

# School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

<b>School Name</b>	Jackson Avenue Elementary School
<b>Address</b>	554 Jackson Avenue Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-6001283
<b>Principal</b>	Shari Johnston
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 3, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	October 16, 2019
<b>Local Board Approval Date</b>	November 12, 2019

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

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# School Vision and Mission

## 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 in 2008, is located in Livermore, California. Jackson Avenue serves the educational needs of students from transitional kindergarten to fifth grade for approximately 550 students. The school also provides special education programs for students through resource support, speech and language support and integrated learning in addition to a 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% Hispanic or Latino, 39% White, 8% Asian, 4% Filipino, 1% African American, .2% American Indian, .2% Native Hawaiian or other Pacific Islander and 6.7% Two or more races and .2% not reported. Approximately 40% of the population receives free and reduced lunch, which allows the school to receive Title I funding and 19% of our population is English Language Learners.

Jackson Avenue has an intervention program supporting students to improve their reading skills. Students in 1st through 5th grades 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 1st to 5th grade class has its own class set of Chromebooks. Each kindergarten class has a small group set of chromebooks. 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 has a makerspace that provides more hands-on learning opportunities for students. We also have an outdoor classroom in our school garden. Classes can go to explore the garden, experience hands on learning, paint and do other art projects as well as tend the garden itself.

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, and providing training and support on building personalized learning through the development of student agency. They listen to the learning needs of the staff and support training for teachers.

Jackson Avenue Leadership Team teachers participated in a full-day district-wide leadership training focusing on Multi-Tiered Systems of Support (MTSS). All teachers have participated in the newly adopted Investigations3 math curriculum and Benchmark Advance (English Language Arts) curriculum professional development. We also have a site representative in math that continues with training at the district level and brings information back to the school site. We have a districtwide model classroom showcasing Units of Study in the area of writing. 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, Choose Love social-emotional curriculum, 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. We are training and supporting schoolwide implementation of Positive Behavior Intervention

Support (PBIS) and continue to support Choose Love implementation. We also began to introduce AVID (Advancement Via Individual Determination) training in the upper grades with goal to become a schoolwide implementation focusing on note-taking and student goal setting.

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 a 30-minute focus on writing and a 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 (COST) and our Instructional Leadership Team. 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 English Language Proficiency Assessments of California (ELPAC) 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 effective 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 items to use to support their child in reading, writing and math activities as they prepare for 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 are 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 Committee (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. We are also focused on implementing a schoolwide Positive Behavior Intervention Supports (PBIS) and social/emotional coping strategies.

#1 To increase by at least 3% the number of students who score at or above grade level in the area of reading comprehension  
To increase by at least 3% the number of students who are at or above grade level/proficient in math  
To have all students grow (or maintain if at the highest score) in the area of writing as measured by our district benchmark assessments.  
To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.

#2 To promote social/emotional strategies in students.  
To decrease chronic absenteeism by 1%.  
To increase overall physical fitness of students in 5th grade by 5%.

#3 An increase of parent participation in school activities

## 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 Council (SSC) was involved in the development of the goals and reviewing the data. The council reviewed data, asked questions, formulated goals and reviewed the final draft. The English Learner Advisory Committee (ELAC) was involved in the development and review of the goals specifically for the English Learners. They asked questions and commented on the needs of the students and families. The school Technology committee was also involved in the review of this document to ensure the support of tools for all students. These suggestions and ideas were incorporated into the plan. The Instructional Leadership Team (ILT) will review and monitor the site plan throughout the year. The EL liaison will bring assessment data to the ILT each trimester to keep the team informed of the progress of our English Learner students. The COST team will monitor the progress of our struggling students throughout the year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.6%	0.18%	0.19%	3	1	1
African American	1.7%	1.09%	1.14%	9	6	6
Asian	5.6%	5.98%	7.98%	30	33	42
Filipino	3.2%	3.08%	3.8%	17	17	20
Hispanic/Latino	38.7%	40.58%	40.68%	208	224	214
Pacific Islander	0.4%	0.36%	0.19%	2	2	1
White	41.3%	41.12%	39.16%	222	227	206
Multiple/No Response	0.2%	%	0.19%	1		1
<b>Total Enrollment</b>				537	552	526

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	116	122	111
Grade 1	78	81	92
Grade 2	94	77	87
Grade3	83	93	68
Grade 4	92	84	91
Grade 5	74	95	77
<b>Total Enrollment</b>	537	552	526

### Conclusions based on this data:

1. Our student population make-up has maintained its diversity with our white and hispanic/latino population being the largest of these groups.
2. There is a slight increase in our Asian population.
3. Our White and Hispanic/Latino populations are almost equal.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	155	143	99	28.9%	25.9%	18.8%
Fluent English Proficient (FEP)	34	49	74	6.3%	8.9%	14.1%
Reclassified Fluent English Proficient (RFEP)	15	20	34	9.4%	12.9%	23.8%

### Conclusions based on this data:

1. The number of English Learners have reduced over the last 3 years by 10%.
2. The number of Fluent English Proficient students have increased significantly, more than doubled from 2016-17 to 2018-19.
3. The number of students reclassifying as Fluent English Proficient has increased significantly, over 14% change, from 2016-17 to 2018-19.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	93	70	85	90	69	85	90	69	98.8	96.8	98.6
Grade 4	91	84	94	90	84	91	90	84	91	98.9	100	96.8
Grade 5	72	94	78	72	93	78	72	93	78	100	98.9	100
All Grades	249	271	242	247	267	238	247	267	238	99.2	98.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2435.	2464.	2461.	27.06	41.11	40.58	30.59	27.78	28.99	20.00	20.00	15.94	22.35	11.11	14.49
Grade 4	2478.	2467.	2489.	28.89	25.00	36.26	26.67	28.57	21.98	18.89	15.48	25.27	25.56	30.95	16.48
Grade 5	2522.	2490.	2504.	33.33	19.35	23.08	23.61	25.81	32.05	25.00	20.43	15.38	18.06	34.41	29.49
All Grades	N/A	N/A	N/A	29.55	28.46	33.19	27.13	27.34	27.31	21.05	18.73	19.33	22.27	25.47	20.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.38	38.89	40.58	42.86	47.78	42.03	29.76	13.33	17.39
Grade 4	26.67	27.38	39.56	54.44	46.43	42.86	18.89	26.19	17.58
Grade 5	38.89	21.98	28.21	41.67	43.96	47.44	19.44	34.07	24.36
All Grades	30.49	29.43	36.13	46.75	46.04	44.12	22.76	24.53	19.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.95	41.11	31.88	51.19	45.56	57.97	17.86	13.33	10.14
Grade 4	30.00	23.81	30.77	51.11	46.43	48.35	18.89	29.76	20.88
Grade 5	38.89	31.11	27.27	40.28	40.00	49.35	20.83	28.89	23.38
All Grades	32.93	32.20	29.96	47.97	43.94	51.48	19.11	23.86	18.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.48	26.67	27.54	69.05	57.78	63.77	15.48	15.56	8.70
Grade 4	14.61	20.24	24.18	62.92	66.67	65.93	22.47	13.10	9.89
Grade 5	18.06	15.38	22.08	69.44	57.14	59.74	12.50	27.47	18.18
All Grades	15.92	20.75	24.47	66.94	60.38	63.29	17.14	18.87	12.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.90	41.11	31.88	47.62	46.67	49.28	15.48	12.22	18.84
Grade 4	28.09	25.00	26.37	53.93	50.00	48.35	17.98	25.00	25.27
Grade 5	30.56	19.78	35.06	48.61	52.75	37.66	20.83	27.47	27.27
All Grades	31.84	28.68	30.80	50.20	49.81	45.15	17.96	21.51	24.05

