School Year: **2021-2022**

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	June 1, 2021	

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)

X Schoolwide Program
X 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. In April 2021, students returned to school in a hybrid model.

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 goals is this plan are the same goals in the LEA's Local Control Accountability Plan.

GOAL #1: Engage, Educate, Empower
GOAL #2: Educational Equity through College and Career Readiness
GOAL #3: Equity-Centered Effective Employee Engagement
GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities
GOAL #5: Environmental and Technological Equity

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 3
Comprehensive Needs Assessment Components 5
- Data Analysis 5
- Surveys 5
- Classroom Observations 5
- Analysis of Current Instructional Program 6

Stakeholder Involvement 13
Resource Inequities 13
School and Student Performance Data 14
- Student Enrollment 14
- SBAC Results 16
- ELPAC Results 20
- Student Population 23
- Overall Performance 24
- Academic Performance 25
- Academic Engagement 30
- Conditions & Climate 32

Goals, Strategies, & Proposed Expenditures 34
- Goal 1 34
- Goal 2 41
- Goal 3 47
- Goal 4 51
- Goal 5 56

Budget Summary 61
- Budget Summary 61
- Other Federal, State, and Local Funds 61

Budgeted Funds and Expenditures in this Plan 62
- Funds Budgeted to the School by Funding Source 62
- Expenditures by Funding Source 62
- Expenditures by Budget Reference 62
- Expenditures by Budget Reference and Funding Source 63
- Expenditures by Goal 63

School Site Council Membership 64
Recommendations and Assurances 65

Instructions....66
Instructions: Linked Table of Contents....66
Purpose and Description....67
Stakeholder Involvement....67
Resource Inequities....67
Goals, Strategies, Expenditures, & Annual Review....68
Annual Review....69
Budget Summary....70
Appendix A: Plan Requirements....72
Appendix B:....75
Appendix C: Select State and Federal Programs....77

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 polled 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.

ELAC Survey- Results of the English Language Assessment Survey highlighted that parents wanted more information on how students progress towards proficiency is monitored and continued targeted support in the classroom.

Classroom Observations

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

From observations of instruction, I noticed that teachers made an effective shift from in-person teaching to virtual teaching. Teachers adapted their lessons to an online format. Fall 2020 planning focused on becoming proficient in the online platforms and using asynchronous time to support the synchronous instruction. In addition to academic instruction, student engagement and social emotional wellbeing will need to be a strong focus.

In April 2021, students attended school in small cohorts. Observations during this time indicated teachers teaching concurrently with students in the room as well as students at home on their devices. Although the number of minutes varied depending on the age of the students, concurrent teaching occurred at all grade levels TK-5.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year.

CA Dashboard
Academic Engagement:
In 2018-2019 the Overall Chronic Absenteeism increased for All Students by 2.6 %, indicating a High Level status in the Orange. These were 86 of the 602 eligible students that were chronically absent. Of all the student groups 16 of the 62 eligible Students with Disabilities were chronically absent. This was a 1.7% increase from the prior year totaling to a 25.8% Chronic Absenteeism rate. This rate of increase is indicated by the status level of Very High in the Red. The rate of chronic absenteeism for this subgroup is one of the indicators for Jefferson Elementary identified as Additional Targeted Support and Improvement (ATSI). This is particularly concerning as this student group is thus also missing the additional Special Education Services determined needed to support their student achievement. A targeted approach of outreach, support, relationship building, and monitoring of attendance will need to be employed to identify the causes and problem solve the reasons for students not attending school and thus accessing their education.

