

2017-2018 The Single Plan for Student Achievement (Title I Schools)

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Jackson Avenue Elementary School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01-61200-6001283

Principal: Shari Johnston

Date of this revision: 10-6-2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Shari Johnston

Position: Principal

Telephone Number: (925) 606-4717

Address: 554 Jackson Avenue, Livermore, CA 94550

E-mail Address: sjohnston@lvjUSD.org

The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY:

School Mission

Jackson Avenue Elementary School, in partnership with the community, will provide all students with a rigorous education, including problem solving, character building and 21st century skills, to successfully prepare them for roles as productive citizens.

School Profile

Jackson Avenue Elementary School, opened in the fall of 1963 and renovated (2008), is located in Livermore, California. Jackson Avenue serves the educational needs of students from transitional kindergarten to fifth grade for approximately 552 students. The school also provides special education programs for students through resource support, speech and language support and inclusion as well as two special day classes (third through fifth grade). Our transitional kindergarten (TK) program offers a STEM (Science Technology Engineering and Mathematics) focus.

The diversity of the school is one of its strengths. The ethnic make-up is approximately 41.3% White, 38.7% Hispanic or Latino, 8.4% 2 or more races, 5.6% Asian, 3.2% Filipino, 1% Native Hawaiian, 1.7% African American, .6% American Indian, .4% Pacific Islander and .2% unknown. Approximately 43% of the population receives free and reduced lunch, which allows the school to receive Title I funding and 29% of our population is English Language Learners. Jackson Avenue has a school-wide program which provides comprehensive reform strategies designed to enrich the entire educational program.

Subgroup	Enrollment
English Learners	155
Foster Youth	0
Homeless Youth	3
Migrant Education	8
Students with Disabilities	84
Socioeconomically Disadvantaged	229
All Students	537

The Jackson Avenue reading academy supports students to improve in their reading skills. Students in 1st through 5th attend science lab classes taught by science specialists twice a week. We also have several chrome carts and iPads for students to use in their classrooms. Every 3rd to 5th grade class has its own class set of Chromebooks. Each 2nd

grade class has 9 Chromebooks, each 1st grade class has 6 Chromebooks, kindergarten shares 7 Chromebooks, and both SDC classes have 6 Chromebooks to share for small group instruction. Our Library Media Specialist is active, reading to the classes, providing classes with lessons on library skills and internet safety and providing the students with motivators to encourage the love of reading. Our site is working on the development of our makerspace to provide more hands-on learning opportunities for students.

How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards:

Jackson's Instructional Leadership Team (ILT) supports staff by establishing and setting schoolwide assessments, providing training and support on building personalized learning through the development of student agency. They listen to the learning needs of the staff and supports training for teachers.

Jackson Avenue Leadership Team teachers participated in a full-day district-wide leadership training focusing on mindfulness and how to work as a strong team. All teachers have participated in the newly adopted Investigations3 math curriculum professional development. We also have site representatives in both writing and math that continue with training at the district level and bring information back to the school site. Certificated staff at Jackson Avenue Elementary School continue to participate in professional development during Wednesday Collaboration Meetings and Tuesday Staff Meetings. Topics include personalized learning, creating and supporting student agency, strengthening growth mindset and mindfulness, multi-methods of teaching conceptual math and ELD implementation strategies.

How your site-based professional development and teacher collaboration process supports students learning of the State standards:

Jackson Avenue teachers continue to implement 21st century learning and teaching strategies that include higher order thinking skills (increasing the depth of knowledge), increasing opportunities for students to collaborate and communicate with one another, increasing expectations for explaining their thinking behind their answers (critical thinking) and being creative. We have supported the classrooms with Chromebooks to increase technology use for students to access a variety of online programs and to demonstrate their learning.

Our site professional development is differentiated for teachers as well as focused on specific site initiatives such as growth mindset, mindfulness, and personalized learning. We continue to train teachers and staff on how to integrate technology into learning.

Teachers collaborate every Wednesday. Analyzing the California State Standards, developing lessons to share with grade level peers, analyzing common assessments and developing next steps are topics to be covered this year during these scheduled collaboration times. Grade level teams continue to refine the cycle of inquiry process as we modify the site and district assessments for the California State Standards implementation. Grade Level Teams report out minutes of their meetings schoolwide. Each agenda is to include 30-minutes focus on writing and 30-minute focus on math. Woven into this process has been the implementation of Instructional Rounds.

How you ensure all English Language Learners are acquiring the English language and progressing academically:

Jackson monitors the progress of our students who are English Language Learners through our Coordinated Service Team and our Instructional Leadership Team. We are looking at specific students who have struggled with moving forward. Jackson staff will focus on making connections and promoting growth mindset with these students. The Instructional Leadership Team (ILT) will be reviewing student progress on Mobymax assessments and monitoring progress through Illuminate.

Students receive a minimum of 150-minutes of direct instruction in academic language per week. The students are grouped by California English Language Development Test (CELDT) levels and monitored by our Leadership Team teachers. Teachers are instructed in Specially Designed Academic Instruction in English (SDAIE) strategies. Students are leveled within grade level groups with monitoring and discussions during grade level meetings. Administration conducts walk-throughs to ensure instruction is taking place for these students.

Transition strategies that are used to assist students entering kindergarten/6th grade:

Kindergarten teachers assess incoming Kindergarten students to obtain baseline data on in-school and reading readiness. This information is used to help create balanced classes. Parents are invited to a Parent Information Night to prepare students for Kindergarten. The families are provided with a backpack filled with items to use to support their child in school. The teachers review the expectations of Kindergarten and provide examples of how parents can support their child in the transition.

Preschool students from outside agencies feeding into our programs are invited to tour the classrooms to get a taste of what a Kindergarten class is like. Our site's Transitional Kindergarten class prepares students for learning in the school environment.

Our fifth grade students take a field trip to our feeder middle school. They are introduced to the variety of classes and activities awaiting them in 6th grade. The fifth graders meet some teachers, coaches, counselors, and administration. In addition, they attend performances at the middle school for exposure and familiarity with the campus. Some of our high-risk students will take an additional field trip to the middle school to be connected with a supportive adult on campus by our Resource Teacher.

Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that effect the school and their student's education:

The teachers meet with each family in October for goal-setting conferences. They meet with students who were still struggling at Spring Conferences as well as other times throughout the year. Student Success Team (SST) is another way teachers work collaboratively with families on brainstorming ways to support students academically or behaviorally. In addition, Jackson Avenue invites parent participation in our School Site Council (SSC) meetings, English Language Advisory Council (ELAC) meetings, Parent - Teacher Organization (PTO) and our parent university (parent education night). Parent

communication includes general class information expectations provided at Back to School Night, growth mindset philosophy, school and classroom websites, field trips (parent chaperones attending), monthly newsletters with concepts learned and upcoming events, and parent and student surveys.

SPSA HIGHLIGHTS:

The goals listed below are this year's focus areas. Jackson is working on the development of personalized learning through a variety of strategies, such as flexible seating, student goal setting, student agency, and developing a strong growth mindset; in addition, to teaching students mindfulness strategies to help them regulate their emotions and body to ready themselves for learning.

#1 To increase by at least 3% the number of students who score at grade level in the area of reading comprehension; all students (as outlined in the LCAP) with specific focus on our English Learners.

#2 To increase by at least 3% the number of students who are at grade level/proficient; all students (as outlined in the LCAP) with specific focus on our English Learners.

#3 To have all students grow (or maintain if at the highest score) in the area of writing as measured by the district benchmark assessments.

#6 To promote social/emotional strategies in students.

#7 To decrease chronic absenteeism.

#8 To increase overall physical fitness of students.

#9 To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.

#10 To provide education to parents to support school initiatives and student learning, based on parent survey.

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

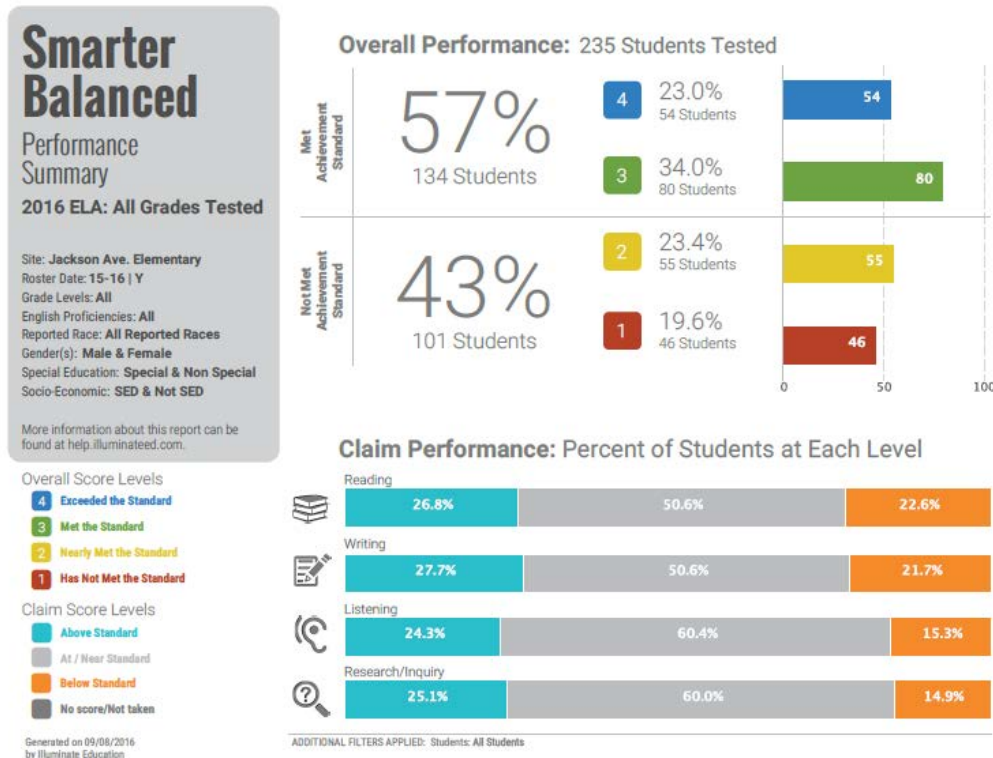
- Dashboard Indicators

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

- Academics:

- Smarter Balance Assessment results (including interim block assessment results) – 2 year trend

ELA Overall Summary 2015-16



ELA Overall Summary 2016-17

2016-17 Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: Jackson Ave. Elementary
Roster Date: 16-17 | Y
Grade Levels: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

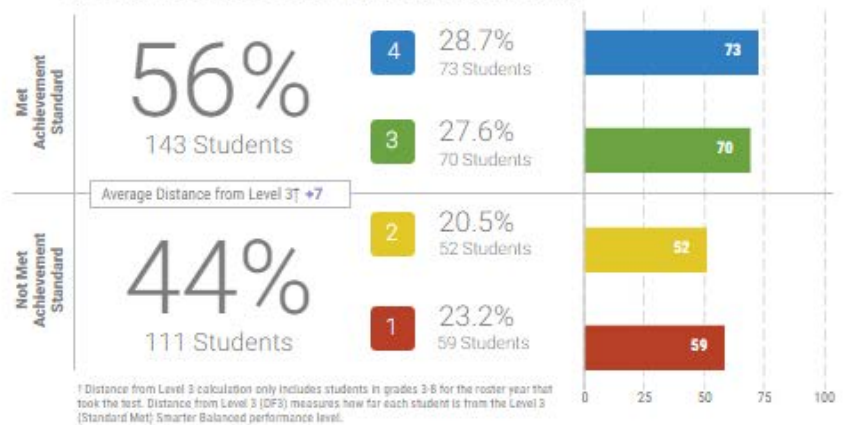
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/05/2017
by Illuminate Education™

