

School Year: **2022-23**

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
Ruth Acty	01-61143-6090252	April 28,2022	June 1, 2022

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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.

The purpose of this plan is to describe how our school is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students.

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).

SURVEY

The school conducted a Parent Engagement survey in March 2019 to

- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;

The survey included questions to develop actions and strategies to address three goals:

- to create better communication between home and school
- to create a culture of safety at the school;

Other venues for information sharing and input:

- Monthly PTA meetings
- Monthly School Site Council meetings
- Monthly Positive Behavior Supports (PBS) Team meetings
- Monthly principal/PTA joint newsletter
- ELAC
- Informational Bulletin Boards at entrances and in main halls and office

The 2018-19 District portion of the survey aimed to gather feedback specific to the LCAP goals which focused on school climate. The School Site Council's focus was to obtain information from families regarding the progress made on the key themes discussed at the School Site Council in the Spring of 2018. This year's survey was conducted in April 2018 and was used to make funding decisions for the 2018-19 school year. The survey was created online through Survey Monkey. Families had the option to take the survey online; and a paper version was sent home to targeted families.

Jefferson has 320 families in the Spring of 2019 , 187 families (58%)responded to the survey. See data below.

My child(ren) enjoy going to school. 90%

the classroom lessons at my child(ren)s school are culturally inclusive. 87%

teachers are available to discuss my child(ren)'s academic progress. 97%

Student expectations around behavior are consistenly applied at my child(ren)'s school 81%

the school value the diverdity of the background of all students 91%

the administrartors at my child(ren)'s school create a school enviroment that helps students learn 93%

the students at my child(ren)'s school treat the teachers and staff with respect. 87%

the adults at my child(ren)'s school treat me and my family with respect. 94%

I am glad my chil(ren) attend(s) this school. 95%

I feel a part of the community at this school. 87%

my child feels safe at school. 93%

If a child is bullied at my child's school, he/she can get help from an adult. 80%

I don't worry about children getting into school fights at school. 80%

I regulary attend parent/teacher conferences.(elementary/middle school) 90%

I regularly attend back to school night 91%

I am involed with at least one parent group at my child(ren)'s school. 51%

I am aware of school-sponsored activities (Math night, field trips, classroom celebrations, etc) 99%

I know who the family engagement coordinator is at my school.(elementary/high school) 54%

I Volunteer at my child(ren)'s school. 74%

Attend school-sponsored activities(Math night, field trips, classroom celebrations, performances, etc.) 44% Frequently, 44% sometimes

Classroom Observations

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

The principal frequently visits classrooms, providing staff with informal and ongoing feedback. The teaching staff is evaluated every other year through formal observations. The principal, literacy coaches, COS Team, and leadership team set staff development priorities based on the observations of all classrooms, District initiatives, and input from teachers. New teachers have the opportunity to visit classrooms at other schools through the BTSA program and literacy staff development provided by the district. All teachers have access to opportunities to visit colleagues and other schools to observe teaching practices.

In classrooms, the RtI practices and BUSD Best Practices are evident. Implementation of District-adopted curriculum and programs is evident: A Story Of Units, TCRWP Reading and Writing workshop models, Welcoming Schools, Toolbox, Positive Behavior Intervention Supports, No Opt Out, Scott Foresman Social Studies, FOSS science, and Teacher's College Reading and Writing Project literacy.

SCHOOL CULTURE AND CLIMATE DATA

1. classroom rules and expectations posted in classrooms
2. classroom routines and students jobs evident in classrooms
3. school rules "Be Safe, Be Responsible, Be Respectful" and expectations for behavior posted in hallways, Parent Handbook, mailings home
4. Monthly citizenship themes
5. Monthly community meetings recognize students' positive behavior and demonstration of academic success
6. suspension and referral data entered in PowerSchool
7. System of positive behavior support implemented in school
8. in-classroom social support/community building workshops conducted by school's mental health services provider

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)

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, TCRWP and STAR given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The RTI Coach meets instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. ELPAC is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

While GATE testing is not longer used, classroom instruction is differentiated. Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Story of Units, differentiated instruction, REading and Writing Workshop, enrichment through art, cooking, gardening, and after school programs.

In addition every teacher formally plans and assesses their own teaching plans and delivery.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

Weekly gathered data, running records, conferencing notes, guide the development of literacy groups and designate just-right book levels for guided reading instruction and specific literacy lessons.

The Coordination of Services Team, MTSS, and RTI team uses Illuminate information to choose students for specific intervention services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Jefferson teachers all hold full credentials. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Jefferson hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent.

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

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district.

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

Staff meet at a before school staff retreat to develop curriculum maps that align instruction to content standards. Maps are made according to a year long schedule. Instruction is tailored to student need through the use of analysis of student assessment results. Professional development is ongoing, beginning at the August staff retreat and continuing throughout the school year. Professional development includes the following content areas: Mathematics, Language Arts, Science, Social Studies, Positive Behavior- School wide Discipline, Art, Music and Physical Education.