Conditions and Climate:
In 2018-2019 the Overall Suspension Rate increased for All Students by 4.1 %, indicating a High Level status in the Orange. These were 25 of the 613 eligible students that were suspended. However when broken into student groups, the Rate of Suspensions for English Learners declined by 0.7% and the Status Level for this student group is Medium and in the Green. The Latino student group Rate of Suspension maintained in the Yellow indicator. The two student groups with Very High levels of status and in the Red are the African American and Students with Disabilities student groups. The rate of suspension of the African American student group increased by 4.0% to 11.5%. If this student group 10 of the 87 eligible students were suspended in the school year. The rate of suspension of the Students with Disabilities student group increased by 4.4% to 7.7%. If this student group 5 of the 65 eligible students were suspended in the school year. This rate of increase is indicated by the status level of Very High in the Red. The Rate of Suspension for this subgroup is one of the indicators for Jefferson Elementary identified as Additional Targeted Support and Improvement (ATSI). Strategies that include both Socio-Emotional Learning (Toolkit) for students and Positive Behavioral Support Interventions (MTSS)be employed and analyzed for efficacy. Additionally, exploring continued professional development on de-escalation strategies.

English Language Arts:
In 2018-2019 the All Students, student group changed to a performance color of Orange from Yellow with a slight increase of 2.8 points on the English Language Performance Indicator. Thus all students are 57.6 points away from Standard. The largest increases was 15.3 points in the African American student group and 15.6 of the White student group, 13 students. However, African American student group, 44 students, is 74.4 point away from Standard with a Status Level of Very Low whereas the White student group is 15.6 away from Standard. Also, there was a significant decline in the performance level of the Asian student group, 27 students of -19.1 points making the group 29.3 points away from Standard. This was the only student group where there was a 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

- Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum are taking these tests 3 times per year. The majority of staff members use these assessments to due regular progress monitoring for students not scoring in the proficient range. Teachers share this information with parents and differentiate lessons for students.

CHKS

- CHKS data from 2020 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction. This process occurs at least three times in the school year as it is embedded into the school day schedule and assessment calendar.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Jefferson staff meets ESEA definition as highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers have access to core curriculum as determined on the 2019 Williams Visit. All teachers receive job embedded training on SBE adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The focus of our professional development during staff meetings, grade level meetings, and PLC's focus on building capacity Project Based Learning, SBE adopted curriculum, Distance Learning Management Systems and meeting the Social-Emotional needs of students based on the Common Core Standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers participate in district-wide professional development held in the fall and spring. The focus of our professional development during staff meetings. Coaching for teachers is available through district instructional coaches. New teachers are provided with support through CTI.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Twice a month teachers have a 50 minute block of job embedded time to meet as grade levels or job alikes.

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.

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

The Jefferson School bell schedule meets the recommended state requirement for ELA, ELD, Math.

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.

Evidence-based educational practices to raise student achievement

Research demonstrates that students learn best when their classroom learning is authentic, relevant, and interesting. Therefore, our SPSA's framework is based on standards-aligned, engaging, personalized, and responsive teaching and learning for ours students. Project-Based Learning, Culturally Relevant practices and Socio-Emotional Skills are the vehicle to meet this goal. Project Based Learning cultivates a learning process by which students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Research overwhelmingly demonstrates that education promoting social and emotional learning (SEL) gets results and equips students with skills that they will apply throughout their educational careers and beyond. Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. With a school that the student body that is primarily comprised of non-white and multilingual students culturally relevant practices are essential to raising student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Jefferson Elementary is staffed with a full time Parent Facilitator that serves as a liaison between families and the school community. Jefferson students receive direct support from staff members in the Student Services Department to case manage students who are chronically absent, Foster Youth, and students identified as displaced (Mckinney Vento).The Educational Services Department team of instructional coaches are available to both faculty and site administrators to support the implementation of best instructional practices for under-achieving students. Combined both teams support the implementation of a multi tiered support system for academic and behavior at Jefferson Elementary.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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. LCP Process

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)

Additional funding supports are provided through our site discretionary fund, district federal funding, and donations from our SL Education Foundations and community partners. Jefferson Elementary is part of a coalition managed by Alameda County Office of Education that have been awarded the ACCESS Grant designed to support school based community schools.