**Conclusions based on this data:**

1. The percentage rate of participation has maintained at a high rate of 99.2% for all grades in 2018-19.
2. For all three grade levels the average distance from Level 3 are all positive, ranging from +2 in 5th grade to +29 in the 3rd grade.
3. 5th grade showed a significant increase in students meeting or exceeding standard compared to the previous year with 55% meeting in 2018-19 compared to 45% meeting in 2017-18.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	86	93	70	84	90	69	82	90	69	97.7	96.8	98.6
Grade 4	91	84	94	89	84	91	88	84	91	97.8	100	96.8
Grade 5	72	94	78	71	94	77	71	94	78	98.6	100	98.7
All Grades	249	271	242	244	268	237	241	268	238	98	98.9	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2446.	2479.	2485.	21.95	38.89	46.38	39.02	40.00	28.99	18.29	11.11	7.25	20.73	10.00	17.39
Grade 4	2490.	2473.	2479.	30.68	19.05	15.38	23.86	27.38	32.97	27.27	30.95	31.87	18.18	22.62	19.78
Grade 5	2525.	2505.	2501.	22.54	26.60	28.57	25.35	15.96	14.29	32.39	28.72	25.97	19.72	28.72	31.17
All Grades	N/A	N/A	N/A	25.31	28.36	28.69	29.46	27.61	25.74	25.73	23.51	22.78	19.50	20.52	22.78

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	36.59	53.33	59.42	40.24	34.44	21.74	23.17	12.22	18.84	
Grade 4	39.77	30.95	31.87	29.55	29.76	38.46	30.68	39.29	29.67	
Grade 5	30.99	37.23	29.87	40.85	27.66	27.27	28.17	35.11	42.86	
All Grades	36.10	40.67	39.24	36.51	30.60	29.96	27.39	28.73	30.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.49	53.33	53.62	51.22	36.67	34.78	18.29	10.00	11.59
Grade 4	36.36	26.19	25.27	38.64	51.19	49.45	25.00	22.62	25.27
Grade 5	23.94	25.53	23.38	50.70	43.62	48.05	25.35	30.85	28.57
All Grades	30.71	35.07	32.91	46.47	43.66	44.73	22.82	21.27	22.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	34.15	53.93	52.17	50.00	34.83	37.68	15.85	11.24	10.14
<b>Grade 4</b>	31.82	21.43	25.27	43.18	47.62	52.75	25.00	30.95	21.98
<b>Grade 5</b>	22.54	22.34	23.38	54.93	48.94	41.56	22.54	28.72	35.06
<b>All Grades</b>	29.88	32.58	32.49	48.96	43.82	44.73	21.16	23.60	22.78

**Conclusions based on this data:**

1. Jackson has maintained a high number of students participating in the State assessment 99.2% for 2018-19.
2. The overall achievement of students scoring in the standard met category has maintained for all 3 grade levels comparing the last two years. Third grade has achieved the greatest number of students meeting or exceeding standards.
3. Students scores overall continue to be the strongest in the area of problem solving and modeling/data analysis. The students in the third grade appear to be performing overall stronger then both 4th and 5th grade students.

# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1412.1		1426.0		1379.3		22	
Grade 1	1468.1		1484.2		1451.4		17	
Grade 2	1458.9		1452.8		1464.6		14	
Grade 3	N/A		N/A		N/A		8	
Grade 4	1515.0		1511.5		1517.9		22	
Grade 5	1536.1		1552.5		1519.2		14	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	17-18	18-19	17-18	18-19	17-18	18-19		

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	17-18	18-19	17-18	18-19	17-18	18-19		

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	17-18	18-19	17-18	18-19	17-18	18-19		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

**Conclusions based on this data:**

1. Overall student performance indicates the majority of students are performing at Level 3 level.
2. Students perform highest in the oral language and speaking domains.
3. Written language performance and writing are the most difficult areas for our English Learners.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2018-2019

% 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 = 78	26%	21%	46%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	76	50%	50%
<b>Body Composition</b>	78	67%	33%
<b>Abdominal Strength and Endurance</b>	76	66%	34%
<b>Trunk Extensor Strength and Flexibility</b>	78	78%	22%
<b>Upper Body Strength and Endurance</b>	77	74%	26%
<b>Flexibility</b>	76	79%	21%

## Physical Fitness Test Results (PFT) 2017-2018

% 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 = 92	15%	4%	20%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
<b>Aerobic Capacity</b>	92	43%	57%
<b>Body Composition</b>	92	65%	35%
<b>Abdominal Strength and Endurance</b>	92	48%	52%
<b>Trunk Extensor Strength and Flexibility</b>	92	21%	79%
<b>Upper Body Strength and Endurance</b>	92	34%	66%
<b>Flexibility</b>	92	80%	20%

### Conclusions based on this data:

1. The percentage of students scoring in the healthy zone of the fitness test more than doubled compared to last year:Forty-six in 2018-19 from 20% in 2017-18.
2. There were significant increases in the areas of abdominal strength and endurance, trunk extensor strength and flexibility, and upper body strength and endurance.
3. Aerobic capacity continues to be an area of growth.

