maintained its performance color of Yellow with an increase of 8.5 points on the Mathematics Performance Indicator. Thus all students are 59.3 points away from Standard. The largest increases was 26.6 points in the African American student group, 44 students, 26.5 points increase of the Students with Disabilities student group, 30 students, and a 25 point increase of the White student group, 13 students. This increase in the African American student group significantly changed this student group's performance color changed from Red and skipped to Yellow. However, African American student group, is 86.6 point away from Standard, Students with Disabilities is 142.7 points away from Standard, whereas the White student group is 22 points away from Standard. Also, there was a decline in the performance level of the Asian student group, 27 students of -8.4 points making the group 21.3 points away from Standard. This was the only student group where there was a decrease. English Learner student group maintained the performance color at Orange. All other reported student groups are in the Orange performance color on the Dashboard. In 208-2019 there was an emphasis on mathematics instruction and after school tutoring was offered to groups of students.

English Learner Progress Indicator (ELPI):

Multilingual students at Jefferson are performing at a High Status level a 55% of the 180 students are making progress towards English language proficiency. However 14.4% of the students decreased one ELPI level. In addition 30.5% of the 180 students maintained ELPI levels of 1, 2, or 3 on the ELPAC. Further analysis of student groups within the English Learner student group their rate of progress on ELPAC and ongoing local assessments will provide the school with detailed information so as to further expand the practices or learning conditions that corelate to the High Status level of progress made by the 55%.

ELPAC

- Jefferson's multi-language learners are progressing to higher levels from grade to grade. On the 2018-2019 ELPAC less students scored at level 4 and more scored at levels 2 or 3 Overall. Overall the majority, forty five percent, of English Learner students scored at a Level 3 or Level 4 on the ELPAC. Data from the last two assessed years, demonstrate that in all domain areas students score the highest in the Somewhat/Moderately Developed range. Of all the domains, students score the highest level in Speaking and the lowest level in Reading. The data demonstrates that direct and explicit instruction of the ELD standards in Reading is needed. Additionally, professional development on progress monitoring of English Learners as a subgroup will need to be included to inform the direct and explicit instructional plans and supports.

SBAC

- State testing was halted to due the COVID 19 pandemic in the spring of 2020. Our data from 2019 indicated that our 3-5 grade students scored 71.1 points below standard in ELA and 73.4 points below standard in Mathematics.

Star Renaissance in ELA/ELD and Math

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Jefferson staff utilizes SBE adopted programs in Math, Language Arts, Science, and Social Studies that are aligned to the Common Core Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Jefferson School bell schedule meets the recommended state requirement for ELA, ELD, Math. Distant Learning Instructional periods are divided into both synchronous and asynchronous time. Teachers assign time values for each assignment to ensure we are in compliance with state mandates for both on-site and distance learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The distance learning schedule has ample asychronous time, time for small group synchronous instruction, enrichment and intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to SBE adopted instructional materials in Science, History, ELA, and Math as determined on the 2019 Williams Visit.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials used either for instruction or intervention is either a component of the SBE adopted curriculum or are supplemental materials that are aligned to the Common Core Standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Jefferson Elementary implements the San Leandro Unified School District developed Multi-tiered Integrated Intervention Support System (MIISS) in an effort to bring equity and consistency to how students qualify for and receive academic and behavioral intervention services across its thirteen schools serving students in grades TK-12. This system was designed in accordance with guidelines from the California Department of Education on how to create a Multi-tiered system of supports (MTSS).The MIISS Maps are designed by grade bands (TK-K, 1-3, 4-5, 6-8, 9-12, and Lincoln Continuation High School) across three areas: English Language Arts, Mathematics, and Behavior.The MIISS Maps are intended to be a guide that can be used by teachers, support staff, parents and students in order to identify the resources and supports available to all students at Jefferson Elementary and San Leandro Unified School District students at large.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Through Title IV funding Jefferson is assigned an instructional coach to support the professional development and educational programming of student groups. Together with the district wide instructional coaching staff funded through Title II professional development is offered and co-constructed with admin on PBL, Assessments, Culturally Relevant Pedagogy, English Language Development are planned topics for this school year. Additionally, Title III funds the paraprofessional that serves all students at Jefferson TK-5th grades.