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

Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of a Literacy Teachers and two Special Education (Learning Center) teachers.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

District math leaders model lessons, help teachers build ASOU Math curriculum, and set up yearly math teaching plans.

RTI team coordinates formation of RTI groups that are implemented in our Learning Center by our RTI team that includes: Special Education, ELD, RTI and Literacy Teachers.

English Language Instruction is provided by our site English Language Development teacher, who supports staff and students.

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

Teachers meet at regular intervals during Wednesday staff and collaboration meetings to collaborate at grade levels. Teachers attend BUSD professional development workshops throughout the school year that focus on English-Language Arts and Mathematics, Equity, English Language Development, Welcoming Schools and Toolbox.

Teaching and Learning

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

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

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

Jefferson School adheres to recommended instructional minutes for reading/language arts and mathematics. Jefferson school has a dedicated literacy block in K-3rd grades devoted to best practices in literacy.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)

30 English Learner Development

60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Learner Development

60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

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

Teachers meet regularly to build yearly pacing schedules and curriculum maps for all curriculum areas. To ensure that all students receive the complete standards-based curriculum Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Jefferson teachers use the English Learner curriculum, EL-specific guided reading books, and Lucy Calkins Units of Study writing program to better meet the needs of English Learner students. The newly adopted EL materials will be used by all teachers.

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of focus and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. The LLI Reading Intervention Program is used in grades 1-5 to assist students who are below grade level in reading and is taught to targeted student in small groups during and beyond the school day.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

Opportunity and Equal Educational Access

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

All students are taught grade-level standards using state-mandated materials. The Teachers College Reading and Writing Project and FastTrack Phonics are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students.

The math curriculum, Story of Units, guides teachers in extending learning for underperforming students and presenting content in various formats and with more frequent repetitions/interventions. Do the Math is used as a supplemental program to assist students in gaining repeated exposure to key math concepts at their grade level.

Assessment data is used to carefully monitor underperforming students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our RTI system supports teachers formation of leveled small groups for literacy instruction, Assessment Walls, Attendance data, Illuminate assessments, PBIS interventions.

Various meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Illuminate, grade-level meetings, Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Underperforming students receive services from the RTI teachers, classroom teachers, after-school program, CAL tutors, literacy trained adult volunteers, Bay Area Children First counselor, and City Nursing services intervention. Additional community agencies help with specific interventions. Jefferson School implements an after school intervention program that serves K-5 students in 5- 6 week sessions throughout the school year. Students are pre-taught regular classroom curriculum in advance of the regular classroom schedule.

BUSD Math and English Learner coaches offer ongoing professional development for staff.

Parents/guardians are engaged in various group activities and programs. The parent groups for African American, Latino, and other parents in PTA, meet regularly to create community connections and to assist with positive school climate events, and celebrations, such as the Black History Block Party, Multicultural Potluck Night, Community Work Day beautification program, Welcome Barbeques, and potlucks, Family Math Night, Family Art Night. Parent education events, "Defeating the Summer Reading Slump", "Understanding Your Child's ELPAC Score", "Math Night" Homework Workshop for Parents/Guardians" and others including how to assist students in math, equity discussions, and ongoing community building. Parent/guardians volunteer in classrooms and throughout the school.

Evidence-based educational practices to raise student achievement

Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Jefferson teachers have combined several practices including: Best practices in Literacy in a curriculum that maximizes achievement. Teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

Students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math.

Specialists support individual students with the delivery of targeted educational strategies and methods, including Quick Reads, LLI, Do the Math, Slingerland and Wilson.

Parental Engagement

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

Students participate in the Afterschool Learning Program that provides academic intervention, JAZ after school program that provides academic support, enrichment and sports, BEARS that provides academic support, enrichment and recreation, and a wide variety of scholarship supported PTA enrichment classes including: Cooking, Coding, Spanish etc.

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)

Jefferson School's School Site Council fully participated in the planning, implementation and evaluation of consolidated application programs. The larger community actively participated in evaluation of Jefferson's programs throughout the school wide survey.

Funding

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

Funding is used for materials to support and increase the academic abilities of second language learners. English Learner staff development and mentoring are provided by a District-paid English Learner Coach

Data guides the work of the entire staff including the Reading Recovery/ Literacy Coach Teacher and Special education teachers (RTI Team) who instruct all in the techniques of in-class guided reading and literacy block curriculum. Three members of RTI teach one-on-one reading strategies to the lowest group of students in 1-5th grades. .

Underperforming students receive assistance from RTI teachers teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

The RTI coordinator implements all RTI services that enables low performing students to have greater access to needed supports so they can be successful meeting standards.

Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

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

The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The SSC met to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process. In addition, a school wide survey (58% respondents) was conducted and analysis considered in the development of the plan.

Resource Inequities

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

There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. The school no longer receives Title I funding but still has a relatively high number of unduplicated students.

Time is a continued challenge. There are students who need multiple layers of support and it is difficult to find time within the school day to provide support

There are several barriers which may interfere with student achievement at our school. Attendance

problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The school day is not of sufficient length to provide remedial support for the lowest-achieving students.