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 continued 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 1.6 Resource Teacher and1 .6 para professional. In addition to additional ELD para hours. Teachers in Special Education will be trained through district initiatives on supporting students with executive functioning. (Goal 1 action 2) Para educators to work in high need content areas and support combination classes (Goal 2 action 2) Participate in professional development specifically designed to address anti-racist and anti bias pedagogy. (Goal 2 action 3) Culture and Climate Campus Monitor to support restorative practices, SEL practices, and promote play will address specific strategies to decrease suspensions and increase attendance rates for students with disabilities. Intervention teacher and(Goal 1 action 2) program coordinator (Goal 4 action 2) will provide professional development for general education teachers, individual referrals for school linked services or truancy intervention based on individual student needs, and active parent outreach to include parents of special needs students in site based parent leadership and advisory roles. Jefferson Elementary and San Leandro Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. Jefferson's school goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Resource inequities for academic engagement (absenteeism) and condition and climate (suspension) for students with disabilities was reflected in the data analysis and will be addressed in the 2021-2022 SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.17%	0.35%	0.4%	1	2	2
African American	14.48%	13.96%	14.3%	85	79	77
Asian	10.05%	11.66%	11.1%	59	66	60
Filipino	3.41%	4.42%	4.3%	20	25	23
Hispanic/Latino	62.01%	59.54%	60.0%	364	337	324
Pacific Islander	0.85%	1.06%	0.2%	5	6	1
White	5.11%	3.71%	4.3%	30	21	23
Multiple/No Response	0.85%	3.53%	2.0%	5	10	11
			Total Enrollment	609	587	540

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	102	96	99
Grade 1	96	84	68
Grade 2	108	98	76
Grade3	100	104	99
Grade 4	90	98	101
Grade 5	91	86	97
Total Enrollment	587	566	540

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	286	237	204	48.7%	41.9%	37.8%
Fluent English Proficient (FEP)	64	93	80	10.9%	16.4%	14.8%
Reclassified Fluent English Proficient (RFEP)	16	51	14	5.2%	17.8%	5.9%

Conclusions based on this data:

1. Over eighty percent of the students speak an additional language to English.
2. As a result of the new reclassification criteria the percentage of Reclassified students t declined in the school year 2020-2021 when compared to the last two years.
3. Almost forty percent of the students in the 2020-2021 school year were designated as English Language Learners.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	100	104	96	99	90	91	93	90	91	99	94	94.7
Grade 4	90	99	100	87	93	91	89	93	91	96.7	93	91
Grade 5	91	86	98	88	74	86	114	74	86	96.7	76	87.8
All	281	289	294	274	257	268	296	257	268	97.5	87.7	91.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2404.	235	358	17.17	13	10	25.25	15	18	29.29	28	35	28.28	44	37
Grade 4	2403.	344	393	9.30	11	12	15.12	30	15	16.28	23	15	59.30	37	57
Grade 5	2422.	437	512	4.55	10	12	13.64	26	33	21.59	29	20	60.23	35	35
All Grades	N/A	N/A	N/A	10.62	11.3	11.3	18.32	23.7	22	22.71	26.7	23.3	48.35	38.7	43

**STAR Reading

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

Listening Demonstrating effective communication skills									
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	7.95	9.68	14.14	64.77	68.82	65.66	27.27	21.51	20.20
Grade 4	4.81	6.74	8.14	54.81	66.29	59.30	40.38	26.97	32.56
Grade 5	5.10	5.26	5.68	55.10	46.49	53.41	39.80	48.25	40.91
All Grades	5.86	7.09	9.52	57.93	59.46	59.71	36.21	33.45	30.77

Research/Inquiry Investigating, analyzing, and presenting information									
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	17.05	13.98	14.14	32.95	54.84	49.49	50.00	31.18	36.36
Grade 4	12.50	7.87	8.24	45.19	42.70	37.65	42.31	49.44	54.12
Grade 5	6.12	9.65	7.95	29.59	32.46	40.91	64.29	57.89	51.14
All Grades	11.72	10.47	10.29	36.21	42.57	43.01	52.07	46.96	46.69

Conclusions based on this data:

1. Ninety-one percent of students in third through fifth grade participated in the STAR assessment.
2. Overall close to thirty-three percent of students either exceeded or met the standard in English Language Arts/Literacy.
3. Overall more than sixty percent of students nearly met or did not meet the standard.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	100	104	96	99	73	93	99	73	93	99	70	97
Grade 4	90	99	100	88	98	88	88	98	88	97.8	98	88
Grade 5	91	86	98	87	96	91	87	96	91	95.6	98	93
All	281	289	294	274	267	272	274	267	272	97.5	88.7	92.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2407.	462	564	13.13	7	9	25.25	32	23	25.25	34	30	36.36	27	39
Grade 4	2424.	552	594	5.68	8	5	20.45	31	15	32.95	23	32	40.91	38	49
Grade 5	2433.	621	662	2.30	7	7	11.49	23	8	22.99	40	29	63.22	30	56
All Grades	N/A	N/A	N/A	7.30	7.3	7	19.34	28.7	15.3	27.01	32.3	30.3	46.35	31.7	48

**STAR Math

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	11.96	16.84	21.21	59.78	63.16	50.51	28.26	20.00	28.28
Grade 4	5.71	10.00	13.64	40.00	40.00	26.14	54.29	50.00	60.23
Grade 5	0.00	4.39	3.45	28.43	28.07	34.48	71.57	67.54	62.07
All Grades	5.69	10.03	13.14	42.14	42.81	37.59	52.17	47.16	49.27

Conclusions based on this data:

1. Ninety-two percent of third-fifth graders completed the STAR assessment.
2. Overall twenty-two percent of students either exceeded or met the standard in Mathematics.
3. In 2020-2021 more than seventy percent of the students scored in the performance levels Standard Nearly Met or Standard Not Met.

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1406.1		1417.3		1379.8		49	
Grade 1	1440.8		1454.3		1426.8		55	
Grade 2	1489.5		1497.0		1481.5		48	
Grade 3	1477.3		1472.5		1481.3		22	
Grade 4	1514.0		1509.8		1517.9		29	
Grade 5	1500.8		1504.5		1496.6		36	
All Grades							239	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	6.12		34.69		42.86		16.33		49	
1	3.64		47.27		27.27		21.82		55	
2	12.50		47.92		37.50		2.08		48	
3	0.00		45.45		36.36		18.18		22	
4	17.24		58.62		17.24		6.90		29	
5	8.33		41.67		33.33		16.67		36	
All Grades	7.95		45.19		33.05		13.81		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	14.29		34.69	34.69	34.69		16.33		49	
1	25.45		36.36	36.36	21.82		16.36		55	
2	39.58		52.08	52.08	6.25		2.08		48	
3	27.27		27.27	27.27	31.82		13.64		22	
4	41.38		44.83	44.83	6.90		6.90		29	
5	33.33		50.00	50.00	5.56		11.11		36	
All Grades	29.29		41.42	41.42	17.99		11.30		239	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	22.45		61.22		16.33		49	
1	60.00		32.73		7.27		55	
2	22.92		75.00		2.08		48	
3	9.09		63.64		27.27		22	
4	17.24		75.86		6.90		29	
5	5.56		77.78		16.67		36	
All Grades	26.78		61.92		11.30		239	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	12.24		63.27		24.49		49	
1	16.36		60.00		23.64		55	
2	35.42		60.42		4.17		48	
3	40.91		36.36		22.73		22	
4	65.52		31.03		3.45		29	
5	75.00		11.11		13.89		36	
All Grades	36.40		47.70		15.90		239	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	2.04		83.67		14.29		49	
1	12.73		45.45		41.82		55	
2	8.33		77.08		14.58		48	
3	0.00		45.45		54.55		22	
4	10.34		65.52		24.14		29	
5	8.33		52.78		38.89		36	
All Grades	7.53		63.18		29.29		239	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	30.61		53.06		16.33		49	
1	5.45		58.18		36.36		55	
2	8.33		75.00		16.67		48	
3	4.55		86.36		9.09		22	
4	10.34		82.76		6.90		29	
5	5.56		72.22		22.22		36	
All Grades	11.72		68.20		20.08		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 in 2018-19 as the Summative ELPAC in 2019-2020 was not administered due to the pandemic.
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