Fiscal support (EPC)

The First Five Grant funds a Kinder Readiness Coordinator whose primary role is to support Tk/Kindergarten students transition into their first year of school during distance learning. Additional funding supports are provided through our site discretionary fund, district federal funding, and donations from our SL Education Foundations and community partners.

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

Parent participation included feedback and input from various parent groups such as the School Site Council (SSC), Principal Chats, Title 1 Parent groups, and the English Language Advisory Committee (ELAC). Teacher input was gathered at both staff meetings and at leadership team meetings. School Site Council meets throughout the year (with representatives from ELAC as well as our Instructional Leadership Team) to learn about the process and the plan, including budgetary information. The whole staff meets regularly and through our collaboration process gives feedback, suggestions, and works to implement the plan, while continuously planning for the Review and Update. As we move through the year we work to finalize the SPSA and approve it through Jefferson Instructional Leadership Team, and finally through School Site Council, and the Board of Education.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Chronic Absenteeism and the rate of suspending Special Education students continue to increase as reported in the 2018-2019 Dashboard. Additionally the number of students receiving special education services has also continued to increase. While the number of special education students at Jefferson has increased an additional resource teacher was just hired in 2019-2020. The additional resource specialist assigned to Jefferson is able to address the academic and behavioral needs on a consistent and regular basis. Although on campus we house a pre-k SDC program our Tk-5 receive special education services in a general education setting, case managed by a .4 Resource Teacher and .4 para professional. In addition to additional ELD para hours. Additionally, teachers in Special Education will be trained through district initiatives on supporting students with executive functioning. (Goal 2 action 1) (Goal 2 action 3) (Goal 4 action 6) will address specific strategies to decrease suspensions and increase attendance rates for students with disabilities that include professional development for general education teachers, individual referrals for school

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.16%	0.17%	0.35%	1	1	2
African American	15.11%	14.48%	13.96%	92	85	79
Asian	10.02%	10.05%	11.66%	61	59	66
Filipino	3.61%	3.41%	4.42%	22	20	25
Hispanic/Latino	62.07%	62.01%	59.54%	378	364	337
Pacific Islander	0.49%	0.85%	1.06%	3	5	6
White	4.43%	5.11%	3.71%	27	30	21
Multiple/No Response	1.48%	0.85%	3.53%	9	5	10
			Total Enrollment	609	587	566

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	104	102	96
Grade 1	112	96	84
Grade 2	105	108	98
Grade3	92	100	104
Grade 4	89	90	98
Grade 5	107	91	86
Total Enrollment	609	587	566

Conclusions based on this data:

1. Enrollment of our African-American, Latino, and White students continues to decrease.
2. Enrollment of our Asian students continues to increase.
3. Overall enrollment in the last three years has decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	97	100	88	93	99	88	93	99	95.7	95.9	99
Grade 4	105	90	90	104	89	87	104	89	86	99	98.9	96.7
Grade 5	105	114	91	98	114	88	98	114	88	93.3	100	96.7
All	302	301	281	290	296	274	290	296	273	96	98.3	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2381.	2401.	2404.	10.23	12.90	17.17	20.45	20.43	25.25	15.91	31.18	29.29	53.41	35.48	28.28
Grade 4	2411.	2402.	2403.	10.58	5.62	9.30	18.27	14.61	15.12	18.27	28.09	16.28	52.88	51.69	59.30
Grade 5	2415.	2422.	2422.	1.02	5.26	4.55	16.33	20.18	13.64	18.37	14.04	21.59	64.29	60.53	60.23
All Grades	N/A	N/A	N/A	7.24	7.77	10.62	18.28	18.58	18.32	17.59	23.65	22.71	56.90	50.00	48.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	16.13	26.26	34.09	39.78	42.42	53.41	44.09	31.31
Grade 4	11.54	7.87	9.30	40.38	49.44	44.19	48.08	42.70	46.51
Grade 5	8.16	10.53	10.23	36.73	30.70	26.14	55.10	58.77	63.64
All Grades	10.69	11.49	15.75	37.24	39.19	37.73	52.07	49.32	46.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	13.98	11.11	45.45	53.76	50.51	47.73	32.26	38.38
Grade 4	13.46	4.49	6.98	44.23	47.19	43.02	42.31	48.31	50.00
Grade 5	2.04	11.40	11.36	40.82	32.46	35.23	57.14	56.14	53.41
All Grades	7.59	10.14	9.89	43.45	43.58	43.22	48.97	46.28	46.89