Key Barriers:

- Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
- Behavioral, emotional, and social issues which impact student engagement or student achievement
- Lack of adequate instructional minutes to provide interventions for students below grade level
- Lack of funding for adequate math intervention
- Language barriers which impede the school's outreach to English Learners

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	88	69
Grade 1	68	70	66
Grade 2	64	69	67
Grade3	77	64	68
Grade 4	78	74	64
Grade 5	45	78	77
Total Enrollment	401	443	411

Conclusions based on this data:

1. Enrollment by race has declined at almost every grade with the exception of 3rd grade.
2. While it was not included in this data, it should be noted that Jefferson now has a TK classroom.

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	30	32	24	7.5%	7.2%	5.8%
Fluent English Proficient (FEP)	20	34	27	5.0%	7.7%	6.6%
Reclassified Fluent English Proficient (RFEP)	1	9	3	2.6%	30.0%	9.4%

Conclusions based on this data:

1. English learners enrollment is declining with each year.
2. Reclassification declined in between 2019-20 and 2020-2021.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	84	76	57	83	70	0	83	70	0	98.8	92.1	0.0
Grade 4	45	78	56	44	76	0	44	76	0	97.8	97.4	0.0
Grade 5	70	50	65	70	48	0	70	48	0	100	96	0.0
All Grades	199	204	178	197	194	0	197	194	0	99	95.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2463.	2488.		43.37	54.29		25.30	22.86		15.66	10.00		15.66	12.86	
Grade 4	2540.	2529.		50.00	52.63		38.64	18.42		9.09	17.11		2.27	11.84	
Grade 5	2560.	2573.		40.00	47.92		40.00	37.50		8.57	10.42		11.43	4.17	
All Grades	N/A	N/A	N/A	43.65	52.06		33.50	24.74		11.68	12.89		11.17	10.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.37	57.14		43.37	31.43		13.25	11.43	
Grade 4	43.18	50.00		52.27	36.84		4.55	13.16	
Grade 5	44.29	56.25		48.57	35.42		7.14	8.33	
All Grades	43.65	54.12		47.21	34.54		9.14	11.34	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.17	44.29		38.55	42.86		19.28	12.86	
Grade 4	54.55	40.79		40.91	55.26		4.55	3.95	
Grade 5	58.57	43.75		30.00	47.92		11.43	8.33	
All Grades	50.76	42.78		36.04	48.97		13.20	8.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.71	38.57		65.06	47.14		7.23	14.29	
Grade 4	36.36	40.79		59.09	51.32		4.55	7.89	
Grade 5	27.14	43.75		65.71	47.92		7.14	8.33	
All Grades	29.44	40.72		63.96	48.97		6.60	10.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.58	47.14		43.37	44.29		12.05	8.57	
Grade 4	54.55	40.79		43.18	46.05		2.27	13.16	
Grade 5	41.43	47.92		45.71	47.92		12.86	4.17	
All Grades	45.69	44.85		44.16	45.88		10.15	9.28	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Jefferson has a high rate of participation on the state assessment.
2. The 3rd grade overall score declined by 8 percentage points in the standard not met category..
3. The 4th grade overall score increased by 7 percentage points in the standard not met category.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	84	76	57	83	70	0	83	70	0	98.8	92.1	0.0
Grade 4	45	78	56	44	76	0	44	76	0	97.8	97.4	0.0
Grade 5	70	50	65	70	48	0	70	48	0	100	96	0.0
All Grades	199	204	178	197	194	0	197	194	0	99	95.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2492.	2477.		54.22	44.29		26.51	21.43		8.43	17.14		10.84	17.14	
Grade 4	2528.	2543.		38.64	53.95		34.09	27.63		20.45	9.21		6.82	9.21	
Grade 5	2560.	2564.		54.29	43.75		15.71	20.83		18.57	31.25		11.43	4.17	
All Grades	N/A	N/A	N/A	50.76	47.94		24.37	23.71		14.72	17.53		10.15	10.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.47	48.57		19.28	32.86		13.25	18.57	
Grade 4	50.00	72.37		36.36	15.79		13.64	11.84	
Grade 5	57.14	47.92		28.57	33.33		14.29	18.75	
All Grades	59.90	57.73		26.40	26.29		13.71	15.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.42	47.14		34.94	45.71		9.64	7.14	
Grade 4	52.27	57.89		36.36	31.58		11.36	10.53	
Grade 5	50.00	39.58		32.86	54.17		17.14	6.25	
All Grades	52.79	49.48		34.52	42.27		12.69	8.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	65.06	48.57		24.10	41.43		10.84	10.00	
Grade 4	47.73	60.53		40.91	31.58		11.36	7.89	
Grade 5	42.86	33.33		44.29	60.42		12.86	6.25	
All Grades	53.30	49.48		35.03	42.27		11.68	8.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 65% in 3rd, 82% in 4th and 65% in 5th met or exceeded standards on overall math SBA scores for last year.
2. Jefferson has strong overall test participation.
3. Math scores declined for the 5th grade grade cohort.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	6
1	*	*	*	*	*	*	*	*	*	*	5	4
2	1511.0	*	*	1529.0	*	*	1492.4	*	*	11	6	*
3	*	*	*	*	*	*	*	*	*	*	6	5
4	*	*	*	*	*	*	*	*	*	*	5	6
5	*		*	*		*	*		*	*		4
All Grades										36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	52.78	8.33	32.14	30.56	58.33	35.71	*	20.83	21.43	*	12.50	10.71	36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	61.11	41.67	50.00	*	45.83	32.14	*	8.33	10.71	*	4.17	7.14	36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
3	*	*	*		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*		*	*		*			*			*	*		*
All Grades	38.89	0.00	17.86	*	37.50	28.57	*	41.67	32.14	*	20.83	21.43	36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	61.11	33.33	28.57	33.33	50.00	60.71	*	16.67	10.71	36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	11	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	72.22	50.00	64.29	*	50.00	28.57	*	0.00	7.14	36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	38.89	12.50	17.86	41.67	50.00	53.57	*	37.50	28.57	36	24	28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	50.00	16.67	7.69	41.67	70.83	80.77	*	12.50	11.54	36	24	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There are not enough students in each grade for meaningful data interpretations.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
411	22.1	5.8	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	5.8
Foster Youth		
Homeless	11	2.7
Socioeconomically Disadvantaged	91	22.1
Students with Disabilities	35	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	9.7
American Indian or Alaska Native		
Asian	43	10.5
Filipino	1	0.2
Hispanic	74	18.0
Two or More Races	89	21.7
Native Hawaiian or Pacific Islander		
White	164	39.9