Overall Performance: 254 Students Tested



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students

Math Overall Summary 2015-16

Smarter Balanced Performance Summary

2016 Math: All Grades Tested

Site: Jackson Ave. Elementary
Roster Date: 15-16 | Y
Grade Levels: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): Male & Female
Special Education: Special & Non Special
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

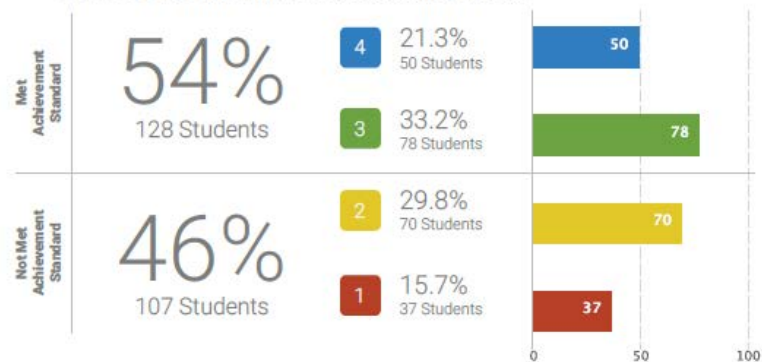
Overall Score Levels

- 4 Exceeded the Standard
- 3 Met the Standard
- 2 Nearly Met the Standard
- 1 Has Not Met the Standard

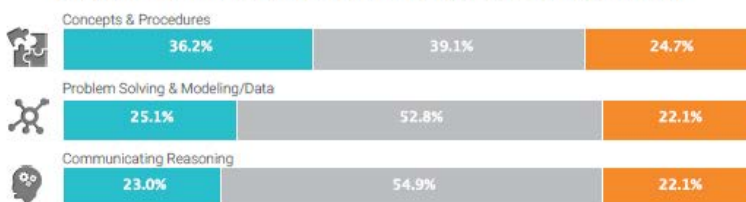
Claim Score Levels

- Above Standard
- At / Near Standard
- Below Standard
- No score/Not taken

Overall Performance: 235 Students Tested



Claim Performance: Percent of Students at Each Level



Math Overall Summary 2016-17

2016-17 Smarter Balanced Performance Summary

Math: All Grades Tested

Site: Jackson Ave. Elementary
 Roster Date: 16-17 | Y
 Grade Levels: All
 English Proficiencies: All
 Reported Race: All Reported Races
 Gender(s): Male & Female
 Special Education: Special & Non Special
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

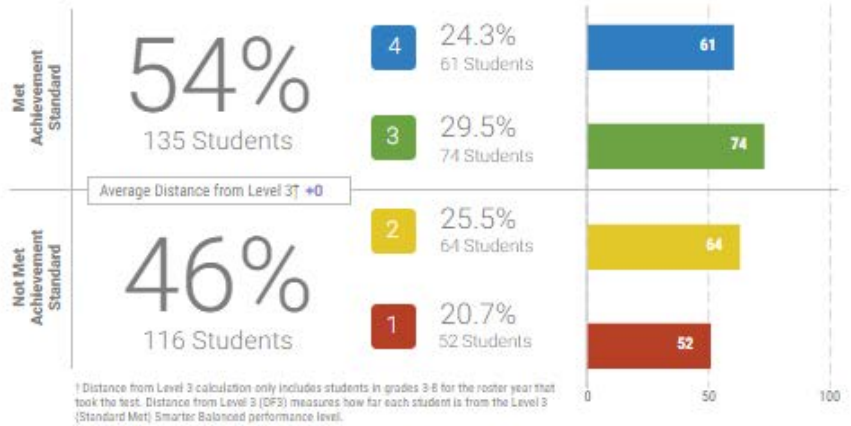
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

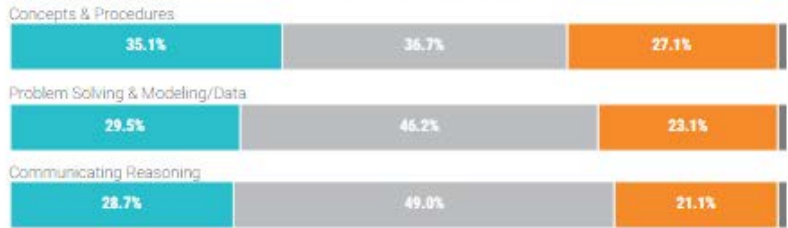
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/05/2017 by Illuminate Education™

Overall Performance: 251 Students Tested



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students

ELA Grade Levels 2015-16

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA

Test(s): All 2015-16 Assessments

Roster Date: 15-16 | Y

Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

Overall Performance (Jackson Ave. Elementary)

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	40	100	0	40	100	0	40
DISTRICT	6,420	2537	2.7	+12	60%	40%	26%		34%		21%		19%	
3rd Grade	84	2431	2.5	0	50%	50%	25%		25%		27%		23%	
4th Grade	77	2476	2.5	+3	52%	48%	27%		25%		22%		26%	
5th Grade	74	2527	2.8	+24	70%	30%	16%		54%		20%		9%	

ELA Grade Levels 2016-17

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA

Roster Date
16-17 | Y

Test(s): All 2016-17 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance (Jackson Ave. Elementary)

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,917	2540	2.7	+16	61%	39%	28%		33%		20%		19%	
3rd Grade	88	2434	2.6	+1	58%	42%	26%		32%		19%		23%	
4th Grade	94	2473	2.5	0	54%	46%	28%		27%		18%		28%	
5th Grade	72	2523	2.7	+20	57%	43%	33%		24%		25%		18%	

Math Grade Levels 2015-16

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: Math

Roster Date
15-16 | Y

Test(s): All 2015-16 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance (Jackson Ave. Elementary)

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,418	2526	2.4	-13	47%	53%	21%		26%		29%		24%	
3rd Grade	84	2451	2.8	+15	64%	36%	27%		37%		19%		17%	
4th Grade	77	2484	2.5	0	47%	53%	19%		27%		39%		14%	
5th Grade	74	2521	2.5	-7	51%	49%	16%		35%		32%		16%	

Math Grade Levels 2016-17

2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: Math

Roster Date
16-17 | Y

Test(s): All 2016-17 Assessments

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance (Jackson Ave. Elementary)

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,919	2531	2.5	-7	50%	50%	23%		27%		27%		24%	
3rd Grade	87	2439	2.6	+2	59%	41%	21%		38%		18%		23%	
4th Grade	93	2485	2.6	0	54%	46%	29%		25%		27%		19%	
5th Grade	71	2526	2.5	-2	48%	52%	23%		25%		32%		20%	

ELA Significant Groups 2015-16

Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

Site: Jackson Ave. Elementary
 Department: All
 Teacher: All
 Grade: All

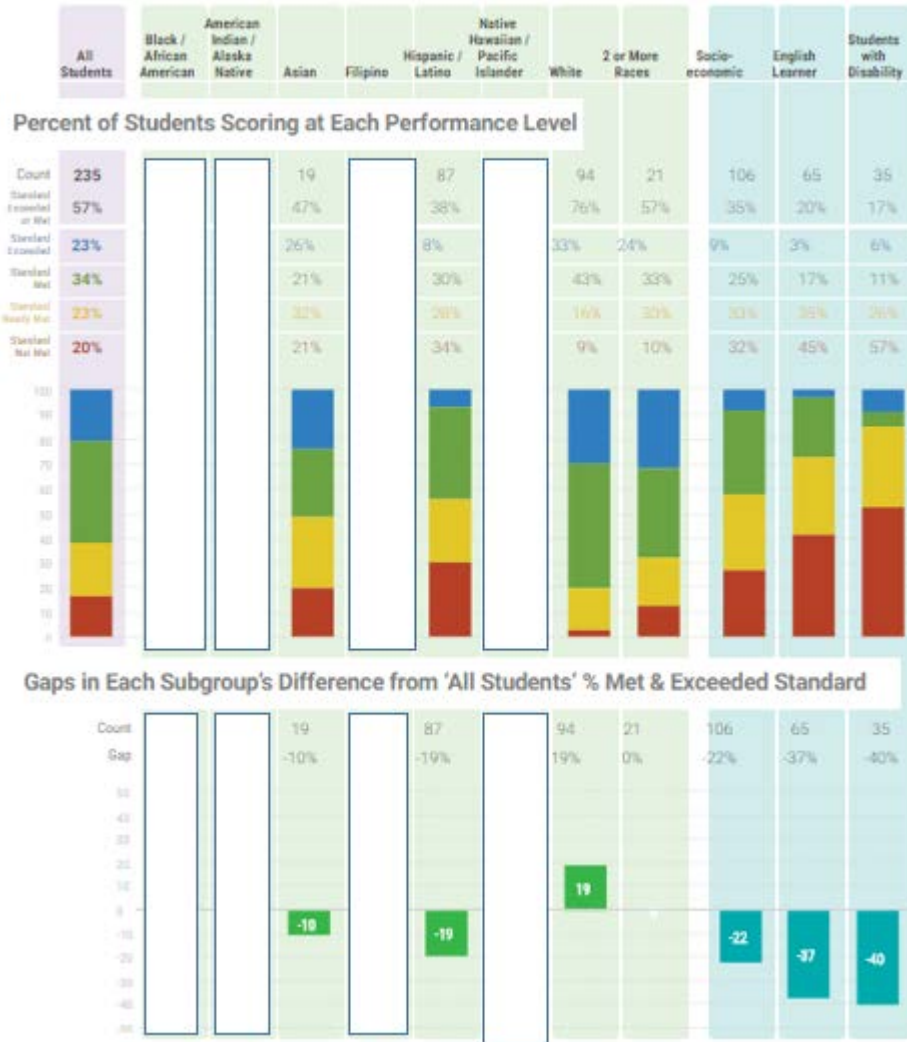
Roster Date: 15-16 / Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All



Note: Data not shown if less than 10 students are represented.

