School Year: **2020-21**

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.

School Name	Jackson Avenue Elementary School
Address	554 Jackson Avenue Livermore, CA 94550
County-District-School (CDS) Code	01-61200-6001283
Principal	Shari Johnston
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	10-1-2020
Schoolsite Council (SSC) Approval Date	10-14-2020
Local Board Approval Date	11-10-2020

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 approximately 500 students from transitional kindergarten to fifth grade. 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 (second through fourth grade). Our transitional kindergarten (TK) program offers a Science Technology Engineering and Mathematics (STEM) focus.

The diversity of the school is one of its strengths. The ethnic make-up is approximately 38% Hispanic or Latinx, 41% White, 9% Asian, 4% Filipino, 1% African American, .4% American Indian, .2% Native Hawaiian or other Pacific Islander and 6.2% Two or more races and .2% not reported. Approximately 32% of the population receives free and reduced lunch, which qualifies the school to receive Title I funding. Sixteen percent 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. Several chrome carts and iPads are available 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. The Library Media Specialist is active, reading to classes, providing classes with lessons on library skills and internet safety, and providing the students with motivators to encourage the love of reading. The site has a makerspace that provides more hands-on learning opportunities for students. Students also have access to an outdoor classroom in the school garden. Classes 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 school-wide 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 participated in a full-day, district-wide leadership training focusing on culturally responsive practices and Schoology/Virtual Teaching for distance learning. All teachers have participated in the adopted Investigations3 math curriculum and Benchmark Advance (English Language Arts) curriculum professional development. A site representative in math continues with training at the district level and brings information back to the school site. Jackson has a district-wide 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 (goal setting), 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. Classrooms are supported with Chromebooks to increase technology use for students to access a variety of online programs and to demonstrate their learning.

Site professional development is differentiated for teachers as well as focused on specific site initiatives such as Advancement Via Individual Determination (AVID), growth mindset, mindfulness, and personalized learning. We continue to support teachers and staff on how to integrate technology into learning. We are continuing our school-wide

implementation of Positive Behavior Interventions and Support (PBIS) and Choose Love implementation. The majority of our teachers attended their first AVID 12 hour training on AVID strategies in February, 2020 and will complete another 12 hours of training regarding virtual learning and AVID strategies this fall.

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 site and district assessments for the California State Standards implementation. Grade-level teams report out minutes of their meetings school-wide. 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 75-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, as teachers monitor and discuss during grade-level meetings. Administration conducts classroom visits to ensure effective instruction is taking place for all 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. Families are provided with items to use to support their child in reading, writing, and math activities as they prepare for school. Teachers review the expectations of Kindergarten and provide examples of how parents can support their child in the transition. During distance learning, video-taped workshop and live meetings were offered.

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 at-promise students will take an additional field trip to the middle school to be connected with a supportive adult on campus, arranged 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:

Teachers meet with each family in October for parent 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 implementation of AVID strategies school-wide with specific focus on note-taking and student goal setting. We continue to support 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 Interventions and Supports (PBIS) and social/emotional coping strategies.
Academics:
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
2. Mathematics: To increase by at least 3% the number of students who are at grade level/proficient in math
3. Writing: To have all students grow (or maintain if at the highest score) in the area of writing as measured by District benchmark assessments.
4. Articulation: To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.
Conditions for Learning:
1. Use of social/emotional strategies by students.
2. To increase student attendance during distance learning.
3. To increase overall physical fitness of students in 5th grade by 5%.
Enhance Parent and Community Engagement:
1.We will involve our family community differently during distance learning.

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.19%	0.36%	1	1	2
African American	1.09%	1.14%	0.55%	6	6	3
Asian	5.98%	7.98%	8.74%	33	42	48
Filipino	3.08%	3.8%	4.19%	17	20	23
Hispanic/Latino	40.58%	40.68%	38.43%	224	214	211
Pacific Islander	0.36%	0.19%	0.18%	2	1	1
White	41.12%	39.16%	41.17%	227	206	226
Multiple/No Response	%	0.19%	6.19%		1	1
			Total Enrollment	552	526	549

Table header: **Student Enrollment by Subgroup**

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	122	111	121
Grade 1	81	92	87
Grade 2	77	87	90
Grade3	93	68	89
Grade 4	84	91	65
Grade 5	95	77	97
Total Enrollment	552	526	549

Table header: **Student Enrollment by Grade Level**

Conclusions based on this data:

1. Our student population make-up has maintained its diversity with our White and Hispanic/Latinx population being the largest of these groups.