Student Population

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
587	**76.5**	**48.7**	**0.5**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	286	48.7
Foster Youth	3	0.5
Homeless	4	0.7
Socioeconomically Disadvantaged	449	76.5
Students with Disabilities	43	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	85	14.5
American Indian	1	0.2
Asian	59	10.1
Filipino	20	3.4
Hispanic	364	62.0
Two or More Races	18	3.1
Pacific Islander	5	0.9
White	30	5.1

Conclusions based on this data:

1. Seventy six percent of students were identified as socio-economically disadvantaged.
2. Forty-eight percent of students were identified as English Learners.
3. Seven percent of the students were receiving special education services.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
57.6 points below standard	65.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased ++3.5 points	1
270	150	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	66.1 points below standard	150.8 points below standard
3	Maintained ++1.7 points	Increased ++5.7 points
	214	30

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.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
59.3 points below standard	58.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.5 points	Maintained ++2.7 points	1
269	149	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	65.9 points below standard	142.7 points below standard
3	Increased ++5.3 points	Increased Significantly ++26.5 points
	213	30

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 Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
55 making progress towards English language proficiency
Number of EL Students: 180
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.4	30.5		

Conclusions based on this data:

1. Fifty of the 180 English Learners indicate to be making progress towards English proficiency.
2. English Learners score at a high performance level.
3. Fourteen percent of students decreased a level meanwhile thirty percent maintained the ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	No Performance Color	 Yellow	No Performance Color
16.3	Less than 11 Students - Data Not Displayed for Privacy	6.8	10
Increased +2.4	1	Maintained +0.4	Increased +1.3
86		59	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	No Performance Color	No Performance Color	No Performance Color
13.6	25	Less than 11 Students - Data Not Displayed for Privacy	20.7
Increased +2.4	Increased +12.5	5	Increased +4.6
374	28		29

Conclusions based on this data:

1. All students increased 14 points scoring in the orange the 2019 Fall Dashboard in Chronic Absenteeism.
2. Students receiving special education services rate of Chronic Absenteeism continues to increase and is in the red indicator.
3. Most students grouped by race or ethnicity had increases in the Chronic Absenteeism indicator.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

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 Displayed for Privacy
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 Displayed for Privacy	4.7	7.7
10	Increased +1.3	Increased +4.4
	471	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 Orange	 No Performance Color
11.5	Less than 11 Students - Data 1	3.2	0
Increased +4		Increased +1.6	Maintained 0
87		62	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Orange
2.4	6.9	Less than 11 Students - Data 5	3.3
Maintained +0.2	Increased +3.3		Increased +0.4
378	29		30

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	4.1

Conclusions based on this data:

1. All students increased 1 point scoring in the orange in the Suspension Rate Indicator.
2. English Learners declined by less than a point moving the color to green on the Data Dashboard.
3. The suspension rate for African American students and students receiving special education services increased by 4 points, and White and students of two or more races increased by 3 points.

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

Engage, Educate, Empower

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

Responding to the academic and social emotional needs of Jefferson Elementary students by developing an academic program that accelerates students learning for all student groups as they all continue to need support in reading and math as demonstrated by the 2020-2021 data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 58 pts below standard b. English Learners = 66 pts below standard c. Socioeconomically Disadvantaged = 66 pts below standard d. Students with Disabilities = 151 pts below standard e. African American = 74 pts below standard f. Hispanic/Latinx= 41 pts below standard	Will improve Distance from Standard by: a.Overall =+ 8pts b.English Learners = + 4 pts c.Socioeconomically Disadvantaged =+ 4pts d.Students with Disabilities =+ 10 pts e.African American =+ 10pts f.Hispanic/Latinx= +4 pts
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard)	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 59 below	Will improve Distance from Standard by: a.Overall =+ 9 pts b.English Learners = + 4 pts c.Socioeconomically Disadvantaged =+ 5pts