Smarter Balanced Subgroup Summary

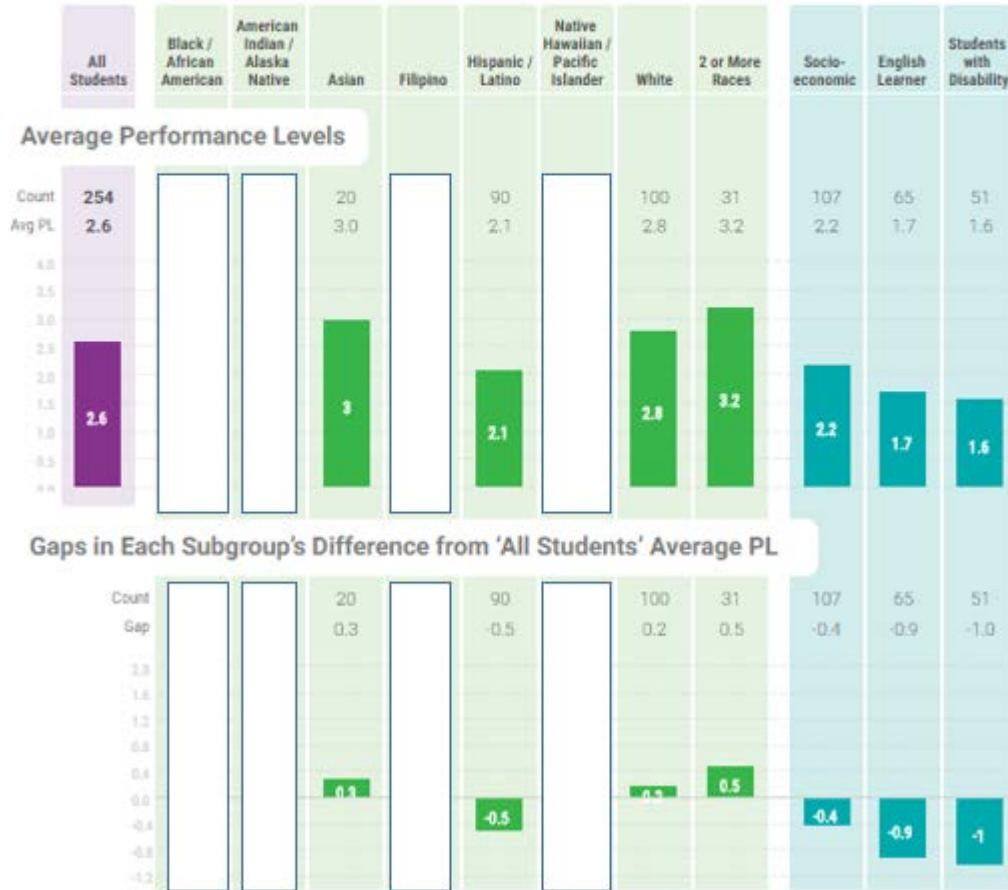
2016 ELA: All Grade Levels Tested



Note: Data not shown if less than 10 students are represented.

ELA Significant Groups 2016-17

Smarter Balanced Subgroup Summary 2017 ELA: All Grade Levels Tested						Roster Date: 16-17 Y Gender(s): Male & Female Reported Race: All Reported Races Special Education: Special & Non Special Ed Socio-Economic: SED & Not SED English Proficiencies: All					
Site: Jackson Ave. Elementary Department: All Teacher: All Grade: All											



Note: Data not shown if less than 10 students are represented.

Smarter Balanced Subgroup Summary

2017 ELA- All Grade Levels Tested



Note: Data not shown if less than 10 students are represented.

Math Significant Groups 2015-16

Smarter Balanced Subgroup Summary
 2016 Math: All Grade Levels Tested

Site: Jackson Ave. Elementary
 Department: All
 Teacher: All
 Grade: All

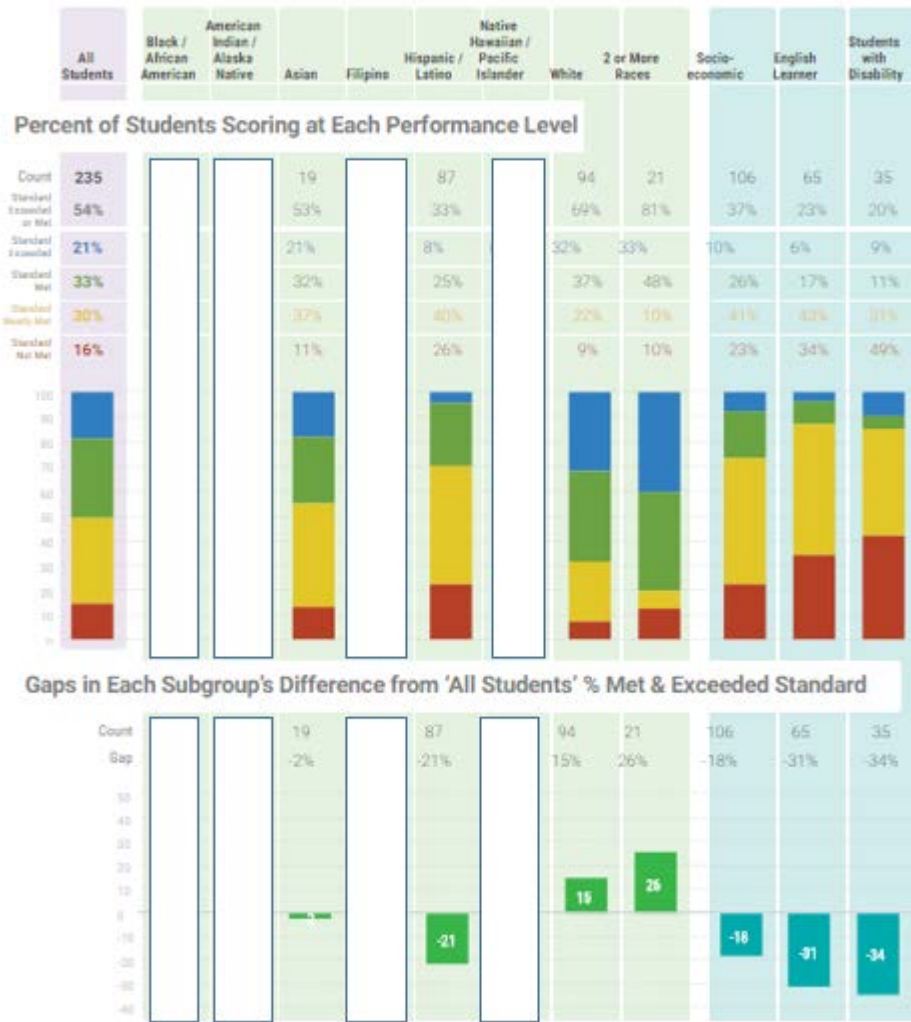
Router Date: 15-16 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiency: All



Note: Data not shown if less than 10 students are represented.

Smarter Balanced Subgroup Summary

2016 Math- All Grade Levels Tested



Note: Data not shown if less than 10 students are represented.

Math Significant Groups 2016-17

Smarter Balanced Subgroup Summary
 2017 Math: All Grade Levels Tested

Site: Jackson Ave. Elementary
 Department: All
 Teacher: All
 Grade: All

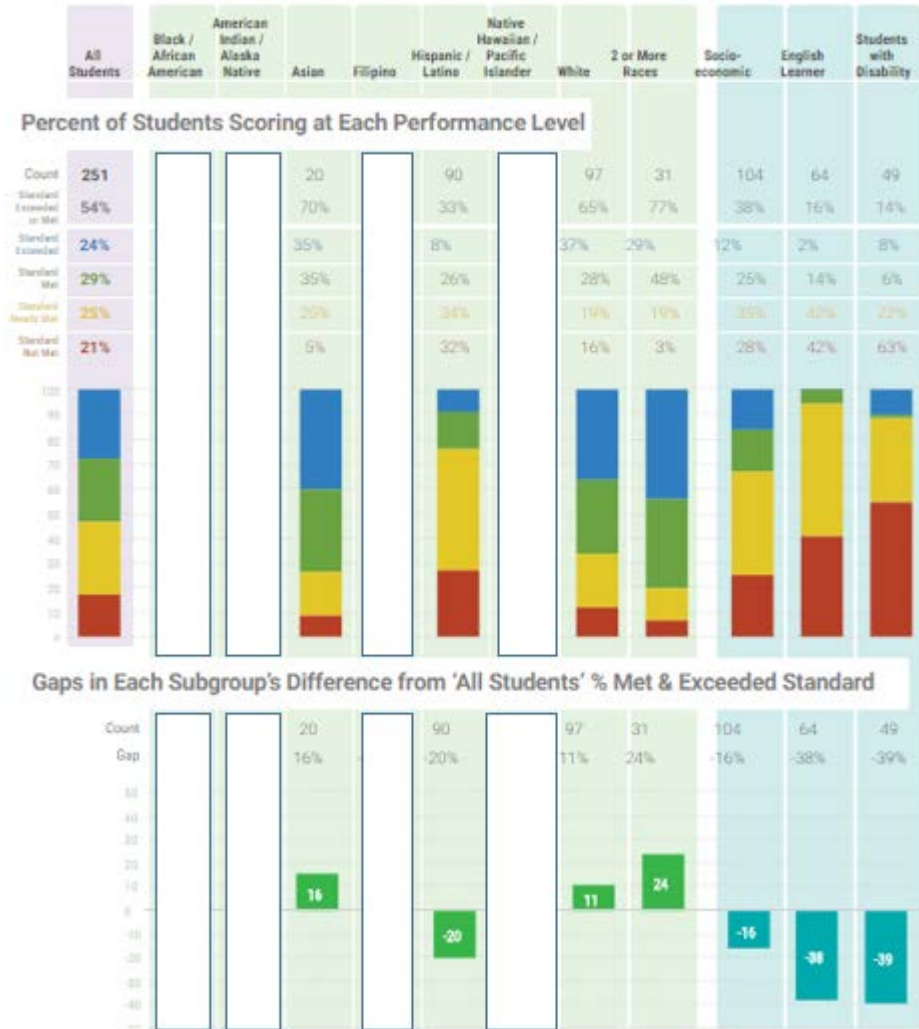
Report Date: 10-17-17
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiency: All



Note: Data not shown if less than 10 students are represented.

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested



Note: Data not shown if less than 10 students are represented.