# California Healthy Kids Survey

Grade 5										
	School Connectedness			Feel Safe at School	Students Treated with Respect	School Connectedness				
	High	Moderate	Low	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	High	Moderate	Low		
Jackson Avenue Elementary School	55%	39%	6%	85%	77%					



# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>552</b>	<b>41.3%</b>	<b>25.9%</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	143	25.9%
Homeless	5	0.9%
Socioeconomically Disadvantaged	228	41.3%
Students with Disabilities	77	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1%
American Indian	1	0.2%
Asian	33	6.0%
Filipino	17	3.1%
Hispanic	224	40.6%
Two or More Races	42	7.6%
Pacific Islander	2	0.4%
White	227	41.1%






### Conclusions based on this data:

1. Our White and Hispanic student groups are almost even.
2. Two or more races and Asian populations are the second largest student groups at Jackson.
3. We have a significant number of students who are socioeconomically disadvantaged, making Jackson eligible for Title 1 funding.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. Jackson scored well in student performance in the area of mathematics (green). Chronic absenteeism has improved.
2. Jackson maintained students in the area of English language arts (yellow).
3. Jackson has the most room for growth in the area of suspension rate.

# School and Student Performance Data

## Academic Performance English Language Arts







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











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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 5 points above standard Declined -3 points 255 students	<p><b>English Learners</b></p>  Yellow 29 points below standard Increased 3 points 107 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 21.4 points below standard Increased 5.1 points 124 students	<p><b>Students with Disabilities</b></p>  Red 93.7 points below standard Declined -29.3 points 49 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 23.2 points above standard Declined -13.9 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.5 points below standard Increased 12.2 points 108 students	 No Performance Color 41.7 points above standard Declined -9.1 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 27.9 points above standard Maintained -2 points 91 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66 points below standard Maintained 1.5 points 75 students	57.9 points above standard Maintained 0 points 32 students	25.6 points above standard Maintained -2.2 points 143 students

#### Conclusions based on this data:

1. Although English language arts scores have declined slightly overall for Jackson Avenue students, students remained 5 points above standard.
2. There were increases noted in English Learners, Socioeconomically Disadvantaged, and Hispanic student groups. The white student group maintained. There was a decrease noted in students with disabilities.
3. English Learners maintained their scores. Reclassified Fluent English Proficient (RFEP) students scored 57.9 points above standard and English Only scored 25.6 points above standard.

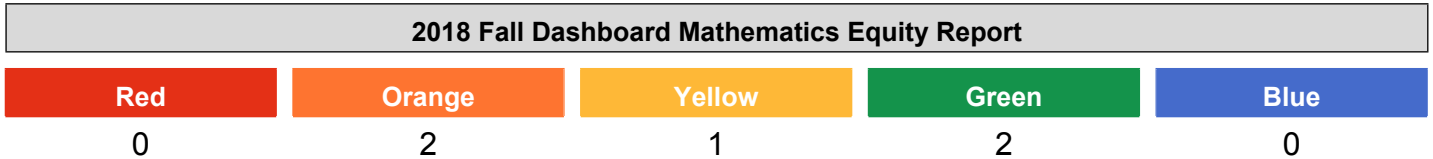
# School and Student Performance Data

## Academic Performance Mathematics







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











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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3.9 points above standard</p> <p>Increased 3 points</p> <p>255 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>28.6 points below standard</p> <p>Increased 6.7 points</p> <p>107 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>25.9 points below standard</p> <p>Maintained 0.3 points</p> <p>124 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>90.1 points below standard</p> <p>Declined -12.1 points</p> <p>49 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e0e0e0;">38.5 points above standard</span> Increased 5.3 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e0e0e0;">25 points below standard</span> Increased 12.8 points 108 students	 No Performance Color <span style="background-color: #e0e0e0;">51.1 points above standard</span> Increased 11.9 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green <span style="background-color: #e0e0e0;">24.1 points above standard</span> Maintained 1.3 points 91 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0;">58.3 points below standard</span> Increased 8.3 points 75 students	<span style="background-color: #e0e0e0;">41.1 points above standard</span> Maintained -1.3 points 32 students	<span style="background-color: #e0e0e0;">25.8 points above standard</span> Increased 6.7 points 143 students

**Conclusions based on this data:**

1. Overall students increased performance in mathematics.
2. English Learners and Hispanic student groups increased their performance as well as the Asian student group and two or more races. Socioeconomically Disadvantaged and White student groups maintained. Students with disabilities decreased performance.
3. English Learners and English Only students increased with RFEP students maintained.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
145	39.3%	36.6%	13.8%	10.3%

### Conclusions based on this data:

1. The majority of our English Learners are performing in the well developed and moderately developed areas on the ELPAC assessment.

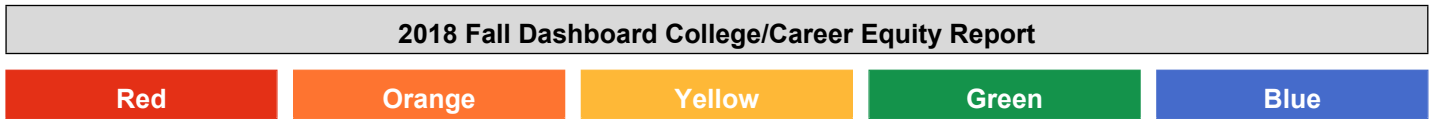
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. n/a



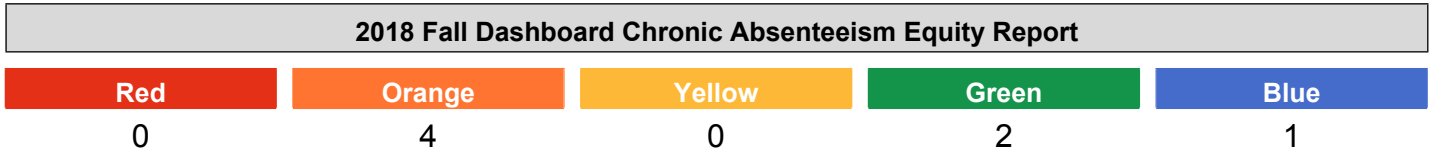
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>7.2% chronically absent</p> <p>Declined 1%</p> <p>581 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>11.3% chronically absent</p> <p>Increased 2.1%</p> <p>151 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>14% chronically absent</p> <p>Increased 1.8%</p> <p>258 students</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>4.3% chronically absent</p> <p>Declined 7.5%</p> <p>115 students</p>

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 0% chronically absent Declined 11.8% 33 students	 No Performance Color 5.3% chronically absent Increased 5.3% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.4% chronically absent Increased 1.2% 239 students	 Orange 6.8% chronically absent Increased 2.6% 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 6.8% chronically absent Declined 3% 236 students

**Conclusions based on this data:**

1. Chronic Absenteeism declined by 1% overall.
2. White, Asian, and Students With Disabilities decreased.
3. Socioeconomically Disadvantaged and English Learners increased.