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	97	100	92	95	99	92	95	99	100	97.9	99
Grade 4	105	90	90	105	90	88	105	90	88	100	100	97.8
Grade 5	105	114	91	102	114	87	102	114	87	97.1	100	95.6
All	302	301	281	299	299	274	299	299	274	99	99.3	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2416.	2407.	8.70	10.53	13.13	27.17	29.47	25.25	38.04	27.37	25.25	26.09	32.63	36.36
Grade 4	2413.	2416.	2424.	1.90	4.44	5.68	17.14	16.67	20.45	26.67	33.33	32.95	54.29	45.56	40.91
Grade 5	2403.	2416.	2433.	0.00	4.39	2.30	6.86	7.89	11.49	15.69	16.67	22.99	77.45	71.05	63.22
All Grades	N/A	N/A	N/A	3.34	6.35	7.30	16.72	17.39	19.34	26.42	25.08	27.01	53.51	51.17	46.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.57	21.05	18.18	51.09	43.16	37.37	29.35	35.79	44.44
Grade 4	5.71	6.67	10.23	26.67	30.00	36.36	67.62	63.33	53.41
Grade 5	0.98	7.89	4.60	15.69	13.16	24.14	83.33	78.95	71.26
All Grades	8.36	11.71	11.31	30.43	27.76	32.85	61.20	60.54	55.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.13	18.95	15.15	51.09	40.00	53.54	34.78	41.05	31.31
Grade 4	7.62	4.44	5.68	34.29	46.67	39.77	58.10	48.89	54.55
Grade 5	2.94	0.88	4.60	22.55	32.46	34.48	74.51	66.67	60.92
All Grades	8.03	7.69	8.76	35.45	39.13	43.07	56.52	53.18	48.18

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1402.6	1406.1	1414.8	1417.3	1374.2	1379.8	66	49
Grade 1	1430.9	1440.8	1430.7	1454.3	1430.5	1426.8	69	55
Grade 2	1479.0	1489.5	1475.5	1497.0	1482.0	1481.5	44	48
Grade 3	1490.6	1477.3	1482.7	1472.5	1497.9	1481.3	40	22
Grade 4	1493.7	1514.0	1487.9	1509.8	1498.8	1517.9	42	29
Grade 5	1506.5	1500.8	1491.9	1504.5	1520.7	1496.6	29	36
All Grades							290	239

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.12	33.33	34.69	34.85	42.86	21.21	16.33	66	49
1	26.09	3.64	30.43	47.27	18.84	27.27	24.64	21.82	69	55
2	45.45	12.50	38.64	47.92	*	37.50	*	2.08	44	48
3	*	0.00	52.50	45.45	*	36.36	*	18.18	40	22
4	*	17.24	47.62	58.62	*	17.24	*	6.90	42	29
5	*	8.33	44.83	41.67	*	33.33	*	16.67	29	36
All Grades	21.03	7.95	39.31	45.19	22.07	33.05	17.59	13.81	290	239