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	b. English Learners = 58 pts below standard c. Socioeconomically Disadvantaged = 77 pts below standard d. Students with Disabilities = 143 below e. African American = 112 below f. Hispanic/Latinx= 87 below	d.Students with Disabilities =+ 10 pts e.African American =+ 10pts f.Hispanic/Latinx= +6 pts
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 6.7% b. English Learners = 11.1% c. Socioeconomically Disadvantaged = 6.5% e. African American = 0% f. Hispanic/Latinx= 8.2%	a. Overall = 6.7% b. English Learners = 11.1% c. Socioeconomically Disadvantaged = 6.5% e. African American = 0% f. Hispanic/Latinx = 8.2%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 25% 2nd Grade: 20% 3rd Grade: 32% 4th Grade: 20% 5th Grade: 15%	Increase the overall percentage of students who met or exceeded standards based on state benchmark by 20%. 1st Grade: 30% 2nd Grade: 24% 3rd Grade: 35% 4th Grade: 24% 5th Grade: 21%
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 28% 3rd Grade: 28% 4th Grade: 27% 5th Grade: 45%	Increase the overall percentage of students who met or exceeded standards based on state benchmark by 15% . 2nd Grade: 33% 3rd Grade: 33% 4th Grade: 31% 5th Grade: 48%
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 87.5%	Increase the percentage of students who mete or exceed standards based on state benchmark by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At/Above 1st Grade Benchmark = 51.9%	
English Learning Progress Indicator as reported on the CA School Dashboard: Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	Percentage of current English Learners making annual progress for SY 2018-2019: 47% (Most Recent Data from 2020 California Dashboard)	Increase the percentage of students making progress by 10%.
Attendance Rate Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 94.3% b. English Learners = 95.2% c. Student with Disabilities = 92% d. Homeless = 93.2% (Local Data)	Increase attendance rate by 2%.
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	Decrease suspension rate by 1 %.
[MIISS] Number of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Number of students referred to intervention 2020 - 2021 Total Number of Referrals = 212	100% of students referred for a Tier 2 service will be receive the service or be offered.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned.
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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

1.1. Effective & Meaningful Teaching and Learning
a. Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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)
4300	Title I 1000-1999: Certificated Personnel Salaries

	Monthly Instructional Leadership Team meetings
4800	Title I 1000-1999: Certificated Personnel Salaries Release Days for grade levels groups
1000	Unrestricted 4000-4999: Books And Supplies 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.
12,222	Unrestricted 4000-4999: Books And Supplies 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.
5000	Unrestricted 4000-4999: Books And Supplies Supplemental materials to support logistics of implementing educational programs.
5834	Title I 4000-4999: Books And Supplies 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.
5300	Supplemental and Concentration" Maker Space Materials
2500	Title I 4000-4999: Books And Supplies Foundational Skills supplemental materials

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 Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

b. Explore and expand alternative education and expanded learning opportunities for students TK-5 to support both intervention, enrichment, and multimodal ways of teaching and learning.
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-5th students.
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for 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)
	District Funded 1000-1999: Certificated Personnel Salaries Intervention Specialist Teacher
19,000	Title I 2000-2999: Classified Personnel Salaries Hire a para educator, preferably bilingual Spanish to work in high need areas and support combination classes
	Other 2000-2999: Classified Personnel Salaries Hire a para educator, preferably bilingual Spanish to work in high need areas and support combination classes
3200	Unrestricted 1000-1999: Certificated Personnel Salaries Release days for SSTs, IEPs

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2020-21

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 the Leadership Team met, collaboration and development of PBL instructional models were implemented, Learning Academy was implemented, the paraprofessional was hired and pushed into classes for Math or Reading, and supplemental materials (LLI, etc.) were purchased.

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

The funds aligned for a para educator were later aligned to purchasing novels books for classroom libraries and supplemental classroom materials

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 2021 -2022 SPSA reflects strategies that address the new LCAP goals and an in person setting.