# School and Student Performance Data

## Academic Engagement Graduation Rate

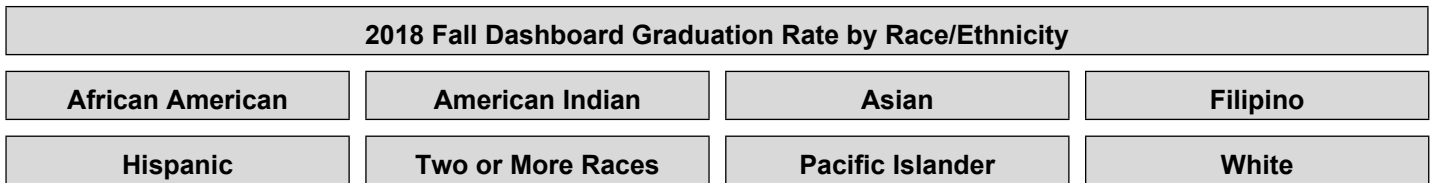
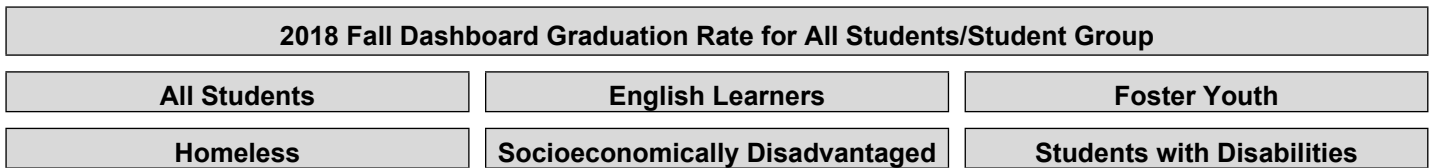
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

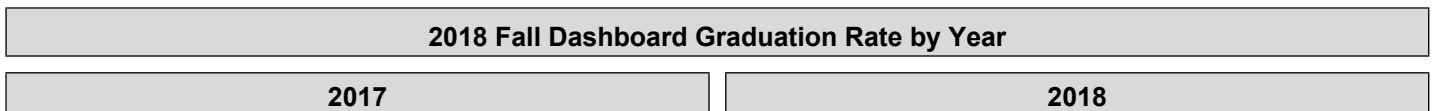
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	2	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 3.2% suspended at least once Increased 0.6% 600 students	<p><b>English Learners</b></p>  Green 1.9% suspended at least once Declined -2.2% 157 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 6 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 4.5% suspended at least once Increased 0.6% 266 students	<p><b>Students with Disabilities</b></p>  Yellow 3.4% suspended at least once Declined -3.4% 117 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Declined -2.8% 33 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4% suspended at least once Declined -1.5% 246 students	 Red 13.6% suspended at least once Increased 7.4% 44 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 2.4% suspended at least once Increased 2% 247 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	2.6% suspended at least once	3.2% suspended at least once

**Conclusions based on this data:**

1. Suspensions have decreased for students with disabilities, Hispanic, Asian, and English Learners.
2. Suspensions have increased for White, two or more races, and Socio-economically Disadvantaged.
3. Overall suspensions rates have increased over 2% over the last three years.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academics

### Goal Statement

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

### Basis for this Goal

Smarter Balance Assessment  
District Writing Assessment  
ELPAC  
EL Reclassification  
Articulaton  
Other local assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ol style="list-style-type: none"><li>1. Smarter Balanced Assessment for 3rd-5th; Schoolwide assessment in reading</li><li>2. Smarter Balanced Assessment; Grade Level Assessments</li><li>3. Smarter Balanced Assessment; District Writing Assessment</li><li>4. Grade Level Meeting Notes and Instructional Leadership Notes</li></ol>	<ol style="list-style-type: none"><li>1. Data on CAASPP ELA indicates: Students in grade 4 increased by 5% and students in grade 5 increased by 10%. However, students in grade 3 only increased by 1.11% of meeting or exceeding standards as measured by the CAASPP. English Learners decreased by 4%.</li><li>2. Data on CAASPP Math indicates: Students in grade 4th grade increased by 1.57% and students in grade 3 decreased by 4% and students in grade 5 decreased slightly by .56% as measured by the CAASPP. English Learners decreased by 8%.</li><li>3. Data from the District Writing Benchmark indicates: The genre was not the same in writing to compare between the two years. 44% of Kindergarten students met or exceeded and an additional 26% nearly met. 38% of first grade students met or exceeded and an additional 29% nearly met. 41% of 2nd grade students met or exceeded and an additional 39% nearly met. 27% of second graders met or exceeded and an additional 56% nearly met. 40% of fourth graders met or exceeded and an additional 26% nearly met.</li></ol>	<ol style="list-style-type: none"><li>1. Literacy/Reading Comprehension: To increase by at least 3% the number of students who score at grade level in the area of reading comprehension</li><li>2. Mathematics: To increase by at least 3% the number of students who are at grade level/proficient in math</li><li>3. Writing: To have all students grow (or maintain if at the highest score) in the area of writing as measured by the district benchmark assessments.</li><li>4. Articulation: To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.</li></ol>

Metric/Indicator	Baseline	Expected Outcome
	<p>4. Articulation Goal: Teachers collaborated on Wednesdays in grade level meetings. Notes of meetings are sent out school wide. Expectation to focus 30 minutes on ELA and 30 minutes of Math.</p>	

## Planned Strategies/Activities

### Strategy/Activity 1

Literacy/Reading Comprehension:

1. Using collaboration time and staff meetings, teachers will share and plan the use of the English language arts instructional materials at each grade level and review student progress.
2. Teachers will expand on the instruction of reading using non-fiction sources.
3. Twice a year, teachers will administer the Interim Assessment Block (pre and post-test) for grades 3-5.
4. Using the cycle of inquiry model, implement first tier interventions in the classroom based on student needs.
5. Teachers will assess all students on language using Mobymax three times a year to monitor growth. Students completed work on Mobymax during independent work time.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4990
<b>Source</b>	Other
<b>Description</b>	MobyMax purchased from Personalized Learning Grant

### Strategy/Activity 2

Mathematics:

1. Using collaboration time and staff meetings, teachers will share and plan the use of the math instructional materials at each grade level and review student progress.
2. Two times a year, teachers will administer the Interim Assessment Block (pre and post-test).
3. Using the cycle of inquiry model, implement first tier interventions in the classroom based on student needs.
4. Teachers will assess all students using Mobymax on math three times a year to monitor growth. Students completed work on Mobymax during independent work time.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 3

Writing

Teachers will utilize our new adopted curriculum to support students in writing. Each grade level team will review and develop mini-lessons using Units of Writing Program and/or Benchmark Advance 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 level teams at full site meetings.