2. There is a continued growth in our Asian population.

3. Overall enrollment returned nearly to the numbers of 2017-2018 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	143	99	98	25.9%	18.8%	17.9%
Fluent English Proficient (FEP)	49	74	79	8.9%	14.1%	14.4%
Reclassified Fluent English Proficient (RFEP)	20	34	21	12.9%	23.8%	21.2%

Conclusions based on this data:

1. The number of English Learners have reduced significantly over the last 3 years by 45 students.

2. The number of Fluent English Proficient students have continued to increase from 2017-2018 to 2019-2020.

3. The number of students reclassifying as Fluent English Proficient has increased 8.3% from 2017-2018 to 2019-2020.

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	78	71	94	77	98.6	100	100
All Grades	249	271	242	244	268	238	241	268	237	98	98.9	98.3

* 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**
Grade 3	34.15	53.93	52.17	50.00	34.83	37.68	15.85	11.24	10.14
Grade 4	31.82	21.43	25.27	43.18	47.62	52.75	25.00	30.95	21.98
Grade 5	22.54	22.34	23.38	54.93	48.94	41.56	22.54	28.72	35.06
All Grades	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	1412.1	1426.0	1426.0	1379.3	1379.3	22	22
Grade 1	1468.1	1468.1	1484.2	1484.2	1451.4	1451.4	17	17
Grade 2	1458.9	1458.9	1452.8	1452.8	1464.6	1464.6	14	14
Grade 3	N/A	*	N/A	*	N/A	*	8	8
Grade 4	1515.0	1515.0	1511.5	1511.5	1517.9	1517.9	22	22
Grade 5	1536.1	1536.1	1552.5	1552.5	1519.2	1519.2	14	14
All Grades								97

Overall Language **Percentage of Students at Each Performance Level for All Students**										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		13.64		18.18		45.45		22.73		22
1		23.53		35.29		17.65		23.53		17
2		14.29		42.86		28.57		14.29		14
4		36.36		40.91		4.55		18.18		22
5		21.43		50.00		7.14		21.43		14
All Grades		20.62		34.02		25.77		19.59		97

Oral Language **Percentage of Students at Each Performance Level for All Students**										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		13.64		27.27		40.91		18.18		22
1		29.41		41.18		11.76		17.65		17
2		21.43		42.86		21.43		14.29		14
4		59.09		22.73		9.09		9.09		22
5		50.00		35.71		0.00		14.29		14
All Grades		32.99		32.99		19.59		14.43		97

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
K		9.09		9.09		54.55		27.27		22
1		11.76		23.53		29.41		35.29		17
2		21.43		28.57		35.71		14.29		14
4		18.18		50.00		9.09		22.73		22
5		7.14		21.43		50.00		21.43		14
All Grades		12.37		25.77		38.14		23.71		97

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		
K		9.09		86.36		4.55		22		
1		47.06		35.29		17.65		17		
2		21.43		64.29		14.29		14		
4		31.82		50.00		18.18		22		
5		28.57		57.14		14.29		14		
All Grades		24.74		58.76		16.49		97		

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		
K		13.64		63.64		22.73		22		
1		29.41		47.06		23.53		17		
2		28.57		50.00		21.43		14		
4		77.27		13.64		9.09		22		
5		85.71		7.14		7.14		14		
All Grades		45.36		38.14		16.49		97		

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
K		0.00		90.91		9.09		22
1		29.41		29.41		41.18		17
2		0.00		78.57		21.43		14
4		13.64		63.64		22.73		22
5		7.14		71.43		21.43		14
All Grades		9.28		65.98		24.74		97

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		22.73		40.91		36.36		22
1		5.88		52.94		41.18		17
2		21.43		64.29		14.29		14
4		27.27		54.55		18.18		22
5		28.57		50.00		21.43		14
All Grades		19.59		54.64		25.77		97

Conclusions based on this data:

1. Overall student performance indicates the majority of students are performing at Level 3.

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) 2018-19

% 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	25.6%	20.5%	46.1%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	78	48.7%	39.7%
Body Composition	78	66.7%	11.5%
Abdominal Strength and Endurance	78	64.1%	35.9%
Trunk Extensor Strength and Flexibility	78	78.2%	21.8%
Upper Body Strength and Endurance	78	73.1%	26.9%
Flexibility	78	79.5%	20.5%

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**
Aerobic Capacity	92	43%	57%
Body Composition	92	65%	35%
Abdominal Strength and Endurance	92	48%	52%
Trunk Extensor Strength and Flexibility	92	21%	79%
Upper Body Strength and Endurance	92	34%	66%
Flexibility	92	80%	20%

Conclusions based on this data:

1. The percentage of students scoring in the healthy fitness 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

Elementary Schools Grade 5:		Table
1. School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	61 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting "Yes, most of the time" and "Yes, all of the time"	72 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting "Yes, most of the time" and "Yes, all of the time"	78 %	6.1

1. Our school connectedness scores were lower than our other scores reported here. Note: this data was collected during our first dismissal from school last spring due to the COVID-19 Pandemic.