Interim Assessment Blocks (IAB) ELA Grade Level 2016-17

Smarter Balanced Interim Block Student Roster

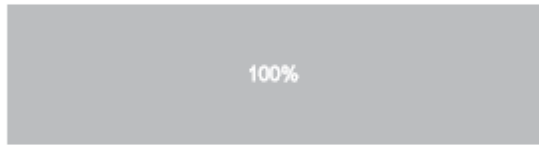
Site: **Jackson Ave. Elementary**
 Subject: **ELA**
 Test: **Grade 3 ELA Interim Assessment Blocks**

Roster Date: **16-17 | Y**
 Gender(s): **Male & Female**
 Reported Race: **All Reported Races**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**
 English Proficiencies: **All**

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

Smarter Balanced ELA Interim Block Summary

	Number of Students at Each Level		
	Above	At/Near	Below
Reading Informati...	0	1	0
Listen and Interpret	32	85	53



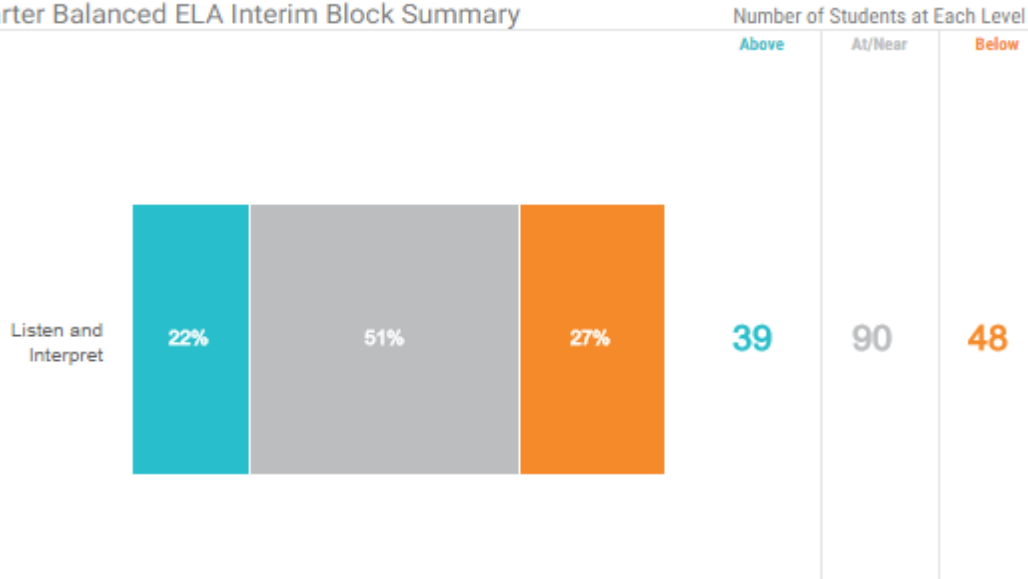
Smarter Balanced Interim Block Student Roster

Site: Jackson Ave. Elementary
 Subject: ELA
 Test: Grade 4 ELA Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

Smarter Balanced ELA Interim Block Summary



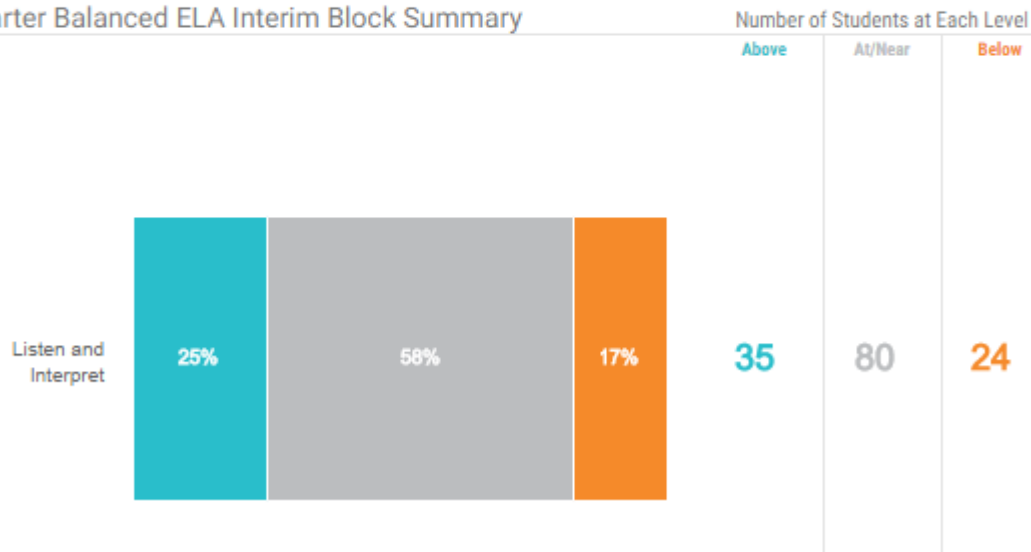
Smarter Balanced Interim Block Student Roster

Site: Jackson Ave. Elementary
 Subject: ELA
 Test: Grade 5 ELA Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

Smarter Balanced ELA Interim Block Summary



Smarter Balanced Interim Block Student Roster

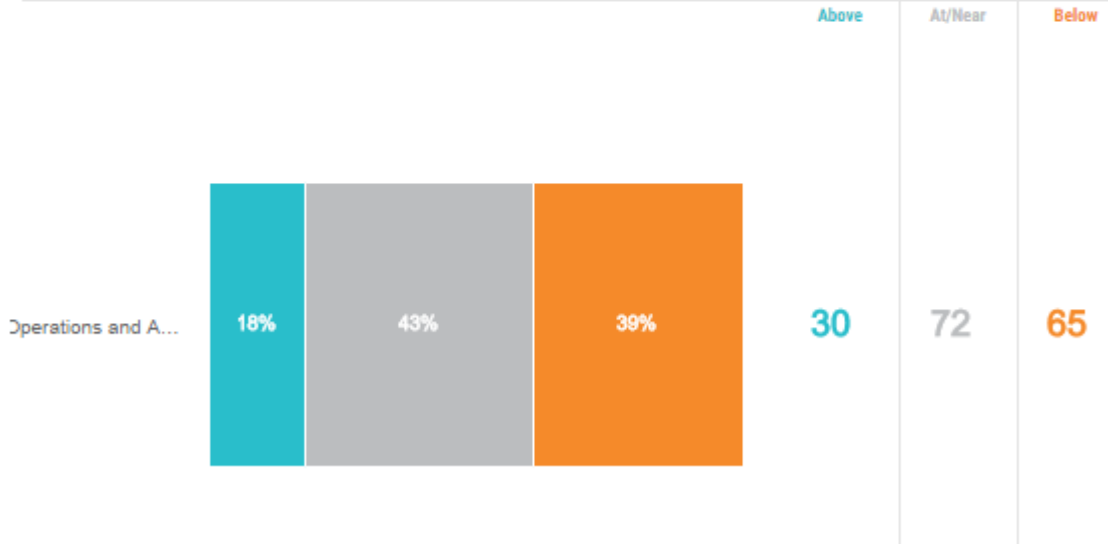
Site: Jackson Ave. Elementary
 Subject: Math
 Test: Grade 3 Math Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



Smarter Balanced Interim Block Student Roster

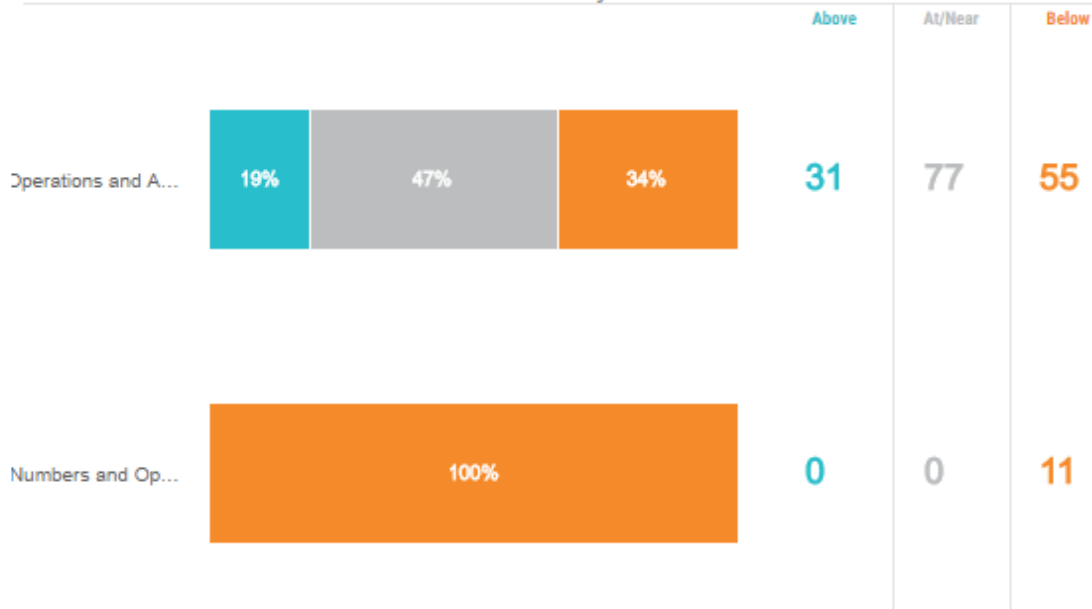
Site: Jackson Ave. Elementary
 Subject: Math
 Test: Grade 4 Math Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

Smarter Balanced Math Interim Block Summary

Number of Students at Each Level



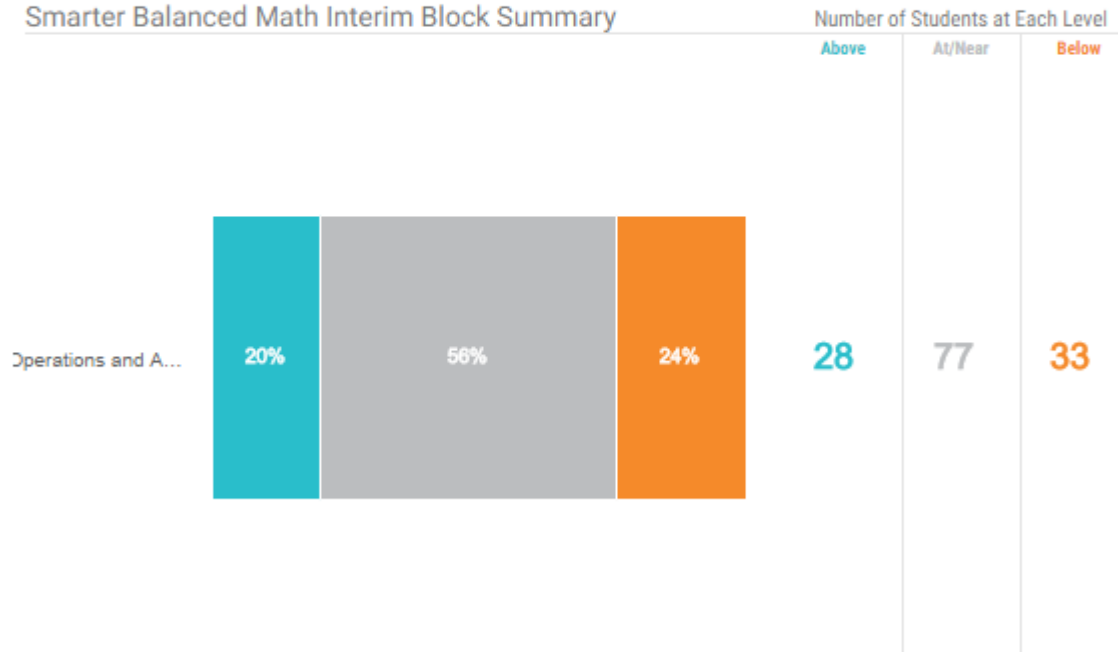
Smarter Balanced Interim Block Student Roster

Site: Jackson Ave. Elementary
 Subject: Math
 Test: Grade 5 Math Interim Assessment Blocks

Roster Date: 16-17 | Y
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Interim Block Score Levels: ✔ Above Standard ☐ At / Near Standard ⚠ Below Standard

Smarter Balanced Math Interim Block Summary



○ District Literacy Benchmark—Unit 3 Report

Score	0	1	1.5	2	2.5	3	3.5	4
Percentage	0%	.04%	12%	14%	20%	32%	12%	.04%

- English Learner:
 - CELDT Results – 2 year trend: number and percent of students at each level