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 visuals for supports, as appropriate.

Teachers will incorporate writing in a variety of content areas.

### Students to be Served by this Strategy/Activity

All Students and EL Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 4

Articulation:

1. Teachers will continue to meet as grade level teams to further develop scope and sequence across curriculum.
2. Teachers will meet with grade level teams above and below them to confer about curriculum and California State Standards.
3. Teachers will use their Instructional Rounds time to observe and discuss California State Curriculum across grade levels.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020



**Person(s) Responsible**

Principal/ Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6900
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	substitutes

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

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

### Basis for this Goal

Fitnessgram – Grade 5  
Healthy Kids Survey – Grade 5  
Annual attendance rate/chronic absenteeism  
Suspension rate  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A2A attendance Physical Fitness Test	<ol style="list-style-type: none"><li>1. Social Emotional: Increase in student use of mindfulness coping strategies to calm emotions and increase use of common vocabulary.</li><li>2. Attendance: Overall average was 96.30%, a slight increase from the previous year of 96.12%. Chronic Absenteeism decreased by 1%.</li><li>3. Physical Fitness: 46% of 5th grade students scored in the Healthy Fitness Zone which doubled from the previous year of only 20%.</li></ol>	<ol style="list-style-type: none"><li>1. Use of social/emotional strategies in students.</li><li>2. To decrease chronic absenteeism by 1%.</li><li>3. To increase overall physical fitness of students in 5th grade by 5%.</li></ol>

### Planned Strategies/Activities

#### Strategy/Activity 1

##### Social/Emotional:

Choose Love Curriculum will continue to be implemented across the grade levels. Teaching students explicitly social emotional coping strategies.

Students will be taught school-wide expectations through our school wide PBIS program of "Be a Stingray Star!" Be Scholarly, Trustworthy, Accepting, and Responsible. Rubrics will be established and clear expectations for every area of the campus (office, library, bathroom, multipurpose room, playground, and hallway). Teachers will teach students in the physical space and review these throughout the year.

We will create a Positive Climate and Social Skills Foundation: We will continue to have a weekly Wednesday Morning Meeting with recognitions of Stingray Stars, focus on an aspect of Choose Love (Courage, Gratitude, Forgiveness, and Compassion). We have added additional incentives for recognition as a classroom (earning Stingray STAR bucks).

Teach Conflict Resolution Training, Coping Strategies, and Social Skills Training to students who struggle and need more guidance: Throughout the year, students will be provided extra support in conflict resolution and coping strategies along with boundary setting when students are sent to the principal's office.

Continue with our Mindfulness Training and Support in Classrooms: Teachers to instruct students on breathing techniques and how the brain works to monitor the body and emotions. Classrooms will implement breathing techniques throughout the day to support overall calmness and increase focus. Emotional/Social Support for students who are struggling and/or who have experienced trauma are referred to in school supports through Hume counseling.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 2

Attendance:

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. COST referrals for students who are struggling with their attendance and being on time to school.
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.
6. Classrooms will earn a trophy to be displayed in their classroom for high or improved attendance each attendance month. After earning 3 trophies, the class will earn an incentive.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/19/2019 – 6/4/2020

### Person(s) Responsible

Teachers/Principal

### Proposed Expenditures for this Strategy/Activity

Description

0

### Strategy/Activity 3

Physical Fitness

1. Increase aerobic exercise of students through weekly walk and run club.
2. Teachers will incorporate PE games to improve skills and interest in being physically fit.

3. 5th grade team will continue to support physical fitness lessons, incorporating games and skill-based activities working together as a whole grade level.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

8/19/2019 – 6/4/2020

**Person(s) Responsible**

Principals/Teachers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

Amount

0

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and communication

### Goal Statement

Enhance parent and community engagement and communication

### Basis for this Goal

Teachers utilizing on-line communication  
Parent participation in site committees  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard Communication Website Copies of flyers, agendas and minutes	Parents feel they need more reminders of upcoming events and activities happening at our site.	An increase of parent participation in school activities.

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Parent communication will be increased through use of our website, district app, principal newsletter, phone communication, etc.
2. Monthly newsletter will be sent to families via BB Communication using SMORE by administration and pilot teachers.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

8/19 to 6/20

#### Person(s) Responsible

Principal/Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount

150.00

Source

Discretionary

**Budget Reference** 4000-4999: Books And Supplies

**Description** Purchase of SMORE accounts for administration and teachers.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