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
Broad Course of Study	Jefferson Elementary offers courses described in Education Code 51210 and 51220 to all students	100%
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 6%. (Most Recent Data from DataQuest)	Increase the percentage of students reclassifying by 15 %.
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 55% of (Most Recent Data from 2020 California Dashboard)	Increase the percentage of English Learners making progress by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

2.1. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.
b. Develop and apply critical media and information literacies at school and in the community.
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

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
5000	Supplemental and Concentration" 4000-4999: Books And Supplies Library Books and Media
10000	Supplemental and Concentration" None Specified Offer enrichment opportunities that promote the personal development of students offered either in a classroom setting, presentations, or other available format such as field trips.
	District Funded School Based Counseling through community partners.
	Other College and university field trips.

3000	Supplemental and Concentration" Awards, Medals, Certificates to promote and celebrate student accomplishments
5200	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures Assemblies that promote inclusive school culture and wellness.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, English Learners

Strategy/Activity

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.
b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

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)
	District Funded 5000-5999: Services And Other Operating Expenditures Participate in professional development specifically designed for biliteracy and/or Dual Language programs.
	District Funded 2000-2999: Classified Personnel Salaries EL para educator
0	Other Participate in professional development specifically designed to address anti-racist and anti bias pedagogy.
2000	Title I 4000-4999: Books And Supplies Culturally relevant Spanish library books

1000	Supplemental and Concentration" 4000-4999: Books And Supplies Culturally Relevant Spanish Materials

Strategy/Activity 3

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

ALL Students

Strategy/Activity

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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)
	Other 2000-2999: Classified Personnel Salaries Culture and Climate Campus Monitor to support restorative practices, SEL practices, and promote play.

Strategy/Activity 4

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

Strategy/Activity

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)

Strategy/Activity 5

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

Strategy/Activity

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)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

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-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Goal 3

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.

Identified Need

Creating and maintaining conditions on our campus for staff that sustain their development as healthy, well, informed and talented practitioners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	95% attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district proportionality of staff to student population of the four underrepresented groups African American = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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

Strategy/Activity

3.1. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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)
	Routinely celebrate professional and personal staff accomplishments and successes.
	Maintain a focus on staff and caregiver wellness at staff meetings, bulletins, and as a school culture.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2. Talented and Diverse Workforce
a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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)
	District Funded We will hire the best teachers and staff to meet the needs of all students, with an emphasis on hiring staff that reflect the diversity of our students.
	We will support and encourage teachers and staff as they advance in the organization.
	District Funded We will provide information and access to training and resources to create school environments that support all students and families.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.3 Cohesive Collaboration

a. Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

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)
	District Funded We will participate in all District initiatives to encourage and facilitate collaboration across sites and across school levels to support students and families.

Annual Review

SPSA Year Reviewed: 2020-21

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.

We are implementing the strategies/activities described in this goal. This is the first year of the goal.

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 expenditure changes

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.

No major changes.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

Goal 4

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.

Identified Need

To 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	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent Engagement with special student/family groups (i.e. low-income students, English learners, foster youth, etc.)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 2 Completed Parent Survey	Number of completed California Healthy Kids Surveys will increase by 10%
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Parent feel welcome to participate at this school = 93 % Promotes academic success for all students = 96% A safe place for their children = 99%

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. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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 2000-2999: Classified Personnel Salaries Parent and Family Outreach and Support 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.
4658	District Funded 2000-2999: Classified Personnel Salaries To provide translation at school wide events and documents in various languages when ever possible.
	Provide opportunities for parents to provide feedback on school-wide programs and procedures such as the CA Healthy Kids Survey including opportunities for EL parents encouraging input and feedback on EL programming and services. Provide multiple ways to gather parent input such as but not limited to EL Parent Survey and annual analysis of programs with the support and co-facilitation of the site administrator and parent facilitator.