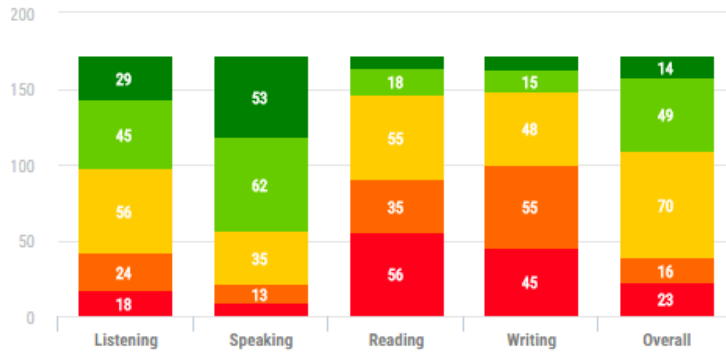
CELDT 15-16 School Year

35% Proficient
65% Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	16.9	29	30.8	53	4.7	8	5.2	9	8.1	14
Early Advanced	26.2	45	36.0	62	10.5	18	8.7	15	28.5	49
Intermediate	32.6	56	20.3	35	32.0	55	27.9	48	40.7	70
Early Intermediate	14.0	24	7.6	13	20.3	35	32.0	55	9.3	16
Beginning	10.5	18	5.2	9	32.6	56	26.2	45	13.4	23

# Tested		172
# Proficient		61
% Proficient		35
Listening Averages	PL	3.00
	SS	430
Speaking Averages	PL	5.00
	SS	522
Reading Averages	PL	1.00
	SS	419
Writing Averages	PL	1.00
	SS	307
Overall Averages	PL	2.00
	SS	419

Number of Students at Each Level in Each Domain



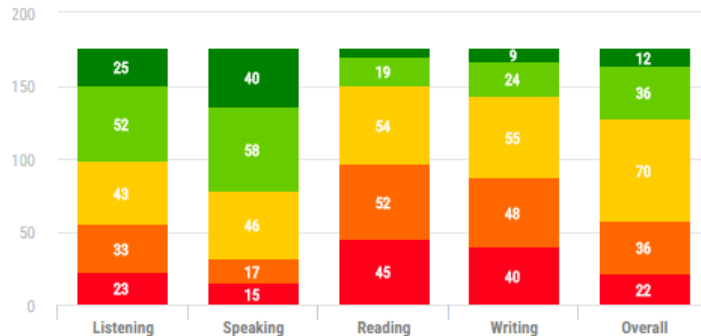
CELDT 16-17 School Year

25% Proficient
75% Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	14.2	25	22.7	40	3.4	6	5.1	9	6.8	12
Early Advanced	29.5	52	33.0	58	10.8	19	13.6	24	20.5	36
Intermediate	24.4	43	26.1	46	30.7	54	31.2	55	39.8	70
Early Intermediate	18.8	33	9.7	17	29.5	52	27.3	48	20.5	36
Beginning	13.1	23	8.5	15	25.6	45	22.7	40	12.5	22

# Tested		176
# Proficient		44
% Proficient		25
Listening Averages	PL	2.00
	SS	423
Speaking Averages	PL	4.00
	SS	506
Reading Averages	PL	1.00
	SS	280
Writing Averages	PL	1.00
	SS	401
Overall Averages	PL	1.00
	SS	402

Number of Students at Each Level in Each Domain



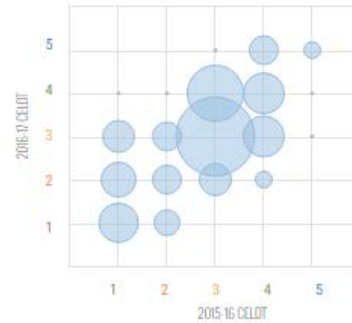
PL	GAIN (+)	No Change	DROP (-)
5	5% 6	2% 2	
4	15% 19	8% 10	1% 1
3	8% 10	29% 37	9% 11
2	5% 7	4% 5	6% 8
1		6% 8	3% 4

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT
 5 = Advanced
 4 = Early Advanced
 3 = Intermediate
 2 = Early Intermediate
 1 = Beginner

2015-16 CELDT
 5 = Advanced
 4 = Early Advanced
 3 = Intermediate
 2 = Early Intermediate
 1 = Beginner

*Mastered



**Performance Level
 Percent Change**

	2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced	3% (4)	Advanced 6% (8)	3%
Early Advanced	21% (27)	Early Advanced 23% (30)	2%
Intermediate	48% (61)	Intermediate 45% (58)	-3%
Early Intermediate	12% (15)	Early Intermediate 16% (20)	4%
Beginner	16% (21)	Beginner 9% (12)	-7%

Generated on 09/26/2017
 by Illuminate Education™

Students: All Students

- Reclassification – 2 year trend;

School Year	# of students reclassified	% of students reclassified
15-16	14 out of 172 tested	8%
16-17	18 out of 176 tested	10%

- Chronic Absenteeism:
 - Percent of students who have missed 10% or more days of the school year
 - 11% of students missed 18 or more days of school in 16-17 school year

Attendance 2015-2016

1	2	3	4	5	6	7	8	9	10	11
97.31	96.84	96.33	96.16	95.98	95.82	95.90	94.75	96.25	96.44	96.74

Overall average for year the school year: 96.23%

Attendance 2016-2017

1	2	3	4	5	6	7	8	9	10	11
97.50	97.42	95.89	95.36	93.68	95.77	94.87	95.48	96.57	96.00	96.01

Overall average for year the school year: 96%

- Suspensions
 - Suspension rate – 2 year trend

2015-16—3 students suspended (1 student twice)

2016-17---14 students suspended (8 students only once; 6 of the 14 more than twice suspended).

- FitnessGram
 - 2 year trend: percent of students meeting at least 5 of 6 standards

Jackson Ave.

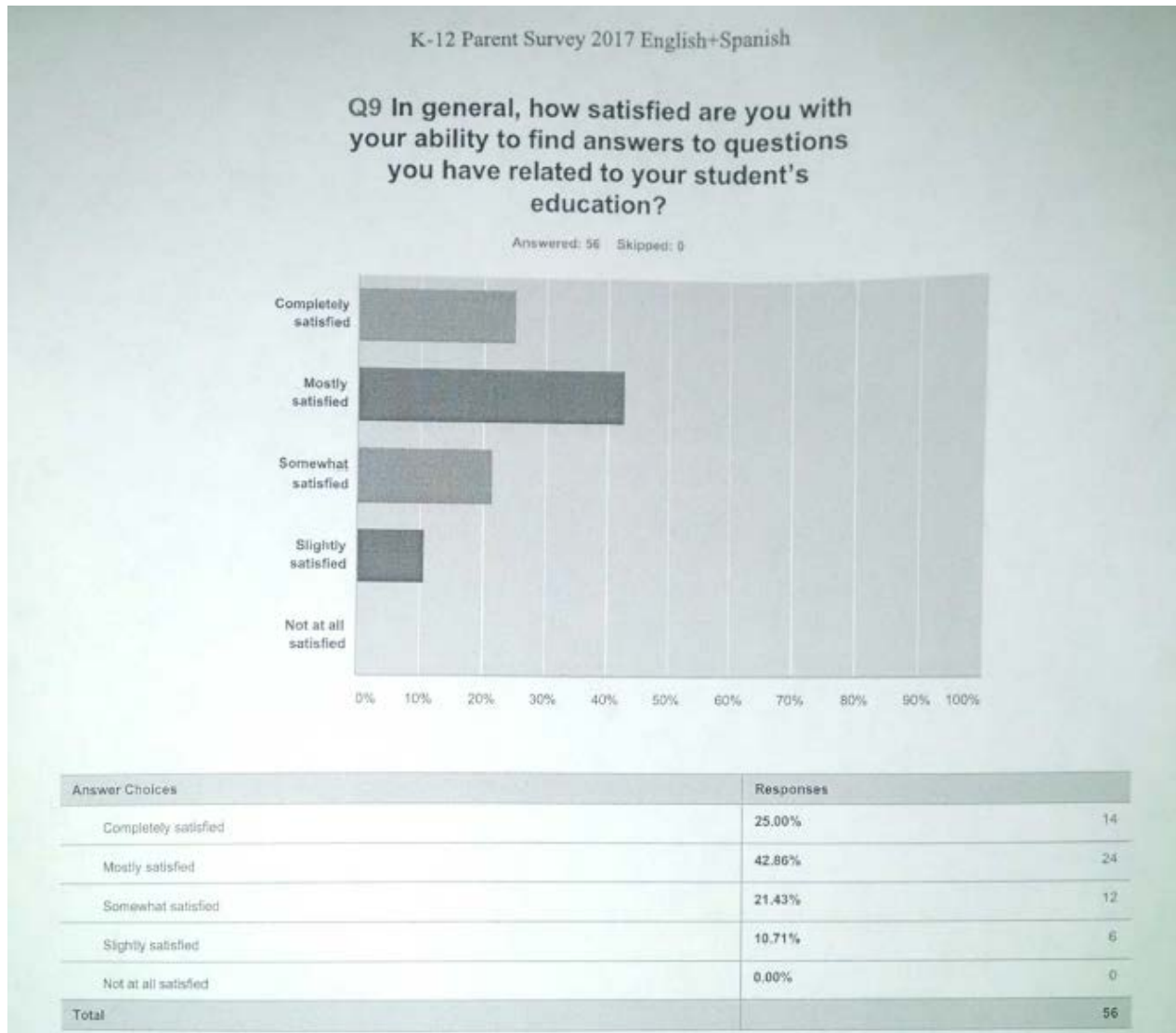
<i>Physical Fitness Test (PFT) 2015-2016</i>			
	% of students achieving the Healthy Fitness Zone		
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 75	29%	11%	40%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	74	43%	57%
Body Composition	75	51%	49%
Abdominal Strength and Endurance	74	69%	31%
Trunk Extensor Strength and Flexibility	74	60%	40%
Upper Body Strength and Endurance	74	66%	34%
Flexibility	75	97%	3%

Jackson Ave.