Conclusions based on this data:

1. The percentage of English Learner students is declining.

2. 1/3 of the Jefferson students are socio economically disadvantaged.

3. The category of 2 or more races is increasing.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. Chronic Absenteeism is low.
2. Overall ELA and Math Scores are strong.
3. Suspension rates are low.

School and Student Performance Data

Academic Performance English Language Arts

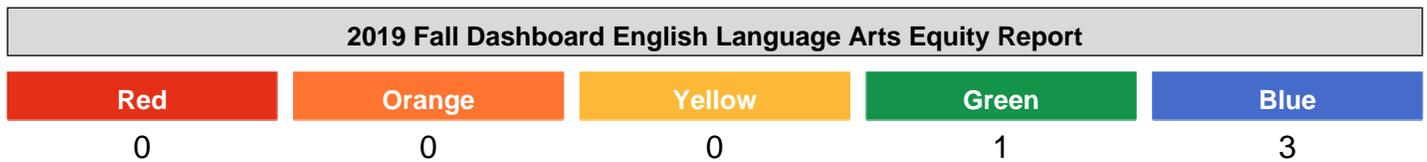
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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		
<p>All Students</p> Blue 60.5 points above standard Increased ++11.8 points 189	<p>English Learners</p> No Performance Color 6.4 points above standard Increased Significantly ++26.6 points 19	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Green 1.5 points above standard Increased Significantly ++19.6 points 52	<p>Students with Disabilities</p> No Performance Color 5 points below standard Increased Significantly ++20.8 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.4 points below standard Increased Significantly ++25.4 points 22	 No Performance Color 0 Students	 No Performance Color 72.6 points above standard Increased Significantly ++10.1 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 47.8 points above standard Increased Significantly ++40.3 points 33	 Blue 62.7 points above standard Increased Significantly ++15.5 points 43	 No Performance Color 0 Students	 Blue 81 points above standard Maintained -2 points 78

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
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 10	66.1 points above standard Increased ++10.1 points 163

Conclusions based on this data:

- The performance of students that identify as 2 or more races increased by 15.5 points on the ELA SBA while remaining 62.7 points above the standard.
- The performance of students that identify as African American increased by 25.4 points, however still remains 8.4 points below the standard.
- Students who identify as hispanic (40.3), SED(19.6) and SWD(30.8) increased on the ELA SBA by the point in parenthesis.

School and Student Performance Data

Academic Performance Mathematics

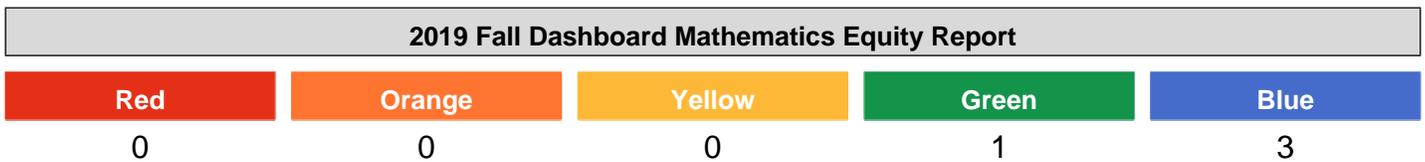
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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		
<p>All Students</p> Blue 47.5 points above standard Maintained ++2.5 points 189	<p>English Learners</p> No Performance Color 31.2 points above standard Increased Significantly ++42.7 points 19	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Green 14.6 points below standard Increased ++7.4 points 52	<p>Students with Disabilities</p> No Performance Color 19.8 points below standard Increased Significantly ++25.4 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 30.3 points below standard Increased Significantly +12.1 points 22		 No Performance Color 78.5 points above standard Increased ++10.6 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 21.5 points above standard Increased Significantly +15.1 points 33	 Blue 44.2 points above standard Maintained ++0.1 points 43		 Blue 75.6 points above standard Maintained -1.5 points 78

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
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 10	49.5 points above standard Maintained -1.3 points 163

Conclusions based on this data:

1. Jefferson's SBA math scores increased in the following categories: ELL, SWD, SED, Hispanic, Asian, African American.
2. Jefferson's SBA math scores maintained for white, 2 or more races and all students.
3. Jefferson didn't see any declines in any sub groups.