2. About two-thirds of our fifth graders reported feeling safe at school.

3. The majority of our fifth grade students reported feeling they are treated with respect from grown-ups at school.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting "Agree" or "Strongly Agree"	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting "Very safe" or "Safe"	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting "Pretty much true" or "Very much true"	%	%

1.

2.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
526	**39.7**	**18.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	99	18.8
Homeless	1	0.2
Socioeconomically Disadvantaged	209	39.7
Students with Disabilities	78	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.1
American Indian	1	0.2
Asian	42	8.0
Filipino	20	3.8
Hispanic	214	40.7
Two or More Races	35	6.7
Pacific Islander	1	0.2
White	206	39.2

Conclusions based on this data:

1. Our White and Hispanic student groups are almost equal in population size.

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Jackson scored well in student academic performance in the area of Mathematics (green) and English Language Arts (green).

2. Jackson's chronic absenteeism improved (green).

3. Jackson's suspension rates also improved (green).

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
19.6 points above standard	22.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.7 points	Increased ++7.6 points	
227	79	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
0 Students	7.6 points below standard	35.1 points below standard
	Increased ++13.8 points	Increased Significantly ++69.2 points
	107	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	48.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Increased Significantly ++25 points	5
		16	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
10.8 points below standard	43.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	50.6 points above standard
Increased ++13.7 points	Maintained ++1.7 points	1	Increased Significantly ++22.7 points
109	14		79

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.2 points below standard	43.3 points above standard	38.1 points above standard
Maintained ++1.8 points	Declined -14.9 points	Increased ++12.5 points
48	31	137

Conclusions based on this data:

1. All student groups increased their performance in ELA, with exception of 2 or more races which maintained, scoring 43.4 points above standard.

2. The Hispanic/Latinx student group increased 13.7 points, although still falling below standard (yellow).

3. Although there was a decline in points for the Reclassified English Learners, they still are 4.2 points above standard with the current English Learners maintaining.
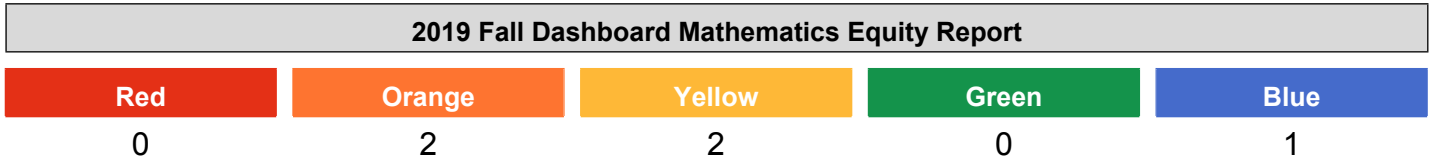
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
5.5 points above standard	33.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.6 points	Declined -4.7 points	1
227	79	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Yellow
	23.1 points below standard	41.4 points below standard
	Maintained ++2.8 points	Increased Significantly ++58.4 points
	107	49

2019 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 3		No Performance Color 51.9 points above standard Increased ++13.4 points 16	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 25.4 points below standard Maintained -0.3 points 109	No Performance Color 51.7 points above standard Maintained ++0.6 points 14	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 35.8 points above standard Increased ++11.7 points 79

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.9 points below standard	20.5 points above standard	23.4 points above standard
Declined -10.6 points	Declined Significantly -21 points	Maintained -2.3 points
48	31	137

Conclusions based on this data:

1. Overall students maintained performance in math (green).

2. Our students with disabilities increased significantly by 58.4 points scoring in the yellow.

3. Our English Learners declined and are performing below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.6 making progress towards English language proficiency
Number of EL Students: 66
Performance Level: High
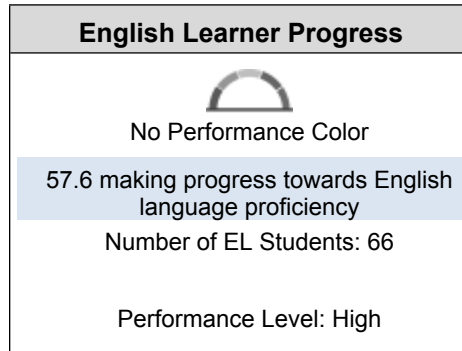
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	28.7	4.5	53.0

Conclusions based on this data:

1. The majority of our English Learner students are progressing with 54% of the students progressing at least one level.

2. Thirty percent of the English Learner students maintained their level.

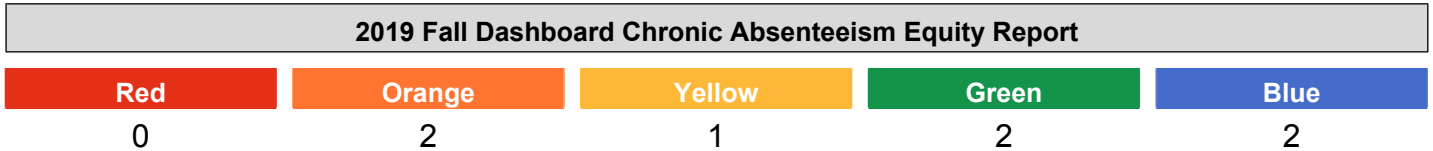**3.** Fourteen percent decreased one level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance
    Red
    Orange
    Yellow
    Green
    Blue
Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	2	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
5.1	2.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	Declined -8.4	
		1
533	105	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.4	6.4
	Declined Significantly -5.5	Increased +2
1		
	225	110

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.1	0
7	1	Increased +4.1	Declined -5.3
		49	20

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Orange
4.2	0	Less than 11 Students - Data Not Displayed for Privacy	7.3
Declined Significantly -4.1	Declined -6.8	1	Increased +0.5
213	36		206

Conclusions based on this data:

1. Chronic Absenteeism improved overall by -2.2, scoring in the green.

2. There was a decrease in absenteeism for our English Learners, Socioeconomically Disadvantaged, Filipino, Hispanic and two or more races.

3. There was an increase in absenteeism for our Students with Disabilities, Asian, and White students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	3	1
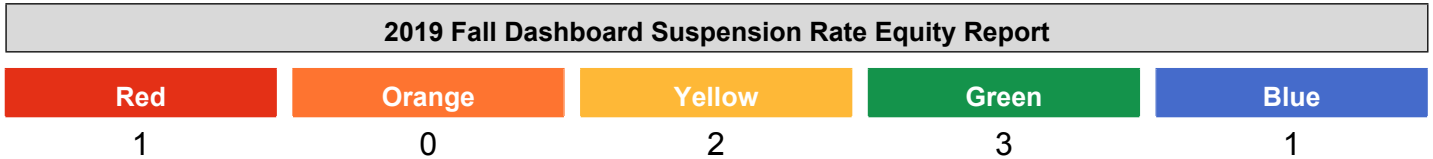
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
1.6	1.8	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1.5	Maintained -0.1	1
550	109	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Red
Less than 11 Students - Data Not Displayed for Privacy	2.6	6.4
1	Declined Significantly -1.9	Increased +2.9
	233	110

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
10	1	Maintained 0	Maintained 0
		51	20

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Green
1.8	5.3	Less than 11 Students - Data Not Displayed for Privacy	1.4
Declined -0.6	Declined -8.4	1	Declined Significantly -1
219	38		210

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	1.6

Conclusions based on this data:

1. Overall, suspensions have decreased significantly by -1.5.

2. Suspensions decreased by half from 2018-2019.

3. All student groups either maintained or declined.

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
1. CAASPP Assessment for 3rd-5th; Schoolwide assessment in reading 2. CAASPP Assessment; Grade Level Assessments 3. CAASPP Assessment; District Writing Assessment 4. Grade Level Meeting Notes and Instructional Leadership Notes	In March 2020, the U.S. Dept of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020. 1. Data on CAASPP ELA from 2018-2019 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%. Data from Mobymax Language (2020): Students grew 1 to 2 grade levels: first grade students scored between 1.6 to 2.5 grade level in May; second grade students made an half to over a year grade level increase; third grade students showed a 2 year growth from 2.7 to 5.2 comparing Sept to May; fourth grade students increased from 3.9 to 5.6 grade levels; and fifth grade increased from 4.4 to 6.0. 2. Data on CAASPP Math from 2018-2019 indicates: Students in grade 4th grade increased by 1.57% and students in grade 3 decreased by 4%	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 2. Mathematics: To increase by at least 3%, the number of students who are at grade level/proficient in math 3. Writing: To have all students grow (or maintain if at the highest score) in the area of writing, as measured by our District benchmark assessments. 4. Articulation: To continue to implement a well-articulated and coherent academic program between grade levels and disciplines.

Metric/Indicator	Baseline	Expected Outcome
	and students in grade 5 decreased slightly by .56% as measured by the CAASPP. English Learners decreased by 8%. 3. Data from the District Literacy Benchmark: 76% of first grade students met standards or progressing; 47% of second grade students met standards or progressing; 65% of third grade students met standards or progressing; 64% of fourth grade students met standards or progressing; and 76% of fifth grade students met standards or progressing. 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.	