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	16.67	14.29	37.88	34.69	24.24	34.69	21.21	16.33	66	49
1	26.09	25.45	34.78	36.36	21.74	21.82	17.39	16.36	69	55
2	61.36	39.58	29.55	52.08	*	6.25	*	2.08	44	48
3	*	27.27	42.50	27.27	*	31.82	*	13.64	40	22
4	35.71	41.38	42.86	44.83	*	6.90	*	6.90	42	29
5	*	33.33	44.83	50.00	*	5.56	*	11.11	29	36
All Grades	31.38	29.29	37.93	41.42	15.52	17.99	15.17	11.30	290	239

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.24	30.61	42.42	53.06	33.33	16.33	66	49
1	*	5.45	63.77	58.18	21.74	36.36	69	55
2	34.09	8.33	54.55	75.00	*	16.67	44	48
3	*	4.55	67.50	86.36	*	9.09	40	22
4	*	10.34	69.05	82.76	*	6.90	42	29
5	41.38	5.56	48.28	72.22	*	22.22	29	36
All Grades	23.45	11.72	57.24	68.20	19.31	20.08	290	239

Conclusions based on this data:

1. Overall the majority, forty five percent, of English Learner students scored at a Level 3 or Level 4 on the ELPAC.
2. Data from the last two assessed years, demonstrate that in all domain areas students score the highest in the Somewhat/Moderately Developed range.
3. Of all the domains, students score the highest level in Speaking and the lowest level in reading.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Overall Mathematics is in the yellow on the Data Dashboard.
2. Overall English Language Arts, Suspension Rate, and Chronic Absenteeism are in the orange on the Data Dashboard.

2019 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
74.4 points below standard	0 Students	29.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.3 points		Declined Significantly -19.1 points	9
44		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
62.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.4 points below standard
Maintained ++0.5 points	8	1	Increased Significantly ++15.6 points
165			13

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
128 points below standard	9.9 points above standard	48 points below standard
Declined Significantly -22.2 points	Declined Significantly -16 points	Increased ++5.4 points
82	68	107

Conclusions based on this data:

1. All students maintained in the orange and increased 2.8 points yet scored 57 points below standard on 2019 Fall Dashboard in English Language Arts.
2. Both African American and White students increased by 15 points meanwhile Asian students decreased by 19 points and Latino students maintained with a less than 1 point increase.
3. Although English Learners, African American students, and students receiving special education services increased points they are all at least 65 points from the standard.

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow		 No Performance Color	 No Performance Color
86.8 points below standard		21.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++26.6 points		Declined -8.4 points	9
44		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
61.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.5 points below standard
Increased ++5.3 points	8	1	Increased Significantly ++25 points
164			13

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.6 points below standard	2.8 points below standard	65.8 points below standard
Declined Significantly -20.6 points	Maintained -1.7 points	Increased ++13.3 points
81	68	107

Conclusions based on this data:

1. All students increased 26 points scoring in the yellow and 59 points below standard on 2019 Fall Dashboard in Mathematics.
2. Both African American and White students increased by at least 25 points, Latino students by 5 points meanwhile Asian students decreased by 8 points.
3. Although English Learners, African American students, Latino students and students receiving special education services increased points they are all at least 58 points from the standard.

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  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
14.3	11	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.8	Increased +1.4	3
602	291	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	15.3	25.8
10	Increased +2.6	Increased +1.7
	465	62

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  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
4.1	1.4	Less than 11 Students - Data Not
Increased +1.1	Declined -0.7	3
613	295	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not	4.7	7.7
10	Increased +1.3	Increased +4.4
	471	65

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement, Access & Equity

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Goal 1

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.