School and Student Performance Data

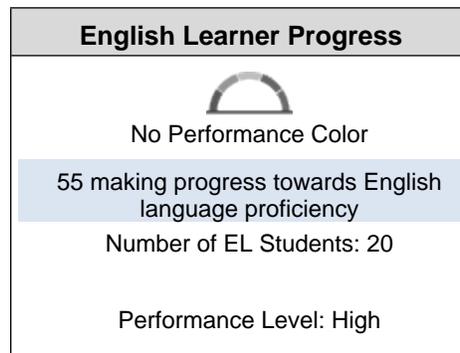
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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

Conclusions based on this data:

- 55 points were made toward progress towards English Language proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

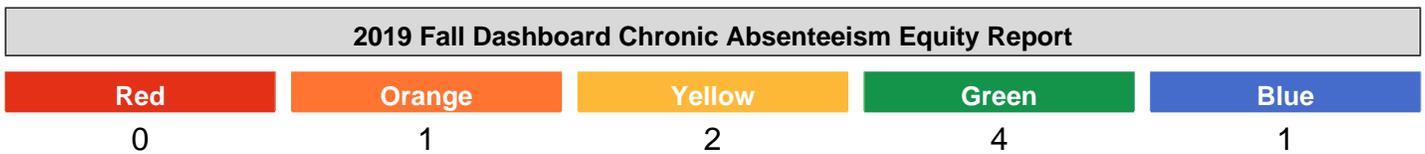
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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		
<p>All Students</p>  Blue 4.6 Declined Significantly -3.1 411	<p>English Learners</p>  Green 6.1 Declined -10.6 33	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p>  Yellow 13.1 Declined -5.1 107	<p>Students with Disabilities</p>  Yellow 14.6 Declined -7.9 41

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 21.4 Declined -4.2 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0 Maintained 0 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined -13.6 70	 Green 3.6 Declined -1.4 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.8 Declined -0.5 177

Conclusions based on this data:

1. Chronic Absenteeism is declining for all student groups except Asian where it maintained.
2. African American students have the highest degree of chronic absenteeism.
3. Students with Disabilities and Socioeconomically disadvantaged students decline but are still in the yellow zone.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

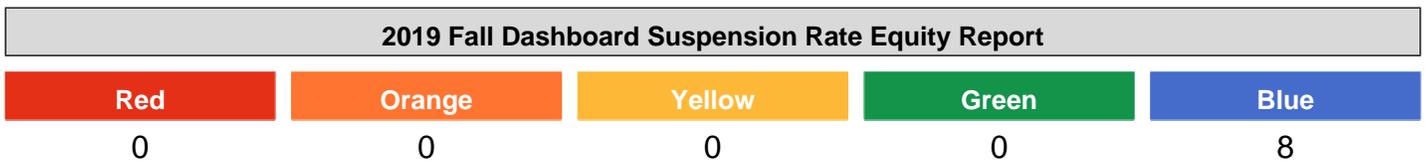
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>411</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>33</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>107</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>41</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">42</p>	<p align="center">American Indian</p>	<p align="center">Asian</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">35</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">3</p>
<p align="center">Hispanic</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">70</p>	<p align="center">Two or More Races</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">84</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">177</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

- Jefferson does not have any school suspensions

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 1

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2021-22.

Identified Need

Continued need for high quality classroom instruction and curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Literacy: Teacher College Reading and Writing Project Assessment (TCWRP) District Benchmark Assessments for ELA and Math Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math - ELPAC School Accountability Report Card. STAR	STAR Data Winter 2022 Utilizing the district Benchmark ELA - 87.4 % proficiency Math - Unavailable	LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful. LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2019-20. The

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students Hispanic or Latino Students Students with Disabilities

Strategy/Activity

Ruth Acty staff and teachers will ensure implementation of a balanced high quality English Language Arts Program using district adopted programs and practices within a balanced literacy block.

- Teachers will continue to implement the Calkins writing program and continue to implement the TCRWP with the support of the Literacy Coach and other support staff
- Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes.
- Use district literacy assessments, Dibels and STAR for data- driven teacher collaboration and professional development.
- Use district literacy assessment, Dibels and STAR for data- results to inform Response to Intervention and After School Intervention programs.
- Using equity strategies teachers will track the achievement of focus students.
- All appropriate and necessary materials including leveled texts, literature circle materials, FasTrack, teacher resources, handwriting materials, technology, writing and illustrating materials, Quick Reads, LLI, Wilson, Slingerland and teacher instructional materials will be provided.