Planned Strategies/Activities

Strategy/Activity **1**

Literacy/Reading Comprehension:
1. Teachers will learn and set-up an online platform for assigning student work, uploading videos, grading and linking to direct virtual meetings for distance learning.
2. Teachers will learn and apply new virtual teaching techniques for distance learning.
3. Teachers will learn AVID (Advancement Via Individual Determination) and implement a common note-taking system and student goal setting.
4. Teachers will develop a vertical alignment for note-taking across the grade levels.
5. Teachers will develop a vertical alignment for student goal setting across the grade levels.
6. Teachers will learn and implement culturally responsive practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,220
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Online platforms for distance learning and books highlighting diverse populations
Amount	1,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development for strategies and supports for online learning and AVID training.

Strategy/Activity 2

Mathematics:
1. Teachers will learn and set-up an online platform for assigning student work, uploading videos, grading, and linking to direct virtual meetings for distance learning.
2. Teachers will learn and apply new virtual teaching techniques for distance learning.
3. Teachers will learn Advancement Via Individual Determination (AVID) and implement a common note-taking system and student goal setting.
4. Teachers will develop a vertical alignment for note-taking across the grade levels.
5. Teachers will develop a vertical alignment for student goal-setting across the grade levels.
6. Teachers will learn and implement culturally responsive practices.

Students to be Served by this Strategy/Activity

All Students and EL students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,410
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Math books and reference materials for teachers

Strategy/Activity 3

Writing
Teachers will utilize our online Units of Study to teach writing virtually. Each grade-level team will review and implement using either Units of Writing Program and/or Benchmark Advance. 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 provide 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

8/25/2020 – 6/10/2021

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 distance learning teaching techniques.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/ Teachers

Proposed Expenditures for this Strategy/Activity

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
Social/emotional survey– Grade 4,5
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
A2A attendance Physical Fitness Test	1. We have supported students with social/emotional strategies through the implementation of Choose Love, Mindfulness Room and tools, use of refocus room and check in / check out with a designated adult. 2. Chronic absenteeism decreased by -2.2. Our monthly average for attendance was 96% (Aug-March). We improved our attendance in month 3, achieving a 97.37% attendance percentage. 3. In March 2020 the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Results for the Physical Fitness Testing: 46% of 5th grade students scored in the Healthy Fitness Zone which doubled from the previous year of only 20%.	1. Use of social/emotional strategies by students. 2. To increase student attendance during distance learning. 3. To increase overall physical fitness of students in 5th grade by 5%.

Planned Strategies/Activities

Strategy/Activity 1

Social/Emotional:
Choose Love Curriculum will continue to be implemented across the grade levels during our morning meetings.
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. This will continue to be used during our distance learning. Rubrics are established with 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 when back on site.

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). We will continue this meeting video-taped and send to families during distance learning.

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. Teachers will continue this practice virtually during distance learning.

Emotional/Social Support for students who are struggling and/or who have experienced trauma are referred to in school supports through Hume counseling and support through Kid Connection.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,732.50
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kid Connection

Strategy/Activity 2

Attendance:
1. Monitor monthly attendance
2. Regularly scheduled meetings between Office Specialist, Administrator, and CWA will be held to target at-promise 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.
5. Student Success Team referrals are used as an option for students who may need additional intervention strategies.
6. Referral to Student Attendance Review Board (SARB), as necessary.
7. Incentives to be explored to support online attendance during distance learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020 – 6/10/2021

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

8/25/2020 – 6/10/2021

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 online 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	We have increased our parent communication through monthly principal newsletters, verbal announcements at our weekly morning meetings and through our postings on Instagram.	We will involve our family community differently during distance learning.

Planned Strategies/Activities

Strategy/Activity **1**

1. Parent communication will continue through our principal newsletter, emails, texts and Instagram postings.
2. Community events and parent meetings will continue to happen differently during distance learning.

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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: 2019-20

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
1. CAASPP ELA for 3rd to 5th; School-wide assessment in reading	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	In March 2020, the U.S. Dept of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020. Data from Mobymax Language: Students grew 1 to 2 grade levels: first grade students scored between 1.6 to 2.5 grade level in May; second grade students made an half to over a year grade level increase; third grade students showed a 2 year growth from 2.7 to 5.2 comparing Sept to May; fourth grade students increased from 3.9 to 5.6 grade levels; and fifth grade increased from 4.4 to 6.0.
2. CAASPP Math for 3rd to 5th; grade level assessments	2. Mathematics: To increase by at least 3%, the number of students who are at grade level/proficient in math	In March 2020, the U.S. Dept of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020.
3. CAASPP ELA (writing) for 3rd to 5th; District Writing Assessment	3. Writing: All students will grow (or maintain if at the highest score) in the area of writing as measured by our District benchmark assessments.	In March 2020, the U.S. Dept of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Students did not take the CAASPP in 2020. Data from the District Literacy Benchmark: 76% of first grade students met standards or progressing; 47% of second grade students met standards or progressing; 65% of third grade students met standards or progressing; 64% of fourth grade students met standards or progressing; and 76% of fifth grade students met standards or progressing.