### Timeline

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

**Amount** 0

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 1

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ol style="list-style-type: none"><li>1. Smarter Balanced Assessment for 3rd-5th; Schoolwide assessment in reading</li><li>2. Smarter Balanced Assessment; Grade Level Assessments</li><li>3. Smarter Balanced Assessment; District Writing Assessment</li><li>4. Grade Level Meeting Notes and Instructional Leadership Notes</li></ol>	<ol style="list-style-type: none"><li>1. Literacy/Reading Comprehension: To increase by at least 3% the number of students who score at grade level in the area of reading comprehension. Mathematics: To increase by at least 3% the number of students who are at grade level/proficient in math.</li><li>3. Writing: To have all students grow (or maintain if at the highest score) in the area of writing as measured by the district benchmark assessments.</li><li>4. Articulation: To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.</li></ol>	<ol style="list-style-type: none"><li>1. Met Literacy/Reading Comprehension: Students in grade 4 increased by 5% and students in grade 5 increased by 10%. However, students in grade 3 only increased by 1.11% of meeting or exceeding standards as measured by the CAASPP. English Learners decreased by 4%.</li><li>2. Nearly Met Mathematics: Students in grade 4th grade increased by 1.57% and students in grade 3 decreased by 4% and students in grade 5 decreased slightly by .56% as measured by the CAASPP. English Learners decreased by 8%.</li><li>3. Met Writing: The genre was not the same in writing to compare between the two years. Forty-four percent of Kindergarten students met or exceeded the standards, and an additional 26% nearly met the standards. Thirty-eight percent of first grade students met or exceeded and an additional 29% nearly met them. Forty-one percent of 2nd grade students met or exceeded and an additional 39% nearly met. Twenty-seven percent of second graders met or exceeded and an additional 56% nearly met. Forty percent of fourth graders met or exceeded and an additional 26% nearly met.</li><li>4. Met Articulation: Teachers shared their weekly collaboration notes via email. Consecutive grade levels met together for articulation.</li></ol>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Literacy/Reading Comprehension:</p> <ol style="list-style-type: none"> <li>Using collaboration time and staff meetings, teachers will share and plan the use of the English language arts adoption at each grade level and review student progress.</li> <li>Teachers will expand on the instruction of reading using non-fiction sources.</li> <li>Twice a year, teachers will administer the Interim Assessment Block (pre and post-test) for grades 3-5.</li> <li>Using the cycle of inquiry model, implement first tier interventions in the classroom based on student needs.</li> <li>Teachers will assess all students using Mobymax on language, twice to monitor growth (by December and by June). Students completed work on Mobymax during independent work time.</li> </ol>	<p>Literacy/Reading Comprehension:</p> <ol style="list-style-type: none"> <li>Teachers collaborated 2-3 Wednesday per month in grade level teams. They shared their discussions and outcomes via minutes released through email.</li> <li>Teachers used Scholastic News to expand student use of non-fiction. They also expanded their non-fiction classroom library.</li> <li>Teachers administered the IAB twice throughout the year in grades 3-5.</li> <li>Teachers evaluated student progress using formative assessments. They retaught students in small groups focusing on the area of need.</li> <li>Teachers assessed students using Mobymax on language twice a year (with the exception of two teachers). Students completed work on Mobymax. Students who spent a minimum of 15 minutes a week, showed a year's growth and those who spent 20 minutes per week, showed 2 years growth or more.</li> </ol>		<p>.75 FTE Title 1 Teacher Title I Teacher 92,966</p> <p>.25 FTE Title 1 Teacher LCFF - Supplemental 38,222</p> <p>MobyMax LCFF - Supplemental 3,456</p> <p>Scholastic News and Science PTO funded 4706</p>
<p>Mathematics:</p> <ol style="list-style-type: none"> <li>Using collaboration time and staff meetings, teachers will share and plan the use of the math adoption at each grade level and review student progress.</li> <li>Two times a year, teachers will administer the Interim Assessment Block (pre and post-test).</li> </ol>	<p>Mathematics:</p> <ol style="list-style-type: none"> <li>Teachers collaborated 2-3 Wednesdays per month in grade level teams. They shared their discussions and outcomes via minutes released through email.</li> <li>Teachers administered the IAB twice throughout the year in grades 3-5.</li> </ol>	<p>0</p>	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3. Using the cycle of inquiry model, implement first tier interventions in the classroom based on students needs.</p>	<p>3. Teachers evaluated student progress using formative assessments. They retaught students in small groups focusing on the area of need.</p>		
<p>Writing Teachers will utilize our adopted curriculum to support students in writing. Each grade level team will review and develop mini-lessons using the Units of Writing Program and/or Benchmark Advance 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 visuals for supports, as appropriate.</p> <p>All grade level members will participate in district wide grade level trainings focusing on Benchmark Advance Curriculum.</p>	<p>Writing: Teachers used either Units of Study or Benchmark Advance to support writing in the classroom. The teachers shared strategies with each other of what worked.</p> <p>Teachers utilized a variety of strategies to support our English Language learners. They used visuals and provided sentence stems to support their English in a variety of content areas.</p> <p>Teachers attended district wide trainings on the district adopted Benchmark Advance Curriculum.</p>		
<p>Articulation: 1. Teachers will continue to meet as grade-level teams to further develop scope and sequence across curriculum. 2. Teachers will meet with grade level teams above and below them to confer about curriculum and</p>	<p>Articulation: 1. Teachers met as grade level teams not only on Wednesday Collaboration days but also on an articulation day to support guiding the instruction. 2. Teachers conducted vertical articulation during Wednesday</p>	<p>substitutes 1000-1999: Certificated Personnel Salaries Title 1 site 6900</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>California State Standards. 3. Teachers will use their Instructional Rounds time to observe and discuss California State Curriculum across grade levels.</p>	<p>collaborations and during some staff meetings. 3. Teachers observed other classroom teachers, either by visiting classrooms or via sharing video clips of a lesson. They were able to discuss and brainstorm effective strategies together to meet the students' needs.</p>		

## Analysis

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

The overall strategies for reading, mathematics, writing and articulation were implemented as stated in the goals above.

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

The overall effectiveness of the strategies supported many students but not all of the students achieved our expected goals. Some of the strategies need to remain in place as the results of those strategies may not be seen in the short term. For example, it was the first year implementing the District adopted Benchmark Advance curriculum, and changes will be seen as the teachers become more familiar with the materials. Also, the students will build on their foundational skills and vocabulary that were taught this first year of implementation. We also had a change in the reading intervention program with Intervention Specialists providing support. This intervention program and the universal assessment was new to the specialists, and will require more training and support to be effective.

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

n/a

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.

We are now part of Cohort 2 which includes support from district Multi-tiered Systems of Support (MTSS) coaches. They will support the Interventionist through training, observing sessions, and supporting data analysis. The support from them will strengthen our intervention system as a whole.

# Annual Review and Update

## SPSA Year Reviewed: 2018-19

### Goal 2

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A2A attendance Physical Fitness Test	<ol style="list-style-type: none"> <li>1. To promote social/emotional strategies in students.</li> <li>2. To decrease chronic absenteeism by 1%.</li> <li>3. To increase overall physical fitness of students in 5th grade by 5% (from 20% in Healthy Fitness Zone).</li> </ol>	<ol style="list-style-type: none"> <li>1. We have supported students with social/emotional strategies through implementation of our Choose Love Curriculum weekly lessons.</li> <li>2. We decreased our chronic absenteeism by 1%.</li> <li>3. We increased our overall physical fitness of students in 5th grade to 46% of students being in the Healthy Fitness Zone.</li> </ol>