Full use of Instructional Minutes:

Kindergarten: minimum 60 minutes daily

1st-3rd Grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading)

4th-5th: 90 minutes daily (including 45 for writing)

Ruth Acty will provide all necessary materials and supplies for classroom use and enrichment.

1102. Certificated. Literacy Coach. BSEP. 28,668

4300. Materials and Supplies. District Allocation 4,901

4300. Materials and Supplies. BSEP Carryover 2,000

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)
28,668	BSEP
4,901	District Allocation
2,000	BSEP Carryover

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

Ruth ACTY teachers and staff will ensure that all K-5 students are provided high quality mathematics and science instruction by implementing "A Story of Units" math program and the Next Generation Science Standards.

- Use district math assessments that are aligned to the Story of Units (STU) to monitor student progress.
- Use ASOU, district math assessments and STAR for data- driven teacher collaboration and professional development.
- Use ASOU, district math assessments and STAR results to inform Response to Intervention and After School Intervention programs.
- Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5)
- MTL to provide ongoing support for teachers and PD as needed at the site level.
- Retain a full time Science release teacher for grade 1-5.
- Retain a .50 math collaborator for, PD, modeling and intervention

4300. Materials and Supplies. District Allocation 4,000

1102. Math Collaborator. PTA. 68,039

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)
4,000	District Allocation
68,039	PTA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELL Students

Strategy/Activity

Implement an English Language Development Program for K-5 English Language Learners:

- Fund .80 ELD/RTI teacher to provide 30 minutes of ELD daily at the appropriate ELPAC level.
- Direct instruction at appropriate ELPAC level (30 min x 5 days)
- Assess progress of students in English language acquisition using the ELPAC, ADEPT (2x per year) and teacher assessment tools
- Monitor student progress using a progress report (EL Progress Report/Grades) to ensure students are making consistent gains;
- Use progress monitoring to identify students who are not making gains (in one or more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, SPED, Classroom teachers) to plan for interventions where progress is not being met.
- Communicate with teachers and parents regarding student progress and learning goals during each grading period (meet in person or provide written progress report); provide English Language Development grades in the four domains.
- Devote staff meeting time for teachers to analyze student work (data) and curriculum to determine strategies for targeted language instruction and supports so that all students can access the curriculum (integrated ELD). Provide professional development and support to classroom teachers on integrated language instruction through short facilitated PLC cycles.
- ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD
- ELAC- Facilitate parent/guardian workshops on understanding the ELPAC and ELD program at Jefferson, Outreach to parents regarding instruction
- Facilitate ELL enrollment in after school intervention and enrichment classes
- IFEP students monitor progress of IFEP students
- Test Administration ELPAC test all annual EL students by the end of Feb., train parents on Illuminate access, keep test scores on file (CUM), Schedule test administration and provide sufficient proctors so that EL instructional minutes/schedule is minimally disrupted.
- Identify English Language Learners -Verify that all incoming EL students have been identified and tagged in Illuminate/Powerschool, provide the district with information to update EL lists including students that have been mistagged, ensure that CUM and Illuminate files are up to date.

1102. Certificated. ELD/RTI Teacher. BSEP. 23,333

1102. Certificated. ELD/RTI Teacher. PTA. 23,333

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)
23,333	PTA
23,333	BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students requiring math or literacy intervention

Strategy/Activity

After School

Teacher hourly support for students is critical in a time of learning loss due to COVID. .Many students will require individual and small group support to keep up with academic benchmarks in this learning environment.

Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency.

- Continue to implement the Afterschool Learning Program (ALP) to pre-teach grade level material to students in K-5.
- Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: RAZ, ALP, and BEARS - to strengthen academic intervention in every program
- Provide professional development for all after school providers in strategies to support student academic growth
- Provide structured homework support that includes staff, tutors and other volunteers
- Continue BUILD program to increase the number of tutors

1116 Certificated hourly. Ext. Day Academic Intervention Title IV 2,074

1116. Certificated hourly. Ext. Day Academic Intervention BSEP. 4,000

1116. Certificated hourly. Ext. Day Academic Intervention BSEP. Carryover 15,000

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)
2,074	Other
4,000	BSEP
15,000	BSEP Carryover

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students requiring math or literacy intervention

Strategy/Activity

RTI

Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle

- Regular COS (Coordination of Services) team meetings- to collaborate and reflect on school wide systems in place to meet the needs of identified students
- Implementation of MTSS - 3- tier response (Classroom, Small Group, Learning Center)
- Professional Learning Communities - Class teachers and interventionists meet weekly to set goals for focus students. .
- Provide staff with professional development in differentiation and RTI practices.
- Use the TCRWP, FasTrack, LLI, Star, Dibels ,Wilson and and work samples to monitor literacy growth.
- Case management of student support services including vision, hearing, dental, homelessness, and other health and social service related services
- Allocate funds to support full implementation of RTI intervention teacher, Literacy coach, .80 EI teacher and a .50 math collaborator/coach.