Metric/Indicator	Expected Outcomes	Actual Outcomes
4. Grade Level Meeting Notes and Instructional Leadership Notes	4. Articulation: Continue to implement a well-articulated and coherent academic program between grade levels and disciplines.	Met Articulation: Teachers shared their weekly collaboration notes via email. Consecutive grade levels met together for articulation.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Literacy/Reading Comprehension: 1. Teachers collaborated 2-3 Wednesdays per month in grade- level teams They shared their discussions and outcomes via minutes released through email. 2. Teachers have expanded their nonfiction classroom libraries and utilized online resources. 3. Teachers administered the IAB in grades 3-5 twice this year. 4.Teachers evaluated student progress using formative assessments. They retaught students in small groups, focusing on the specific area of need. 5. Teachers assessed students using Mobymax on language twice a year. Students completed work on Mobymax. Results of progress is indicated above. Grades 3-5 have been the most consistent in having students work on Mobymax.	MobyMax purchased from Personalized Learning Grant 4000-4999: Books And Supplies Other 4,990	MobyMax 4000-4999: Books And Supplies Other 4,990
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.	Mathematics: 1. Teachers collaborated 2-3 Wednesdays per month in grade level teams. They shared their discussions and outcomes via minutes released through email.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Two times per 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.	2. Teachers did not administer the IAB twice throughout the year in grades 3-5 (due to Shelter in Place for COVID-19 Pandemic). 3. Teachers evaluated student progress using formative assessments. They retaught students in small groups focusing on the area of specific need. 4. Teachers evaluated their students on Mobymax twice last year. Teachers in grades 3-5 were most consistent.		
Writing: Teachers will utilize our 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 provide visuals for supports, as appropriate. Teachers will incorporate writing in a variety of content areas.	Writing: Teachers used either Units of Study or Benchmark Advance to support writing in the classroom. Teachers shared strategies with each other of what worked. Teachers utilized a variety of strategies to support our English Learners. They used visuals and provided sentence stems to support English in a variety of content areas. Teachers included writing in a variety of content areas. Many grade levels kept composition notebooks with student work and writing for that specific content area.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 Instructional Rounds time to observe and discuss California State Curriculum across grade levels.	Articulation: 1. Teachers met as grade level teams not only on Wednesday Collaboration days but also on an articulation day to support instruction. 2. Teachers conducted vertical articulation during Wednesday 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.	Substitutes for articulation days 1000-1999: Certificated Personnel Salaries Title I 6,900	Substitutes for articulation days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,376.00

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 of the students as seen by the results of the dashboard. However, not all of the student groups achieved our expected goals. Some of the strategies need to remain in place over the long term in order to see results. Another factor that would have interfered with our school-wide progress would be school dismissal from March to June of 2020 due to the COVID-19 Pandemic. Although teachers sent work home and tried to continue connection via video conferencing, our site did not have all the tools or training for distance learning. As we build on foundational skills and vocabulary as students progress through the grade levels, we will see results from the implementation. We also added support from our MTSS coaches to our reading interventionists. And we changed our school-wide assessment to EasyCBM from Aimsweb.

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

We did not spend as much for substitutes because of the school dismissal which did not require substitutes for teacher articulation time.

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 will look at different teaching strategies and models for virtual learning. We are implementing school-wide strategies from AVID in the areas of student goal setting and note-taking. This will build a common vocabulary across grade levels, vertically align skill sets, and motivate students to learn. We will also address equity and inclusion in our curriculum and teaching methods.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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	1. Use of social/emotional strategies in students. 2. To decrease chronic absenteeism by 1%. 3. To increase overall physical fitness of students in 5th grade by 5%.	1. We have supported students with social/emotional strategies through the implementation of Choose Love, Mindfulness Room and tools, use of refocus room and check in / check out with a designated adult. 2. Chronic absenteeism decreased by 2.2%. Our monthly average for attendance was 96% (Aug-March). We improved our attendance in month 3, achieving a 97.37% attendance percentage. 3. In March 2020 the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-2020 school year. Results for the Physical Fitness Testing: 46% of 5th grade students scored in the Healthy Fitness Zone which doubled from the previous year of only 20%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Social Emotional: Teachers incorporated the Choose Love curriculum into their curriculum, directly teaching students coping skills. We continued to teach students how to be a Stingray STAR and reviewed the expectations for each area on campus. These were reviewed again with students after Thanksgiving and Winter Breaks.	Lunch Wagons 4000-4999: Books And Supplies Site Based Gifts and Donations 1,382	Lunch Wagons 4000-4999: Books And Supplies Site Based Gifts and Donations 1,305
			4000-4999: Books And Supplies Discretionary 77
		Stuffed Tacos for Lunch Room Incentive 4000-4999: Books And Supplies LCFF - Supplemental 105	Stuffed Tacos for Lunch Room Incentive 4000-4999: Books And Supplies LCFF - Supplemental 105