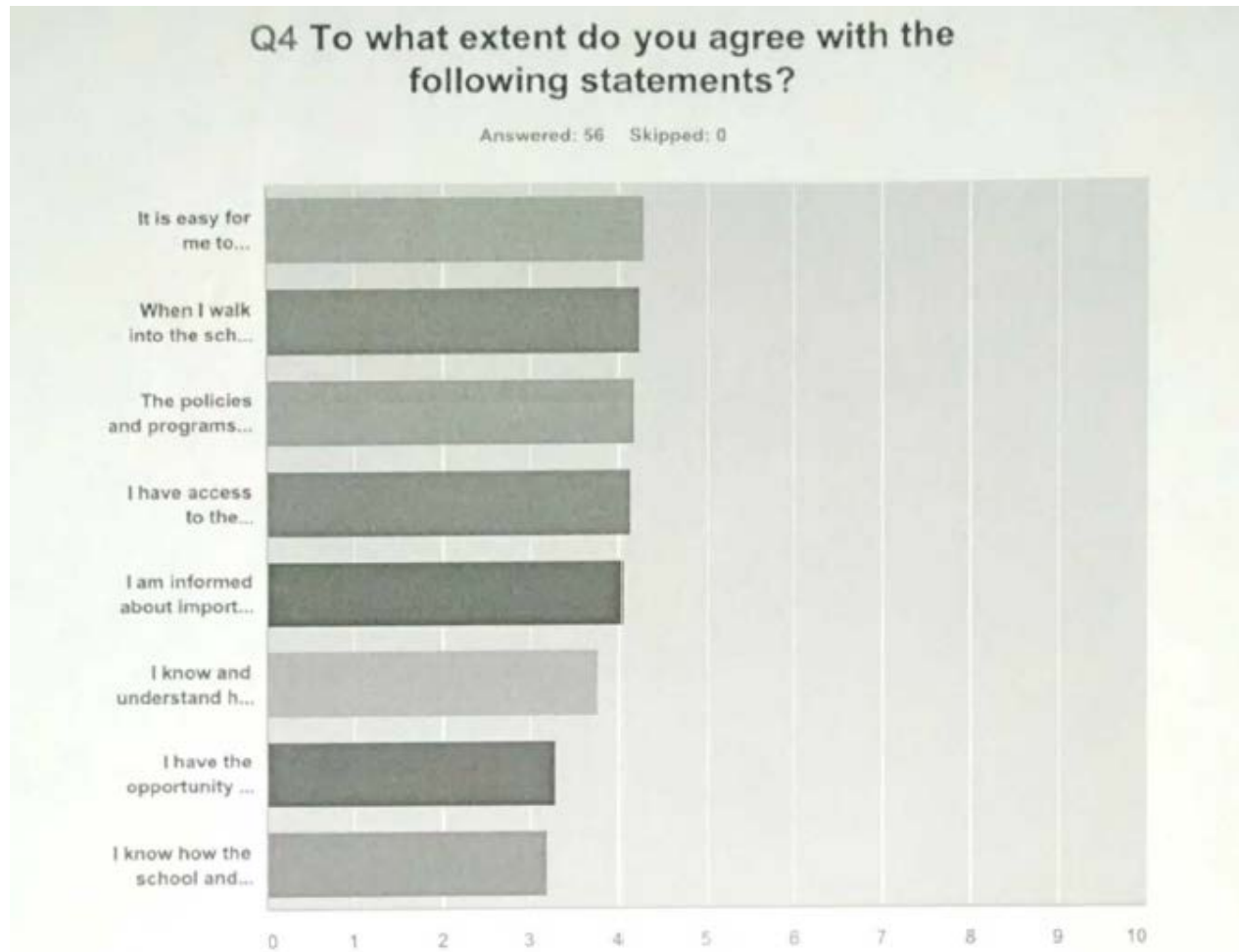
<i>Physical Fitness Test (PFT) 2016-2017</i>			
	% of students achieving the Healthy Fitness Zone		
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 72	24%	7%	31%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	67	49%	51%
Body Composition	67	64%	36%
Abdominal Strength and Endurance	69	52%	48%
Trunk Extensor Strength and Flexibility	72	31%	69%
Upper Body Strength and Endurance	71	52%	48%
Flexibility	72	88%	13%

- Parent Engagement

- Data demonstrating staff seeks input from parents in decision making



- Data demonstrating staff promotes parental participation in programs



	disagree	slightly agree	somewhat agree	agree	strongly agree	Total	Weighted Average
It is easy for me to communicate with my student's teachers.	0.00% 0	3.57% 2	14.29% 8	33.93% 19	48.21% 27	56	4.27
When I walk into the school building, I feel the school is inviting and is a place where I am welcome.	1.79% 1	3.57% 2	8.93% 5	41.07% 23	44.64% 25	56	4.23
The policies and programs at my student's school reflect, respect, and value the diversity of the families in the community.	0.00% 0	1.79% 1	14.29% 8	48.21% 27	35.71% 20	56	4.18
I have access to the principal when needed.	0.00% 0	1.82% 1	20.00% 11	41.82% 23	36.36% 20	56	4.13
I am informed about important school issues and events.	5.36% 3	1.79% 1	17.86% 10	32.14% 18	42.86% 24	56	4.05
I know and understand how well my student is succeeding in school and how well the entire school is progressing.	7.14% 4	8.93% 5	12.50% 7	42.86% 24	28.57% 16	56	3.77
I have the opportunity to provide meaningful input regarding important decisions that affect the school community.	12.50% 7	10.71% 6	26.79% 15	33.93% 19	16.07% 9	56	3.30
I know how the school and district operate and how to raise questions about school and district programs, policies and activities.	10.71% 6	14.29% 8	33.93% 19	26.79% 15	14.29% 8	56	3.20

- California Healthy Kids Survey (CHKS)
 - Multiple year trend: percent of students who report they feel safe at school all or most of the time

15-16 School Year	92%
14-15 School Year	77%

- Multiple year trend: the percent of students who report a high level on Caring Relationships with Adults at School

15-16 School Year	59%
14-15 School Year	60%

- Other Data

STAR Reading Growth

First Grade	75% on or above grade level
Second Grade	68% on or above grade level
Third Grade	73% on or above grade level
Fourth Grade	60% on or above grade level
Fifth Grade	57% on or above grade level

Greatest Progress:

Jackson has worked diligently at supporting the social/emotional growth of students through providing tangible strategies for the students to regulate their emotions. This work is reflected in the increase of students feeling safe on campus (92%). We have also been focusing on our primary readers, the number of students reading at or above grade level is about three quarters of the grade level for first, second and third grade (a significant difference from the upper grade students). Although Jackson's State scores did not show significant improvement, the scores did overall hold steady. This shows growth on the student's part as the testing measures a year's growth on the standards.

Greatest Need:

Our greatest need of improvement is closing the achievement gap for our numerically significant subgroups (African American, Hispanic Latino, low socioeconomic, English Language Learners and students with disabilities). Our site is working on putting a face to the underachieving number on the page. Each staff member will work on connecting with a struggling student to provide the needed supports to help them to learn. We will continue to connect with families and provide training for them. We will be looking at providing homework "training" for families so they can learn how to support the students at home. We will continue our work in developing a growth mindset in students, families and staff.

One of the important changes we are implementing this year is that of developing personalized learning for students. Teaching students how to set, monitor and achieve their goals; providing students with choice and options; making learning relevant to their daily life.

Performance Gaps:

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

Involvement/Governance

- The SSC was involved in the development of the goals and reviewing of data. The Council reviewed data, asked questions, formulated goals and reviewed final draft.
- The ELAC was involved in the development and review of the goals specifically for the English Language Learners. They asked questions and commented on the needs of the students and families. These suggestions and ideas were incorporated into the plan.
- The plan will be reviewed by the Instructional Leadership Team and principal. The EL liaison will bring assessment data to the SSC each trimester to keep the membership apprised of progress for our struggling students including our EL students.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures: Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

Measures: Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #1 To increase by at least 3% the number of students who score at grade level in the area of reading comprehension all students (as outlined in the LCAP) with specific focus on our English Learners.

What data did you use to form this goal?

STAR (Renaissance Learning) Accelerated Reading Test Scores
(Grade Equivalent)
CAASPP

What were the findings from the analysis of this data?

68 to 75% of first, second, and third graders were at or on above grade level. Fourth and Fifth graders were 57 to 60% at grade level.

How will the school evaluate the progress of this goal?

Title I Assessments at each trimester
Common Formative Assessments from Data Teams at each grade level

STRATEGY: During the 2017-18 school year, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments and Title I assessments (each trimester).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. (By September 2017) Identify struggling readers and provide a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners (EL) and includes ongoing assessments of student growth.	Title I Reading Academy Teacher Teachers	By September 2017, Collect and analyze district and school level summative and formative ELA and EL data; identify students from each grade level for reading interventions and their specific literacy needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and EL, measure growth, and accelerate reading comprehension.	Title I Teacher .75 FTE Title I and .25 LCFF \$125,333.00

<p>2. Implementation and evaluation of the reading program.</p>	<p>Title I Teacher; Instructional Leadership Teachers, and Administration Title I Teacher and paraprofessionals</p>	<p>Develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes.</p> <p>Teachers will assess all students using Mobymax on language twice to monitor growth (by December and by June).</p>	<p>Title I teacher .5 FTE Aide LCFF and Supplemental Funding \$15,955.00 Mobymax (donation) \$3,456.00</p>
<p>3. (2017-18 SY) Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p>	<p>Title I Teacher, Instructional Leadership Teachers, Classroom Teachers and Administration Title I Teacher, School Site Council members and Administration</p>	<p>Daily: Provide additional reading intervention for students struggling in reading as determined in #2 above as well as EL students who score below basic, far below basic, and beginning/intermediate CELDT level students.</p> <p>Monthly: Continue the cycle of inquiry with all Instructional Leadership Team, Title I teacher to monitor program implementation and analyze student data at the end of the trimester.</p> <p>Trimester: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	
<p>4. (2017-18 SY) Teachers will expand on the instruction of reading using non-fiction sources.</p>	<p>All teachers/ Librarian/ Title I teacher and paraprofessionals</p>	<p>Teachers will use non-fiction text to teach evidenced-based reading and writing.</p>	<p>Scholastic News and Science (PTO funded) \$4869.00</p>
<p>5. Twice a year, Teachers will administer the Interim Assessment Block (pre and post-test).</p>	<p>Teachers 3rd-5th grades</p>	<p>Teachers will administer IAB assessment for English Language Arts (November and March)</p>	

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LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Mathematics (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #2 To increase by at least 3% the number of students who are at grade level/proficient; all students (as outlined in the LCAP) with specific focus on our English Learners.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Site and District Assessments Common Formative Assessments from Data Teams	10% of the student increased in both 4 th and 5 th grade in math. English Learners who scored in the lowest level improved by 10% but the other levels were static.	Interim Assessments CAASP Data Grade Level Assessments

STRATEGY: During the 2017-18 school year, the school will focus implementing the district-adopted Investigations3 Math Curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. (2017-18 SY) Using collaboration time and staff meetings, teachers will share and plan the use of the new math adoption at each grade level and review student progress.	All grade level teachers	Teachers will implement lessons from the math adoption. Teachers will access District Math Coaches for support as well as site math representative.	District Math TSA Coaches
2. (2017-18 SY) Students requiring more support in math will receive tutoring once to twice a week in grades K-5.	Teachers and Math Academy Volunteers Title I Teacher Principal	Math leads will pull together core math supports for math academy volunteers to use to fill in the gaps of students and use games available on digital version of math curriculum.	