*Assess, analyze and respond to students in K-2 that are need support with math foundational skills.

1116 Certificated. RTI Teacher. BSEP. 70,962
 4300. Materials and Supplies. BSEP Carryover 3,000

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)
3,000	BSEP Carryover
70,962	BSEP

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students transition into and out of Ruth Acty

Strategy/Activity

Support transitions for students as they move pre-K to K and 5th grade to 6th grade.

- Hold transition meetings for pre-K special education students who are entering Kindergarten.
- Hold transition meetings for 5th grade special education students who are entering middle school.
- Complete placement information in Illuminate for all 5th grade students.
- Conduct "Balanced Beginning" screening for incoming kindergarten students to create balanced classes and identify student 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)
-----------	-----------

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Individualized Education Plans.

Strategy/Activity

Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards:

- Discuss Special Education goals during: IEP's, COS meetings, Special Education meetings, SST's and staff collaboration time
- Meet regularly with Special Education Area Supervisor
- Provide regular professional development to IAs

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 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Additional Enrichment to enhance the academic program -

Maintain a full time PE teacher for grades 1-3, dance teacher for 1x a week for kinder and TK.

School Garden and Garden/Science Program .33 FTE to offer garden based science lessons in the school garden, grades K-5.

On an every other week schedule classes will receive 30-45 min. lessons during the school year. Classroom teachers will collaborate with the Garden Instructor and will be present during classes.

Credentialed music teachers provide weekly instrumental music lesson grades 3-4-5

Dance class for TK and kinders 1x per week, Vocals/Instrumental class for kinder 1x a week

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 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Unallocated reserves for personnel variance.

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)

6,148

BSEP

6,216

PTA

Annual Review

SPSA Year Reviewed: 2021-22

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.

The goal of providing high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success has been very effective. With the implementation of Fasttrack Phonics in the classroom, Wilson, LLI and Slingerland and the continued PLC work with interventionist and classroom teachers, we are seeing literacy gains as demonstrated on TCRWP, Star and student work samples.

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 are no major differences.

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 differences.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Goal 2

2.1 Reduce the number of students with ten or more total absences by 10% of the 2019-20 percentages (enrollment reported as of June).
 2.2 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Identified Need

Ruth Acty continues to have a race based achievement and behavioral gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Reports California Dashboard Attendance and suspension reports	2.1 The number of students with 10 or more absences has increased. 2.2 We have had 0 suspensions this year.	2.1 Reduce the number of students with ten or more total absences by 10% of the 21-22 percentages (enrollment reported as of June). 2.2 Reduce number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

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

Culturally Relevant Teaching -

Staff will continue to focus on equity centered high expectation teaching, and learning equitable teaching habits to use in the classroom (ie. opt in, culturally responsive teaching, high-help high

perfectionism, multiple perspectives)

Staff will keep Equity as a focus in district initiated Profession Learning Communities by identifying focus students (non proficient students) to monitor progress of PLC goals.

Staff will continue ongoing professional development in district initiated Equity Strategies, conducted by the Equity Teacher Lead.

- Leadership Team, and staff will continue to focus on issues of race and racism and their impact on student learning through literature, research, and current community events.

PTA will hold equity based, culturally relevant parent training events.

Parent trainings- cultural competency. PTA. 4,000

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)

4,000

PTA

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

Ruth Acty will continue to implement Toolbox and other district adopted programs: PBIS and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support.

- Teachers and staff will continue with training in the Toolbox Curriculum during District staff development and specified school-wide collaboration days.
- Teachers, classified staff, parents, and the principal will revise and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians
- Teachers, classified staff, parents, and the principal will implement strategies for teaching and reinforcing school-wide behavior expectations throughout the year
- All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior
- All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies
- Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be reviewed with monthly themes such as "Hallway Behavior."
- Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom
- Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices

- Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum to address issues of bullying and bias-related harassment
- Noon duty supervisors along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise.

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ruth Acty Staff will attend a school retreat focused on building an equity centered Professional Learning Community, curriculum planning, and PBIS school wide systems.

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)

All students

Strategy/Activity

Ruth Acty school will hold year long school assemblies that feature culturally diverse presentations and programs that support school wide positive climate
Special guest performers from a wide range of cultures will be funded with grants as available.

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)

All Students

Strategy/Activity

Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles.

Ruth Acty will be contracting with MOCHA Children's Art Museum where an experience art teacher will teach 10 lesson yearly to 16 classes.

Students in Grades 3-5 will participate in BUSD instrumental and choral music program

Students in grade TK and kinder will receive dance instruction from a dance specialist supported by an Arts Anchor (VAPA) grant and PTA funding.

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)

14,000

Source(s)

PTA

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will continue to participate in math and literacy PLC's utilizing data and student work

- Staff will collaborate with Literacy Coach, RTI, Math Coaches and other district staff to identify focus students in order to track student progress to ensure academic success during staff and collaboration meetings twice a month.
- Qualified teachers may choose the alternative evaluation process to conduct lesson study with district peers.