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 for 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.	We continued to have our weekly Wednesday morning recognitions and teachings of Choose Love. We continued these during dismissal by video taping them on Flipgrid and sending out to families. We supported students who required more assistance in learning how to calm their bodies by developing a refocus box and class buddy system. The students would be able to go to the buddy class and use the tools in the refocus box. We implemented a check in/check out system for students who required reminders of appropriate behaviors and/or organization. The students would meet with an adult in the morning to review expectations and then again at the end of the day. Teachers utilized online systems such as go noodle to play breathing and calming videos during class. We used our COST to refer students to Hume counseling as needed.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Emotional/Social Support for students who are struggling and/or who have experienced trauma are referred to in school supports through Hume counseling.			
Attendance: 1. Monitor monthly attendance. 2. Regularly scheduled meetings between Office Specialist, Administrator, and CWA will be held to target at-promise 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 attendance and being on time to school. 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.	Attendance: 1. Attendance was monitored monthly by our Office Specialist and our CWA. 2. We had a regular scheduled meeting time to review our at-promise students (office specialist and CWA). 3. E-truancy letters and phone calls were completed in a timely manner. 4. We supported students through COST and Student Success Team (SST) referrals, as appropriate. 5. Appropriate referrals were made to SARB to support those with chronic absenteeism. 6. We did not use the trophies this school year for attendance. However, other tangibles were provided for motivation such as special pencils.		
Physical Fitness: 1. Increase aerobic exercise of students through weekly walk and run club. 2. Teachers will incorporate PE games to	Physical Fitness: 1. We set up a weekly walk and run club with our Parent Teacher Organization (PTO) and students earned feet for every mile. We		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	recognized students during our Wednesday morning meetings. 2. PE games were shared with teachers to include in their PE instruction. They incorporated games into their PE time. We made posters with rules of the playground games for students to review during PE and recess times. 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.		

Analysis

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

The overall implementation of the strategies were completed as planned, and some were expanded such as the PBIS and social/emotional supports such as the refocus box and buddy class.

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 improvement in our attendance and decrease in chronic absenteeism. We increased our foundation for mindfulness coping skills and knowing school wide expectations. We also encouraged students to keep moving through our Walk/Run Club.

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 will look at revising our attendance supports during distance learning. We are looking at forming a small cohort in order for students who do not have the supports at home to attend regularly online, to do so on site under supervision.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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	An increase of parent participation in school activities.	We have increased our parent communication through our Blackboard Communication, newsletters, and Instagram postings. This has increased our parent participation and awareness of events. We saw an increase in parents staying for our weekly morning meetings.

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. Monthly newsletter will be sent to families via BB Communication using SMORE by administration and pilot teachers.	1. Our parent communication has increased through the use of our website, our principal newsletter and our school Instagram postings. We also made verbal announcements at our weekly morning meeting and during school dismissal we video-taped them to send out to families. 2. Monthly newsletters at the minimum have been sent to families via BB and increased as we moved into dismissal. A few teachers used SMORE newsletters to send to families.	Purchase of SMORE accounts for administration and teachers 4000-4999: Books And Supplies District Funded 150	SMORE subscription 4000-4999: Books And Supplies District Funded 150

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 strategies were implemented and proved to be overall effective. Our families appeared to be informed and attended our events.

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

The SMORE subscription was ordered through Community Engagement.

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 will continue with our communications and will think differently of how to host our events virtually during distance learning.

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	$29,587
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	17,862.50

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$46,104	46,104.00
LCFF - Supplemental	$56,000	50,267.50
Title I	$37,915	27,285.00
Title II Part A: Improving Teacher Quality	$1,500	0.00
Other	$8,748	8,748.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	5,732.50
Title I	10,630.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	5,732.50
4000-4999: Books And Supplies	10,630.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,732.50
4000-4999: Books And Supplies	Title I	10,630.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,500.00

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
H Dion	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 14, 2020.