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Social/Emotional: Choose Love Curriculum is being implemented across the grade level, as we explicitly teach social emotional learning. Students will be taught playground rules and schoolwide expectations through our schoolwide PBIS program of "Be a Stingray Star!" Be Scholarly, Trustworthy, Accepting and Responsible. We will hold a schoolwide assembly the first week of school with a review of playground rules and setting of Schoolwide expectations. We will create a positive climate and social skills foundation: We will have a weekly Wednesday Morning Meeting with</p>	<p>Social/Emotional: Teachers were provided copies of the Choose Love Curriculum. Teachers reviewed the program and made a year long flow to be on the same topics by grade level. Students have been explicitly taught to take brave breaths. They are encouraged to take breaks when needed and other coping skills. We began implementation of the Stingray STAR. Teachers were given posters for their rooms. We held weekly Wednesday Morning Meetings and recognized students for making appropriate choices following our Be Scholarly, Be Trustworthy,</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>recognitions of Stingray Stars, focus on an aspect of Choose Love (Courage, Gratitude, Forgiveness, and Compassion). Teach Conflict Resolution Training, Coping Strategies, and Social Skills Training to students who struggle and need more guidance: Throughout the year, students will be provided extra support in conflict resolution and coping strategies along with boundary setting when sent to the principal's office. Continue with our Mindfulness Training and Support in Classrooms ongoing: Teachers to instruct students on breathing techniques and how the brain works to monitor the body and emotions. Classrooms will implement breathing techniques to the entire class three times a day to support overall calmness and increase focus. Emotional/Social Support for students who are struggling and/or who have experienced trauma are referred to in school supports through HUME.</p>	<p>Be Accepting and Be Responsible. We expanded our repertoire of alternative discipline strategies in the principal's office to support students. We focused on being reflective, being restorative, and learning about the situation/topic in which they made error (instruction). We continued support for students on mindfulness techniques and other ways to calm the mind and body when dysregulated. Teachers were encouraged to implement the breathing three times a day (and when they were needing it). This was completed by many and others were reminded to implement during various situations. Social/emotional support has been provided directly to our students by our school psychologist and also by Hume Counseling provided onsite.</p>		
<p>Attendance: 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.</p>	<p>Attendance: 1. Attendance is monitored monthly by our Office Specialist and our CWA. 2. We had a regular scheduled meeting time to review our at risk students. 3. E-truancy letters and phone calls were</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3. E-truancy letters and phone calls with families regarding issues of truancy and non-attendance are provided in a timely manner.</p> <p>4. Student Success Team (SST) referrals are used as an option for students who may need additional intervention strategies.</p> <p>5. Referral to Student Attendance Review Board (SARB), as necessary.</p> <p>6. Classrooms will earn a trophy to be displayed in their classroom for high or improved attendance each attendance month. After earning 3 trophies, the class will earn an incentive.</p> <p>7. "All day, every day," incentives for classes for each 14 days of full class attendance and no tardies.</p>	<p>completed in a timely manner.</p> <p>4. We supported students through Coordinated systems of support (COST) and Student Success Team (SST) referrals, as appropriate.</p> <p>5. Appropriate referrals were made to SARB to support those with chronic absenteeism.</p> <p>6. Classrooms earned a trophy to be displayed in their classroom for high attendance and received incentives for students from our CWA.</p> <p>7. We implemented the "all day, every day," incentives for classes.</p>		
<p>Physical Fitness</p> <p>1. Review the PE standards with the Teachers K-5 teachers..</p> <p>2. Teachers will incorporate PE games to improve skills and interest in being physically fit.</p> <p>3. The 5th grade team has one teacher who will be a consistent teacher/facilitator of physical fitness lessons, incorporating games and skill-based activities.</p>	<p>Physical Fitness</p> <p>1. PE standards were reviewed with teachers.</p> <p>2. PE games were shared with teachers to include in their PE instruction. Our Adapted Physical Education Teacher provided and demonstrated a number of activities for teachers to use.</p> <p>3. Our 5th grade teachers provided PE instruction together and implemented skills and drills for students. They were consistent in the assessments of each skill on the Physical Fitness Test.</p>		

## Analysis

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

The overall implementation of the strategies were completed as planned as articulated above.

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

The effectiveness of the strategies yielded expected results in general. We saw an increase in our Physical Fitness scores. We also saw changes in students using a common vocabulary for coping strategies across the campus. Our attendance efforts did help us to meet our goal.

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

not applicable

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.

Changes will be made in the planned goal #2 in the explicit teaching of expectations in various areas on campus. We will also develop a rubric to follow to obtain consistency across grade levels. We will also look at ways to further support Physical Education through increasing aerobic exercise by implementing our Walk and Run Club again and highlighting that at our morning meetings.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Enhance parent and community engagement and communication

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Blackboard Communication Website Copies of flyers, agendas and minutes	To provide education to parents to support school initiatives and student learning, based on parent survey.	Met our site website was updated to reflect our school initiatives and celebrations. Blackboard Communication system was used to inform families of upcoming events, initiatives and news from the Principal. Flyers were distributed to families via hard copy, email and peachjar.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Parent communication will be increased through use of our website, District app, principal newsletter, phone communication, etc. 2. 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.	1. Parent communication was increased through the use of the website, emails, and phone messages sent via Blackboard communication system. 2. Parents were invited to engage in community events such as Ice Cream Social, Multi-Cultural Night, and Spring Faire. They also were invited for a parent workshop on anxiety in students, parent conferences, SST, 504, and IEP meetings.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 These strategies/activities were implemented as planned in the goals listed above.

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

The goal was effective overall. We had a healthy turn out of parents in the variety of school events.

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

not applicable

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.

Changes will be made to the goal to increase the ways in which families are communicated with and how often, in an effort to increase participation in school events.



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	12,040.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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# Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	150.00
Other	4,990.00
Title I	6,900.00

## Expenditures by Budget Reference

Budget Reference	Amount
	4,990.00
1000-1999: Certificated Personnel Salaries	6,900.00
4000-4999: Books And Supplies	150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Discretionary	150.00
	Other	4,990.00
1000-1999: Certificated Personnel Salaries	Title I	6,900.00

# 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
- n/a Secondary Students

Name of Members	Role
Shawna Bouligny	Parent or Community Member
Rachel Brumley	Parent or Community Member
Dawn Wantroba	Parent or Community Member
Esmeralda Moreno	Parent or Community Member
Cynthia Gonzalez	Parent or Community Member
Tina Weetman	Classroom Teacher
Shannon Smith	Classroom Teacher
Clara Yen	Classroom Teacher
Teresa Chan	Other School Staff
Shari Johnston	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: Other committees established by the school or district (list)  
Instructional Leadership Team  
Technology Site Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 16, 2019.

Attested:



Principal, Shari Johnston on 10-16-19



SSC Chairperson, Tina Weetman on 10-16-19

# Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2019-2020 State and Federally – Funded Categorical Programs

#### **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 our District SPSA Goals.***
- \$167,625

#### **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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$154,516

#### **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 our District SPSA Goals.***
- \$196,089

#### **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 our District SPSA Goals.***
- \$228,906

#### **Title IV-A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- 123,890

**Livermore Valley Joint Unified School District**  
**2019-2020 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 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in 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 Marylin 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 General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.