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: 2021-22

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 have had an increase of excessive absences since returning for distance learning. We will be conducting an education campaign about the affects of absenteeism and truancy policies at the start of the year.

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 are no major differences.

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 differences.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Goal 3

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by the district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SSC so that the representatives on this committee mirrors the demographics of our student population.

Identified Need

Data shows that 80% of students respond to Tier 1 SEL programs and support and that it is necessary to have Tier 2 and 3 SEL intervention to guarantee a successful climate for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Indicators Report: Attendance Information; chronic absenteeism Special Education Information System (SEIS) Reports Family Engagement Coordinators' Intervention Logs Family Affinity and Focus Group Meetings. Family involvement in district/school activities (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.		We expect the outcome this year to be similar. we will work on increasing family engagement visibility, sensitivity to scheduling event for busy families and religious observances.

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 Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students Hispanic or Latino Students Students with Disabilities

Strategy/Activity

Ruth Acty will begin hosting parent/guardian events.

*Workshops for English Language Learner families: Understanding the ELPAC, Report Card and teacher conferencing

- Supporting readers at home
- Summer reading program
- A Story of Units training

Parent Forums about Equity and Race.

- Other workshops as identified by parent/guardian need

Site will collaborate with all relevant district offices and will provide translation for Spanish speaking families and other non- English speakers as available.

Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ruth Acty staff will partner with OFEE office, District PTA, DELAC and other district parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well being.

These groups include:

- The Village Families Group
- ELAC
- PTA
- School Site Council

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ruth Acty will hold school wide community events including: Juneteenth, Pride Day, Music and Art Night, Math and Science Night, Mayfair, Open House, Back to School Night, and other events as identified by the PTA and School staff that involve parents/guardians in our school community.

Funding for events: PTA, grants

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)

All Students

Strategy/Activity

Ruth Acty school staff will strengthen relationships with parents/guardians by conducting regular Student Study Team meetings with parents and guardians for students in need of social/emotional and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up.

Ruth Acty school's Coordination of Services (COS) Team will meet once a week to strategize regarding student and parent/guardian needs and supports. COS will coordinate support services including: dental, hearing and vision testing, homelessness services, public health nurse supports, academic and social-emotional supports.

Ruth Acty staff will increase communication with families to enhance the home school connection through weekly email, phone calls, text messages, newsletters.

Ruth Acty school's PTA, SSC, ELAC, the Village etc. will make all families feel welcome to participate in all activities and meetings by outreach and providing food and childcare at all meetings.

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)

All Students

Strategy/Activity

Family Engagement Coordinator: Will coordinate site services to families and will collaborate with the RTI team to determine services, programs available. The position is a .5 FTE.
Focus on: Support for HOPE families, Health Services, Attendance, other student 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)
-----------	-----------

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Identified/Referred Students

Strategy/Activity

Counselor will provide services to: individual students, small groups, family support and whole class.

Contract for this service will be paid by:

5800 \$13,000. Other

5800 \$13,000 PTA

5800 \$10,000. City of Berkeley

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)
13,000	District Allocation
13,000	PTA
10,000	Other

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ruth Acty will employ a .28 social emotional coach. This position will support the 5 following social/emotional competencies:

- Self-awareness: the ability to accurately recognize one's emotions and thoughts and their influence on behavior. this includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- Self-management: the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. this includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- Social awareness: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. this includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- Responsible decision making: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

This will be achieved through social emotional development work through the lunch recess periods to include collaboration with teachers, campus service aides, instituting a system of recess check in and student training and continued PE skill development.

1102. Certificated. TSA (Social Emotional Coach).28. PTA. 32,954.

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)
32,954	PTA

Annual Review

SPSA Year Reviewed: 2021-22

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.

The current strategies and activities have been effective for creating a welcome and inclusive school for students.

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

There is no difference.

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 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$348,628.00

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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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 (\$)
BSEP	\$133,111.00
BSEP Carryover	\$20,000.00
District Allocation	\$21,901.00
Other	\$12,074.00
PTA	\$161,542.00

Subtotal of state or local funds included for this school: \$348,628.00

Total of federal, state, and/or local funds for this school: \$348,628.00

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
- 5 Parent or Community Members

Name of Members	Role
Mary Cazden	Principal
Lisa Rossi	Classroom Teacher
(Teacher) Barb Wenger	Classroom Teacher
Arlene Foster	Other School Staff
Anne Scheele	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
Carrie Friesen-Meyers	Parent or Community Member
Shereen Katrak	Parent or Community Member
Peter Ross	Parent or Community Member
Nikhila Pai	Parent or Community Member
Elisa Frozena	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

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 April 28, 2022.

Attested:

Mary Cazden
Peter Ross

Principal, Mary Cazden on 4/28/22

SSC Chairperson, Peter Ross (Parent) on 4/28/22

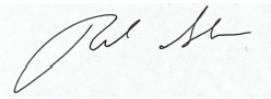
Kathy Fleming
Director of Local Resources

Kathy Fleming 5-24-22

Signature

Date

Ruben Aurelio
Associate Superintendent, Educational Services



5/25/22

Signature

Date