Identified Need

During school closures responding to the academic and social emotional needs of Jefferson Elementary students by developing an academic program that accelerates students learning through Distance Learning for all student groups as they all continue to need support in reading and math as demonstrated by the California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

1.1a A lead team of teachers representing grades K-5 will meet monthly to analyze schoolwide academic and behavior patterns and trends and strategies that we will use to lift successful strategies and implement or modify strategies with no positive impact.
1.1b Jefferson staff attended training in best practices for dual language education by Dr. Jose Medina to improve our Dual Language Program and the relationship with the monolingual classes. A Spring follow-up will take place.
1.1c Professional Development is being offered by instructional coaches, guests and District staff. Teachers are paid hourly to attend. (District Funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5400	Title I 1000-1999: Certificated Personnel Salaries 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

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and State data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.
1.2a Kindergarten teachers to conduct one on one assessments with each student three times in the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1.4 Continue to implement Project Based Learning so that every student experiences at least one project based learning units every academic year. Incorporate experiential learning and (virtual) field trips into every project. Provide time for staff to collaborate on grade level and school-wide Project Based Learning projects during staff meetings, during collaboration Wednesdays.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Base 4000-4999: Books And Supplies Materials and Supplies for PBL

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 Integrate new technology consistently through the district adopted learning platforms to ensure virtual learning is successful. Namely, proper and efficient use of Seesaw and google classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Digital Platforms
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.6 Invest in purchasing library books for the school library that are science based and other titles that students are highly interested in to support their reading fluency, comprehension, and academic vocabulary.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Provide PD on blended learning for new teachers and hold parent workshops about our blended learning platforms.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.9 Supply classrooms with supplemental materials and/or books that do are not available through the state adopted curriculum and align to the Common Core Standards in ELA/ELD, Math, NGSS.
1.9a Supply classrooms with supplemental materials and/or that do are not available through the state adopted curriculum and support the biliteracy development of students in the Dual Language and Bilingual Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Base 4000-4999: Books And Supplies Classroom Materials and supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.10. To additionally support students during distance learning in making academic progress in the English Language Arts or Math, tutoring services will be offered through contracted services.
1.10a Students on a 504 that are performing at least one year below grade level will be enrolled in one on one contracted tutoring service.
1.10b Eight Students in each grade from 2nd- 5th will will be enrolled in group tutoring through the contracted tutoring service.
1.10.c Up to 5 students in each Kindergarten and first grade class will receive group based intervention from school based paraeducators on phonemic awareness.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal 2

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.

Identified Need

During school closures responding to the academic and social emotional needs of Jefferson Elementary students by developing an academic program that accelerates students learning through Distance Learning for all student groups as they all continue to need support in reading and math as demonstrated by the California Dashboard. Additionally, chronic absenteeism and suspension rates continued to rise on the 2018-2019 Dashboard for the Special Education student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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.	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

for staff on co-teaching and inclusion strategies for our diverse learners. Ex. Pre-view Universe Design For Learning, de-escalation
2.1a Site based bi-weekly Special Education Meetings with Special Education Team, Admin, and Special Education Assistant Director of Elementary to identify and discuss patterns, trends, specific case that have had successes and/or challenges.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Meeting embedded in school day
0	None Specified Meetings embedded in school day

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American Students, Latina/o Students, English Learners

Strategy/Activity

2.2 Specifically implement Culturally Responsive Pedagogy and Services that represent the student body and aim at providing an inclusive educational program.
2.2a Pay for the registration of self identified African American 5th graders to participate in a STEM, program for designed for African American students. ie. AARREA
2.3b Classified and certificated staff participate in district sponsored professional development in how we engage parents and address student trauma with a culturally relevant lens. Ex Tovi-Scruggs -District sponsored
2.2c Invest in purchasing culturally relevant library books for the school library.
2.2d Coordinate African American Achievement, Latinx Achievement Awards, and Reclassified Awards.
2.2e Purchase posters or other realia that are visually inclusive of student population and promote inclusivity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS), Restorative Justice and Mindfulness practices schoolwide.
2.4a Purchase supplemental SEL Materials
2.2b Student of the Month Virtual Assembly will highlight two students per classroom that particularly demonstrate school based PBIS goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Base 4000-4999: Books And Supplies Materials in Spanish, posters, etc
300	Base certificate paper and dog tags for recipients