## Appendix D: 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.

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$56,173
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$57,673</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$41,935
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$54,390
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$96,325</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$9,918

## Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

**Projected LCFF Supplemental Funds \$54,390**

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	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>  Intervention Specialists will work with students in small groups to support their learning needs as part of our Multi-tiered Systems of Support (MTSS). Assessments will be completed 3 times a year, using EasyCBM, in addition to ongoing progress monitoring every 6 to 8 weeks.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Instructional Specialist working with at-risk students supporting them through Positive Behavior Intervention Supports (PBIS) to increase their time in the classroom.	Sept. to June	Intervention Specialists Teachers Principal	\$22,218.85	
	Aug. to June	Instructional Assistant	\$18,333.42	
			<u>Total:</u> 40,552.27	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>  Purchase of materials, computers, software, books and supplies needed to provide targeted intervention and differentiation for English Learner (EL) and at-risk students for reading and math support.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	Aug. to June	Principal Teachers Intervention Specialists Office Staff	\$6,977.73	
			<u>Total:</u> 6,977.73	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>  Book study on works done by Jo Boaler in the area of mathematics (1 copy per teacher) related to mathematics.				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	Oct. to May	Principal Teachers	\$1,410.00	
Articulation days for grade level teams to work on math conceptual development (23 x \$150)	Sept. to May	Teachers	\$3,450.00	
			<u>Total:</u> 4,860	
<u>Parent Involvement:</u>  Materials for parent workshops  Interpreters for meetings and workshops  Childcare for meetings				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
	Oct. to May	Teacher Principal EL Liaison	\$2,000.00	

<u>Total:</u>		2,000
<u>Grand Total:</u>		54,390

## Appendix F

### School Site: Jackson Avenue Elementary School LVJUSD Site Allocation Plan for Title I

#### \$56,173.00 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
High quality, supplemental direct language, reading and writing instruction: After baseline assessments have been administered using AimsWebPlus, reviewing English Language Proficiency Assessment of California (ELPAC) results, and teacher formative assessments, Intervention Specialists will work with students in small groups to support their learning needs as part of our Multi-tiered Systems of Support (MTSS). Assessments will be completed 3 times a year in addition to ongoing progress monitoring every 6 to 8 weeks.	Aug to May	Principal	\$46,573.00
Supplemental materials, computers, software, books, supplies may be purchased: Materials for students (such as 95%, Explode the Code, MobyMax, Happy Numbers, XMath and other math programs and supplies).	Sept. to May	Principal	\$1,200.00
Staff Development and Professional Collaboration, training costs, substitute costs: Articulation Days for Grade Level Teams to work on English Language Arts (ELA) development (23 subs x \$150)  Instructional Rounds (twice a year) for teachers to visit each others' classrooms to improve on Instructional Strategies using video technology during non-district	Sept. to May  Sept. to June	Principal  Principal Instructional Leadership Team (ILT) team	\$6,900.00

Wednesday collaboration or real time (23 subs x \$150).			
Parental Involvement: Title 1 parent meetings and workshops, workshop materials, take-home materials, childcare and interpreters. Grade level teams to support parents with reading ideas and workshops.	Sept. to June	ILT team Teachers Principal	\$1,500.00
<b>Total:</b>			\$56,173.00

## **Appendix G: Title I School-Level Parental Involvement Policy Jackson Avenue Elementary School, Livermore, CA**

Jackson Avenue Elementary School 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 1 program at Jackson Avenue School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the right of parents to be involved in the Title 1 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 1 parents, such as meetings in the morning or evening.

Annual meetings are held in the morning and in the evening

Information 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.

Monthly 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

### **School-Parent Compact**

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 includes providing a safe and positive learning environment, meaningful and high quality instruction, participating in professional development, communicating regularly with families, and respecting 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, teacher, and administrator.

### **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 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.

Schoolwide 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.

Schoolwide 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.

Office staff member is fluent in Spanish.

## Appendix H

### **Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES**

#### **PROGRAM DESCRIPTION:**

Gifted and Talented Education (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. The GATE events outside the regular classroom day at Jackson Avenue Elementary are planned and coordinated by the GATE parents of Jackson Avenue Elementary, and in collaboration with the school district advisor.

### **Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:**

#### **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 website 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 1st, 2nd, 3rd, 4th, and 5th grade class. Each Kindergarten class has a set of iPads for small group instruction. 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, carts, as well as purchasing new items to provide maximum access for students).

We have our District Elementary Technology Specialists who work 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), Bloomz, Khan Academy, Classdojo, Mobymax, etc.



# Appendix I

## Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2019-20

Elementary School Name: Jackson Avenue Elementary Date 9-11-2019 English Learner Liaison: Lindsey Tabaracci

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
  - Focus on **ELD standards**, not a unit or theme
  - Small groups should be kept to a maximum of 6 students
  - 30 minutes of **Designated ELD** instruction per day (5 days a week)
  - May be scheduled during reading and writing block (15 minutes/level)
  - Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Dion	Em, Ex	M-F 8:40-9:00 and 12:30-1:30	
K	Temores	Em, Ex, Br	M-F 10:15-11:20	M-F 12:45-1:00
	O'Toole	Em, Br	M-F 9:00-11:20	
	Sanders	Em, Ex, Br	M-F 9:00-11:20	
	Voegele	Em, Ex, Br	M-F 8:45-10:30	M-F 12:15-1:15
First	Main	Ex	M-F 8:40-9:20	
	Tabaracci	Br	M-F 8:40-9:20	
	Woods	Em	M-F 8:40-9:20	
	Saindon	Ex	M-F 8:40-9:20	
Second	Hamilton	Em, Br	M-F 1:25-2:25	
	Price	Br	M-F 11:00-11:30	
	Juan	Br	M-F 8:45-9:00; 1:30-1:45	MWTh 10:45-11; 11-11:15

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
			W 8:55-9:10, 10-10:15	T 11-11:15, 10-10:15 F 10-10:15, 2-2:15
	Smith	Ex, Br	M-F 8:30-10:15, 11-11:30	
Third	Betando	Em, Br	M, T, Th, F 12:40-1:20 W12:40-1:10	
	Jones	Ex, Br	M, T, Th, F 12:40-1:20 W12:40-1:10	
	Martin	Ex	M, T, Th, F 12:40-1:20 W12:40-1:10	
	Gnecco	Br	M, T, Th, F 12:40-1:20 W12:40-1:10	
Fourth	Bonaventure	Ex	M-F 10:45-12:20	M-F 12:00-12:15
	Heskett	Ex,Br	M-F 10:00-10:30	M-F 11:50-12:20
	Linford	Ex	M-F 10:45-11:50	M-F 11:50-12:20
Fifth	Mains	Ex Br	M, T, Th, 9:20-10:30 W 9:40-10:30 F 8:45-10:30	
	Clappin	Br, Ex	M, T, Th, F 9:15-10:30 W 9-10:30 F 9:15-10:30  F 9:15-10:30	
	Carey	Br	M, T, Th, F 9:20-10:30 W 9-10:00	
	Kelly	Em, Ex	M: 2-2:40 T: 11:20-11:50 W: 10:10-10:30 Th: 11:20-11:50	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
			F: 1:30-2:15	