<p>3. Two times a year, Teachers will administer the Interim Assessment Block (pre and post-test).</p>	<p>Teachers Grades 3-5th</p>	<p>Teachers will administer pre and post assessment using IAB in mathematics. Teachers will analyze results of assessments to determine next steps in teaching. (November and March).</p>	
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Form A: Planned Improvements in Student Performance

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LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Writing (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #3 To have all students grow (or maintain if at the highest score) in the area of writing as measured by the district benchmark assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District Benchmark Writing Assessment Site and District Assessments Common Formative Assessments from Data Teams	Less than half of our students (44%) were proficient in writing as measured by our district benchmark assessment.	CAASPP District Benchmark Writing Assessment

STRATEGY: During the 2017-18 school year, the grade level teams will continue to implement Units of Study Writing program for all our students with a specific focus on the mini-lesson (incorporating into our data team focus, grade lesson/strategy sharing, etc.).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. (2017-18 SY) Using the Units of Study Writing Program, teachers will implement writing strategies at each grade level and review student progress.	Instructional Leaders/ grade team members/ Administration	<p>Daily: Provide writing mini-lessons from Units of Study Writing Program.</p> <p>Monthly: Continue the cycle of inquiry with grade level teams to monitor program implementation and analyze student data at the end of the trimester.</p> <p>Trimester: Monitor and evaluate writing strategies and implement changes as needed based on results of the end of the unit assessments.</p>	

<p>1. (2017-18 SY) All grade level members will participate in district wide grade level trainings</p>	<p>Grade Level Members Principal</p>	<p>Each grade level team will review and develop mini-lessons using Units of Writing Program to share with each other. Teachers will share strategies that worked and lessons that require support with each other in grade level teams and across grade teams at full site meetings.</p> <p>Teachers will use Guided Language Acquisition and Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies to support our English learners. They will also use visuals for supports, as appropriate.</p>	
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LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students
SCHOOL GOAL: #6 To promote social/emotional strategies in students

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of discipline data, anecdotal data of yard supervisor and teacher concerns, Coordinated Service Team (COST) meetings, Student Success Team (SST)'s, etc.	There is an increase of anxiety and emotional deregulation among students.	COST meeting notes, staff reflection, principal discipline data

STRATEGY: To increase skills of students to monitor and express their feelings in appropriate and productive ways.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Aug/Sept 2017) 1. Students will be taught playground rules and school-wide expectations	Administrator Teachers Parents	1. School-wide assembly the first week of school Review of playground rules School-wide expectations <i>How Full is Your Bucket For Kids</i> Book Reading with illustrations at school-wide assembly	
Positive Climate and Social Skills Foundation	Administrator	2. School-wide expectations and playground rules provided to the parents (Back to School Night, Website, Home folder).	
2. (2017-18 SY) Conflict Resolution Training,	Administrator Teachers	1. Throughout the year, students will be provided extra support in conflict resolution and coping strategies	

<p>Coping Strategies, and Social Skills Training to students who struggle and need more guidance</p>		<p>along with the boundary setting when sent to the principal's office. 2. Teachers have been given the Two by Ten method to connect with their most challenging student.</p>	
<p>3. (2017-18 SY) Mindfulness Training and Support in Classrooms ongoing.</p>	<p>Administrator Teachers School Behaviorist</p>	<p>1. Teachers to instruct students on breathing techniques and how the brain works to monitor the body and emotions. 2. Classrooms will implement breathing techniques to the entire class three times a day to support overall calmness and increase focus.</p>	
<p>4. (2017-18 SY) Emotional/Social Support for students who are struggling and/or who have experienced trauma</p>	<p>Hume Counselor Psychologist</p>	<p>Parent, Teacher and Administrative referral to Hume Counselor (on-site trainee).</p>	
<p>5. (2017-18 SY) Character Counts Assemblies and Recognition</p>	<p>All Staff Grade Level Teams Administration</p>	<p>1. Character Counts Assemblies will be held throughout the year. Each grade level will introduce a character trait through role playing, video, or song. They will then recognize individuals demonstrating one of six traits, presenting them with a certificate. 2. "Caught Making Good Choices" Recognition Slips will be passed out to students by yard supervisors, teachers, and staff. The names will go into a drawing for further recognition on a weekly basis.</p>	
<p>6. (2017-18) Student Leadership</p>	<p>Leadership Teachers Principal</p>	<p>Students from 4th and 5th grade will participate in Leadership activities promoting positive support and community building.</p>	

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LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Attendance/Chronic Absenteeism
SCHOOL GOAL: #7 To decrease chronic absenteeism.

<p>What data did you use to form this goal?</p> <p>Monthly Attendance Data Summary of Chronic Absenteeism</p>	<p>What were the findings from the analysis of this data?</p> <p>11% of our students have chronic absenteeism; we need to develop the drive for students to attend school.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly meetings with Child Welfare & Attendance Specialist (CWA) to check on students who have frequent absences.</p>
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STRATEGY: To develop relationships with students/families who have chronic absenteeism.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. 2017-18 SY Monitoring of Attendance	CWA Office Specialist in charge of Attendance Administrator Teachers	<ol style="list-style-type: none"> 1. Monitor monthly attendance 2. Regularly scheduled meetings between Office Specialist, Administrator, and CWA will be held to target “at risk” students and arrange home-school conferences (SARTs), as appropriate. 3. E-truancy letters and phone calls with families regarding issues of truancy and non-attendance are provided in a timely manner. 4. Student Success Team referrals are used as an option for students who may need additional intervention strategies. 5. Referral to Student Attendance Review Board (SARB), as necessary. 	

2. Positive Reinforcement of Attendance	CWA Administrator	Implementation of "Stingrays in School" Program: <ol style="list-style-type: none"><li data-bbox="919 256 1591 418">1. Classrooms will earn a trophy to be displayed in their classroom their classroom for high or improved attendance each attendance month. After earning 3 trophies, the class will earn an incentive.<li data-bbox="919 427 1591 521">2. "All day, every day" Incentives for classes for each 14 days of full class attendance and no tardies.	Discretionary Funds and/or donations incentives
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LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Physical Fitness
SCHOOL GOAL: #8 To increase overall physical fitness of students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2017 State Physical Fitness Testing of 5 th grade students from 2016-17 school year	Students continue to plateau in the Physical Fitness Test (PFT) assessment.	Monitoring of progress on student's skills of the fifth graders each trimester

STRATEGY: To monitor student progress on developmentally appropriate Physical Education (PE) skills and strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Review with the Teachers K-5 th grade on the PE standards.	Teachers Adapted Physical Education Specialist Principal	Teachers will review and implement the PE standards teaching skills appropriate for the grade level. The teachers have access to and been trained on a variety of skill-based lessons to share with their students.	
2. Teachers will incorporate academic learning and review in their PE lessons.	Physical Education Teacher Administrator	Throughout the year during their regular scheduled PE times.	
3. Teachers will incorporate PE games to improve skills and interest in being physically fit.	Teachers Principal	Teachers will incorporate a variety of PE games to increase the interest in being physically fit, as provided through training from our adapted physical education teacher.	

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LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Articulation
SCHOOL GOAL: #9 To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Evidence of meetings (projects and notes).	Teachers benefit from ongoing collaboration among grade level peers and across district peers.	Monitoring of grade level meetings Instructional Rounds for alignment across grade levels.

STRATEGY: To support alignment of California State Standards through further in depth analysis of standards and comparison of standards a grade above and below

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(2017-2018 SY) 1. Teachers will continue to meet as grade level teams to further develop scope and sequence across curriculum.	Teachers Administration	Throughout the school year, teachers will meet for collaboration to further develop their understanding of the California State Standards and develop plans.	
2. Teachers will meet with grade level teams above and below them to confer	Teachers Administration	Throughout the school year, teachers will meet for other grade levels to further understand the California State Curriculum and their role in it.	

<p>about curriculum and California State Standards.</p> <p>3. Teachers may use their Instructional Rounds time to observe and discuss California State Curriculum across grade levels.</p>	<p>Teachers Administration</p>	<p>Teachers may use Instructional Rounds as a tool to broaden their learning of California State Standards in the grades above and below them.</p>	<p>Cost of Subs for Instructional Rounds Visits Title II and discretionary \$1,680.00</p>
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LCAP Goal 3: Enhance parent and community engagement and communication
SCHOOL GOAL: #10 To provide education to parents to support school initiatives and student learning, based on parent survey.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Anecdotal feedback from parents and teachers regarding parental involvement; parent feedback from parent survey spring 2017.	Parents would like ongoing information/training of site's initiatives and ways to support their children.	Evidence of opportunities offered to families (flyers, meeting agendas, website postings, marquee notices, etc.).

STRATEGY: To increase parent/guardian awareness and knowledge of school curriculum and initiatives.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 SY 1. A variety of parent education workshops, parent/family community events, parent-teacher conferences, and specific group meetings will be offered to parents throughout the year. 2. Student involvement	Administrator ELAC Liaison Title I Teacher Teachers PTO Teachers Administrator	Workshops, meetings, and events will be planned, communicated and offered to parents and families throughout the year for parents based on parent survey. A variety of ways for parents to participate including websites, screencasts, emails, and attending workshops. Parent and family participation will be encouraged through student incentives such as a student passport (stamps for a variety of parent attended events), free homework passes for students for attending events, etc.	

Jackson Avenue Elementary School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds: \$ 62,475.00

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
<p>Improvements or enhancement in instruction:</p> <p>The Title I Teacher and classroom teachers use the information from the assessments to guide their instruction and for student placement. These services are above and beyond the instruction students receive in the classroom. Student placement is reviewed every 6 to 8 weeks. During Reading Academy, the teacher and instructional assistant use intervention program and other strategies/ materials such as: Fountas and Pinnel, CAFÉ, Daily 5, Scholastic, decodable, primary phonics, SIPPS, Words Their Way, Explode the Code, and more. (Instructional Assistant = 20 hours per week @ 50%)</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	School Year	Principal	\$15,955
Homework Club for students (\$37 per		School Year	Teacher Principal	\$2,368

hour/primary/upper x 32 weeks)				
Supplemental materials, computers, software, books, supplies may be purchased: Software, books and supplies for reading and math support	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	School Year	Principal	\$5,419
Staff Development and Professional Collaboration, training costs, substitute costs: Title I teacher (.25 FTE) to facilitate coaching and professional development throughout the year on supports for English Language Learners. Instructional Rounds for Teachers to visit each other classrooms to improve on instructional strategies (6 subs-1/2 day subs x 4 days-\$70 per sub) Articulation Days for Grade Level Teams	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	School Year	Title I Teacher	\$31,333
		Nov. to May	Principal/Teacher	\$1,680
		Nov. to June	Principal/Teacher	\$3,720
Parental Involvement: Materials for parent workshops Interpreters for meetings and workshops Childcare for meetings	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	School Year	Principal/Teacher	\$2,000
Total LCFF Supplemental				\$62, 475

Form B: Centralized Services for Planned Improvements in Student Performance

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *\$450,750*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.**
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
- *Centralized Services*
- *\$273,390*

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).***
 - *Centralized Services*
 - *\$280,984*
-

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational Agencies (LEAs)	\$101,360
<input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school	\$102,860

State Programs	Allocation
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$37,604
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$62,475
Total amount of state categorical funds allocated to this school	\$100,079

Local Funding	
<input checked="" type="checkbox"/> Technology Funds – Local Parcel Tax	\$9,558

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Travis McAlister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristen Bulleri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Graham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alison Rodacker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brooke Beyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tina Weetman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katie O'Toole	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regina Juan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teresa Chan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shari Johnston	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	n/a

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)
 - Instructional Leadership Team
 - Technology Site Team
 - Library

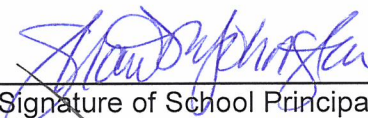
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was approved by the SSC at a public meeting on: 10/11/17.