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All referred students, Mckinney Vento Students, Chronically Absent patterns

Strategy/Activity

2.3 Continue to implement a Coordination of Services Team that discusses next steps in multi tiered academic and behavioral supports for individual and groups of students.
2.3a COST Coordinator to keep track of documentation and communication of student cases being referred with a particular attention to special education students.
2.3b Partner with Wellness Together to offer school based mental health services on an individual or group basis as determined by the COST.
2.3c Partner with local community based organizations to offer additional mental health support and resources.
2.3d Partner with other local community based organizations to offer professional development for all staff on suicide prevention and domestic violence.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded COST Coordinator Stipend, contract with CBO, Meetings embedded in school day

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.8 Offer enrichment opportunities that promote the personal development of students offered either in a classroom setting, presentations, or other available format.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4821	Title I None Specified Enrichment classes, presentations, etc.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to our current educational landscape full Implementation of our SPSA during the 2019-2020 school year was not possible. From August through March two teachers attended the AVID training, Jefferson contracted the services of Soul Shoppe to supplement the socio-emotional curriculum.

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

There were no major differences between the budgeted expenditures and implementation. Due to the COVID 19 pandemic, our college and career activities were shortened so not all funds were spent.

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 goals in 2020-2021 SPSA address the school closures and still target to continue to effectively 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 • 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.	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 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	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 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.

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures ParentSquare

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to our current educational landscape full Implementation of our SPSA during the 2019-2020 school year was not possible. From August through March Student of the Month assemblies were held, COST was fully implemented, the Leadership Team met monthly to systematize and monitor the educational experiences offered to students.

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

There were no major differences between the budgeted expenditures and implementation.

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 goals in 2020-2021 SPSA address the school closures and target to continue to effectively collaborate with district partners and remain fully engaged around our goals of student learning during the school closures.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	• 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 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 the previous year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Jefferson and provide targeted outreach/support to families of students in the opportunity gap.

Proposed Expenditures for this Strategy/Activity

0	District Funded None Specified Gather Parent Input

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.4 To support and communicate with our families, we will implement a tiered re-engagement plan focusing on supporting our students who are absent from Distance Learning for three (3) days during a week or 60% of the instructional week to prevent this pattern of absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Tiered Engagement Plan

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.5 Provide K-5 parent education opportunities (i.e. Coffee and Conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.
4.5a Offer a weekly parent engagement workshop designed to support families and offer resources for academic and wellness support for distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded Parent Education

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Facilities and Technology

LEA/LCAP Goal

San Leandro Unified School District will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal 5

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

Identified Need

Due to pandemic and school closures technology such as chromebooks, document cameras, headphones, and hotspots are needed to support students accessing the curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 goals in 2020-2021 SPSA address the school closures target to continue to effectively maintain and improve school facilities and technology infrastructure in order to provide an optimal learning environment for all students during a school closure. The goals also continue to address infrastructure needed for in person learning.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Base	14,800	0.00
Title I	39,521	0.00
District Funded	4,938	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	14,800.00
District Funded	4,938.00
None Specified	0.00
Title I	39,521.00

Expenditures by Budget Reference

Budget Reference	Amount
	300.00
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	12,900.00
2000-2999: Classified Personnel Salaries	7,000.00
4000-4999: Books And Supplies	16,500.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	12,800.00
5900: Communications	4,938.00
6000-6999: Capital Outlay	0.00
None Specified	4,821.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,200.00
Goal 2	11,121.00
Goal 3	0.00
Goal 4	4,938.00
Goal 5	0.00

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 12/1/2020.

Attested:

	Principal, Judith Alcala on 12/1/2020
	SSC Chairperson, Tom Eppenberger on 12/1/2020