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

4.2. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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)
	Other 2000-2999: Classified Personnel Salaries Program Outreach Coordinator to manage and run the Family Wellness Center Organize, schedule, and oversee health and wellness programs
	Other 4000-4999: Books And Supplies Convert vacant classroom into Wellness Center equipped with materials, technology, and furniture.
	Improve practices to recruit and engage a wider audience of parents on forums and advisory groups.
	District Funded 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.
	Other Offer parent engagement workshop designed to support families and offer resources for academic and wellness support.

Strategy/Activity 3

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

Strategy/Activity

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)

Strategy/Activity 4

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

Strategy/Activity

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.

0	

Annual Review

SPSA Year Reviewed: 2020-21

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.

From August through March ELAC met, translation services were widely used, school communications were purchases and a new online platform ParentSquare was piloted, and the emergency response plan was revised. (activities /strategies completed.

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, some activities were shortened so not all funds were spent. (none)

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 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. (outreach/motivation) Grant address prevention coordinator

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments 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

To provide the Jefferson community a safe, inviting, and technologically friendly learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 24 hours and average 2 day resolution
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of the fleet will be less than 5 years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase the percent of parents who strongly agree that SLUSD schools have clean, well maintained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD schools will be in good/exemplary condition

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

5.1. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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

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

5.2. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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)
	We will support our staff including our custodial staff to keep the school clean and functioning well to serve our community.

Strategy/Activity 3

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

All Students

Strategy/Activity

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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)

	Reconnect with Stop Waste Program to revisit implementation of food waste program.

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

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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)
	District Funded We will support our Technology Educational Consultants (TEC's) to continue to provide timely support to teachers and staff in the area of technology.
	District Funded We will continue to provide support with technology, along with software and hardware to our teachers, staff, and students in the area of personal devices, hot spots, and online learning platforms to encourage blended learning and the home/school connection.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Chromebooks were purchases as needed. students and staff Chromebooks, headphones, instructional technology) hotspots webcams, microphones

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

No major budgeted expenditure changes.

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.

There are no major changes.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$38,434
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$94,014.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$38,434.00

Subtotal of additional federal funds included for this school: $38,434.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$4,658.00
None Specified	$0.00
Other	$0.00
Supplemental and Concentration"	$29,500.00
Unrestricted	$21,422.00

Subtotal of state or local funds included for this school: $55,580.00

Total of federal, state, and/or local funds for this school: $94,014.00

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
Unrestricted	14,800	-6,622.00
Title I	39,521	1,087.00
Supplemental and Concentration"	4,938	-24,562.00
Other		

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	4,658.00
None Specified	0.00
Other	0.00
Supplemental and Concentration"	29,500.00
Title I	38,434.00
Unrestricted	21,422.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	12,300.00
2000-2999: Classified Personnel Salaries	23,658.00
4000-4999: Books And Supplies	34,556.00
5000-5999: Services And Other Operating Expenditures	5,200.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	4,658.00
None Specified	None Specified	0.00
	Other	0.00
	Supplemental and Concentration"	8,300.00
4000-4999: Books And Supplies	Supplemental and Concentration"	6,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration"	5,200.00
None Specified	Supplemental and Concentration"	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	9,100.00
2000-2999: Classified Personnel Salaries	Title I	19,000.00
4000-4999: Books And Supplies	Title I	10,334.00
1000-1999: Certificated Personnel Salaries	Unrestricted	3,200.00
4000-4999: Books And Supplies	Unrestricted	18,222.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,156.00
Goal 2	26,200.00
Goal 4	4,658.00
Goal 5	0.00

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

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Judith Alcala	Principal
Marilia Dos Santos	Classroom Teacher
Cameron Beatty	Classroom Teacher
Guadalupe Gomez	Classroom Teacher
Tom Eppenberger	Parent or Community Member
Taryn Frazier	Other School Staff
America Monroy	Parent or Community Member
Sindy Quiroa	Parent or Community Member
Aisha Patterson	Parent or Community Member
Greg McKinnon	Parent or Community Member

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 6/1/2021.

Attested:

	Principal, Judith Alcala on 6/11/2021
	SSC Chairperson, Tom Eppenberger on 6/11/2021