Attested:

Shari Johnston

Typed name of School Principal
Travis McAlister

Typed name of SSC Chairperson



Signature of School Principal



Signature of SSC Chairperson

10/11/17

Date

10/11/17

Date

¹ SSC must review and recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

GATE students at Jackson Avenue Elementary School receive a program that follows the State guidelines for GATE students. The school also follows the district adopted California State Standards. The GATE program is designed to meet the needs of all GATE designated students in the classroom. GATE identified students will receive differentiated instruction in their area(s) of need in the regular classroom during the day. Jackson Avenue is implementing MobyMax (a digital platform) that is tailored to the skill level of the specific student in various areas. This differentiated instruction may be implemented by grouping occurring throughout the district and at Jackson Avenue Elementary. The GATE events outside the regular classroom day at Jackson Avenue Elementary are planned and coordinated by the school advisors and the GATE parents of Jackson Avenue Elementary and in collaboration with the parents at Arroyo Seco Elementary School.

District-wide enrichment workshops will be offered again this year at different sites on a variety of topics, allowing students to get to know each other and explore areas of interest in more depth.

Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

The Jackson Avenue Elementary School library has up-to-date, relevant, and enticing library books and resource materials for students and teachers to check-out. The library provides pupils access to resources that help them meet the academic standards established for them to become independent and lifelong learners. A weekly story-time is offered in grades TK through 5; students also receive instruction in library skills. The library also provides teachers access to resources that can help to improve teaching strategies, enhance staff development, and implement curriculum objectives in core subject areas. School library resources are selected to support the curriculum. The library maintains a database and distribution of curriculum textbooks and related materials. We are expanding our resources to include more non-fiction books and non-fiction classroom resources as we further our implementation of the California State Standards. In addition, we are working on developing a makerspace and expanding the types of materials available for checkout (to include digital reading devices, Legos, technology devices, etc.).

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$ 9,588

PROGRAM DESCRIPTION:

Jackson Avenue Elementary School Technology Committee has been created on site to review and discuss priorities of spending for technology and ongoing professional development for teachers and staff. Our site has developed a comprehensive resource site for our staff to utilize with all information in one place, being fully implemented this school year.

We have increased the number of devices available for student use throughout the school day. We have a Chromebook cart in each 3rd, 4th and 5th grade class. Each 2nd grade class has 9 Chromebooks, each 1st grade class has 6 Chromebooks, Kindergarten shares 7 Chromebooks, and both SDC classes have 6 Chromebooks. Many teachers also have iPads for small group or individual work. We will utilize our funding for ongoing support and upkeep of our technology (replacement, repairs, as well as purchasing new items to provide maximum access for students).

We have our District Technology Specialists who works one-on-one with teachers as well as pushing into classrooms to support teachers on expanding the use of technology into their teaching and learning. Several of our staff members are using and have shared with the whole staff apps such as Google Apps for Education (docs, sheets, forms, sites and drive), Remind, Bloomz, Khan Academy, Classdojo, Mobymax, etc.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and
-

presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
 - The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.
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Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN – K-5 SITES
2017-2018

Elementary School Name Jackson Avenue Elementary Date 9/6/17 English Learner Liaison: Cathy Newton

English Language Development: All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

Groupings:

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogeneously group students across classes.

Grade	Grouping By class, by CELDT scores, by grade level, across grade levels. etc. No more than 2 CELDT levels per group	Taught by Name of teacher(s), 1 teacher per grade level, 1 teacher for __ grade levels, resource teacher, teachers rotate every __ weeks, months etc. *** Complete student roster below	CELDT Levels Taught by this teacher	Days	Times	Total weekly minutes 150 minutes minimum	Materials Used <i>Avenues</i> and other supplemental materials
TK	Class	Dion	1 / 2	M-F	8:30-8:45 12:10-12:30	175	Vocabulary cards, games and books
K	Class	Voegele	1 / 2	M,T,Th,F M,T,Th,F W	9:35-9:55 11-11:15 10:45-11:15	170	Avenues, listening stations, language work on Chromebooks
K	Class	Andersen	1 / 2	M,T,Th,F W	10:50-11:30 11:00-11:30	190	Avenues, listening centers, selected computer games
K	Class	O'Toole	1 /	M-F	10:10-10:40	150	Avenues and teacher made materials
K	Class	Sanders	1/ 2	M-F M-F	12:10-12:20 10:10-10:30	150	Avenues, listening stations, language work on Chromebooks
First	Class	Hurtado	1 / 2	M,T,Th,F W	1:35-2:05 9:20-9:50	150	Avenues, Kevin Clark, Starfall, Literature, Primary Phonics, Making Words, Units of Study Writing Program, Conferencing

First	Class	Price/Yen	1 / 2	M-F	9:30-10:00	150	Avenues, Daily 5/CAFÉ, Explode the Code, Primary Phonics, Starfall, Kevin Clark
First	CELDT	Saindon	3/4	M-F	12:50-1:20	150	Avenues, SIPPS, Daily 5, Units of Study Writing Program
Second	CELDT	Hamilton	2/3	M-F	11:25-11:55	150	Explode the Code, Phonics, Avenues, Teacher Materials
Second	Class	Juan	1	M-F	11:25-11:55	150	Open Court, Avenues, Explode the Code
Second	Class	Smith	3/4	M-F	9:45-10:15	150	Avenues, Explode the Code, Open Court
Third	CELDT	Betando or Jones	2/3	M-F	12:35-1:15	200	Avenues and teacher created materials, Explode the Code
Third	CELDT	Gnecco	3	M-F	12:35-1:15	200	Avenues and teacher created materials, Explode the Code
Third	CELDT	Martin	3/4	M-F	12:45-1:15	200	Avenues and teacher created materials, Explode the Code
Third	CELDT	Newton	3 / 4	M-F	12:45-1:15	200	Avenues and teacher created materials, Explode the Code
Fourth	CELDT	Johnson	2/3	M-F	10:50-11:30	200	Avenues, Kevin Clark ELD, Teacher created materials
Fifth	CELDT	Gupta	3	M-F	1:15-1:55	200	Avenues, Kevin Clark ELD
Fifth	CELDT	Carey	5	M-F	1:15-1:55	200	Read aloud, differentiated non-fiction readings, teacher created materials.
Fifth	CELDT	Clappin	3	M-F	1:15-1:55	200	Read aloud, differentiated non-fiction readings, teacher created materials, Avenues
Fifth	CELDT	Newton	2 / 3	M-F	1:15-1:55	200	Read aloud, differentiated non-fiction readings, teacher-created materials, Avenues
Fifth	CELDT	Dohmann	4	M-F	1:15-1:55	200	Read aloud, differentiated non-fiction readings, teacher created materials, Avenues

SPED	CELDT	Ortuno	2 / 3	M-Th F	9:00-9:30 11:00-11:30	150	Avenues, Kevin Clark ELD, Read aloud, differentiated non-fiction readings, teacher created materials,
SPED	CELDT	Adkins	1 / 2	M T, W Th,F	9:00-9:15 9:45-10:00 11:50-12:20 9:00-9:30	150	Read aloud, differentiated non-fiction readings, teacher created materials.

Title I School-Level Parental Involvement Policy Jackson Avenue School, Livermore, CA

Jackson Avenue School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Jackson Avenue School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Advertised through flyers, phone calls, website

- Held every fall

- Refreshments and child care provided

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- Annual meetings are held in the morning and in the evening.

- Informational meetings are held in the mornings and evenings.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- Monthly School Site Council meetings

The school provides parents of Title I students with timely information about Title I programs.

- Weekly school newsletters

- Teacher newsletters

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Back to School nights

- Goal setting conferences

SSC meetings
ELAC meetings
PTO meetings

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

School Site Council meetings

School-Parent Compact – is distributed to all parents of Title I students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the student, family and school community will partner to help children achieve the State's high academic standards to contribute and thrive in the 21st Century. It addresses the following legally-required items, as well as other items suggested by School Site Council.

- The students' agreement includes attending school, listening, participating, completing work and demonstrating respect.
- The family agreement includes ensuring students attend school, supporting school policies, establishing routines for homework and communication.
- The school community agreement to provide a safe and positive learning environment, meaningful and high quality instruction, participation in professional development, communication regularly with families, and respect school, students, families and community members.

Jackson Avenue School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. The compact has been distributed to parents at Back to School Night and is signed by student, parent and teacher.

Building Capacity for Involvement

Jackson Avenue School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Back to School Night
Goal setting conferences

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Goal setting conferences

Parent informational nights

Training for parents to learn how to access online communication such as:
school messaging, grade reports, classroom and school websites

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Jackson Avenue School Leadership Team

Shared professional readings

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource center, to encourage and support parents in more fully participating in the education of their children.

ELAC Committee meetings

Community Liaison

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

All schoolwide communication is translated into Spanish.

SchoolMessenger phone calls are made in English and Spanish.

All meetings are translated into Spanish, as needed.

Peachjar communications are posted in both English and Spanish.

The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Jackson Avenue School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All schoolwide communication is translated into Spanish.

SchoolMessenger phone calls are made in English and Spanish.

All meetings are translated into Spanish, as needed

Peachjar communications are posted in both English and Spanish

Jackson Avenue Elementary School
2017-2018 LVJUSD Site Allocation Plan for Title I

\$ 101,360.00 Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
<p>High quality, supplemental direct language, reading and writing instruction: Jackson Avenue School has a reading block time provided by one certificated teacher and one instructional assistant. During this 30-minute block of time, four times a week, identified students go to <i>Reading Academy</i> (Title I pull-out or push-in program). The focus is targeted instruction in English Language Arts based on assessments and teacher input. All students will be assessed using a battery of assessments.</p> <p>The Title I Teacher and classroom teachers use the information from the assessments to guide their instruction and for student placement. These services supplement the instruction students receive in the classroom. Student placement will be reviewed every 6 to 8 weeks. During <i>Reading Academy</i>, the teacher and aide use <i>Fountas and Pinnel</i> intervention program as well as other strategies/ materials such as <i>CAFÉ</i>, <i>Daily 5</i>, <i>Scholastic</i>, decodables, primary phonics, <i>SIPPS</i>, <i>Words Their Way</i>, <i>Explode the Code</i>, and more.</p>	<p>Sept. to May</p> <p>Progress will be measured using <i>Fountas & Pinnel</i> for intervention.</p>	<p>Principal Teachers Title I Teacher</p>	<p>Title I Teacher (.75 FTE) \$ 94,000</p>

<p>Supplemental materials, computers, software, books, supplies may be purchased:</p> <p>Materials for students (such as <i>Explode the Code</i>, <i>MobyMax</i>, <i>Accelerated Reading</i>, <i>Fountas & Pinnel</i>, etc.)</p>	School Year	Principal Title I Teacher Teachers Librarian	\$4,956
<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <p>Ongoing PD at staff meetings with a focus on the California Standards and strategies for ELD as facilitated by the Title I teacher.</p>	School year	Title I Teacher Principal Teachers	
<p>Parental Involvement:</p> <p>Title I parent meetings and workshops facilitated by Title I teacher, workshop materials, take-home materials, childcare and interpreters.</p>	School year	Title I Teacher Principal Teachers	\$2,404
Total:			\$101,360