Attested:

Shari M Johnston	Principal, Shari Johnston on 10-14-20
Tina Weetman	SSC Chairperson, Tina Weetman on 10-14-20

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

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 2020-2021
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.***
- *$66,463*

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.*
- *$64,690*

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.***
- *$204,194*

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.***
- *$259,691*

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-promise 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.*
- *$35,789*

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

**During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.

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.

Federal Programs		Allocation
X	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$37,915
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$1,500
	Total amount of federal categorical funds allocated to this school	$39,415

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$46,104
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$56,000
	Total amount of federal categorical funds allocated to this school	$96,104

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$8,748

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

Projected LCFF Supplemental Funds $56,000.00

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

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction: 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 per year, using EasyCBM, as well as ongoing progress monitoring every 6 to 8 weeks.	Sept. to May	Intervention Specialists	$12,644	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Instructional Specialist working with at-promise students supporting them through Positive Behavior Intervention and Supports (PBIS) to increase their time in the classroom.	Aug. to June	Instructional Assistant	$19,811	
Kid Connection Instructional Assistant to support students with learning social/emotional coping strategies for our at-promise students.	Sept. to May	Kid Connection Instructional Assistant	$11,465	
		Total:	43,920	
Supplemental materials, computers, software, books, supplies may be purchased: Purchase of Elmo document cameras and other supplemental supplies/materials to provide targeted small group intervention and differentiation for English Learner (EL) and at-promise students for reading and math support.	Aug. to June	Principal	$7,670	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	7,670	
Staff Development and Professional Collaboration, training costs, substitute costs: Book study in the area of mathematics (1 copy per teacher).	Oct. to May	Principal Teachers	$1,410	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	1,410	
Parent Involvement: Materials for parent workshops Interpreters for meetings and workshops	Sept. to June	Teacher Principal EL Liaison	$3,000.00	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth

Childcare for meetings, if needed	
Total:	3,000
Grand Total:	56,000

Appendix F

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

$37,915 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 EasyCBM, reviewing English Language Proficiency Assessment of California (ELPAC) results, and teacher formative assessments, Intervention Specialist will work with students in small groups to support their learning needs as part of our Multi-tiered Systems of Support (MTSS). EasyCBM assessments will be completed 3 times a year, as well as, ongoing progress monitoring every 6 to 8 weeks. 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 per year, using EasyCBM, as well as ongoing progress monitoring every 6 to 8 weeks.	Aug to May	Principal	$26,832
Supplemental materials, computers, software, books, supplies may be purchased: Online materials and supplies for students (such as reading books, Explode the Code, MobyMax, Happy Numbers, and other math programs.) Funded by Title 1.	Sept. to May	Principal	$8,083

Staff Development and Professional Collaboration, training costs, substitute costs: Instructional Rounds (twice a year) for teachers to visit each other's classrooms to improve on instructional strategies. This will be completed by watching recordings and discussion with the team during collaboration time.	Sept. to June	Principal Instructional Leadership Team (ILT) team	$0.00
Parental Involvement: Title 1 parent meetings and workshops, workshop materials, take-home materials, childcare and interpreters. Grade level teams to support parents with reading and math ideas and workshops.	Sept. to June	ILT team Teachers Principal	$3,000
Total:			$37,915

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
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 school-wide communication is translated into Spanish.
Schoolwide phone calls are made in English and Spanish.
All meetings are translated into Spanish, as needed.
Flyers 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), Khan Academy, Classdojo, Mobymax, etc. During distance learning all of our staff are using Schoology as a digital platform to support student work.

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2020-21

Elementary School Name: Jackson Avenue Elementary Date 9-2-2020 English Learner Liaison: Holly Hamilton

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
- 15 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 levels, For example: 1/2, 2/3, and/or 3/4.

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			M, T, Th, F 10:50-11:10; W 8:25-8:40
K	Temores			M, T, Th, F 11:15-11:30 W 8:40-9:10
	O'Toole			M, T, Th, F 11:15-11:30 W 8:40-9:10
	Sanders			M, T, Th, F 11:15-11:30 W 8:40-9:10
	Voegele			M, T, Th, F 11:15-11:30 W 8:40-9:10
First	Clappin	1/2 2/3	M, T, Th, F 10-10:15 ; 10:40-11;W 9-9:15; 9:15-9:30	
	Main	1/2	M-F 9:10-9:30	
	Saindon	1/2	M,T,Th,F 9:10-9:30 W 8:20-9:00	
	Woods	1 2/3	M-F 8:20-8:35 M,T,Th,F 9:05-9:25 W 8:35-8:50	

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)
Second	Hamilton		M-F 12:20-12:35; 12:35-12:50	
	Price	2/3	M-F 12:20-12:35	
	Juan	3	M,T,Th,F 12:20-12:35 W 8:40-8:55	
	Smith	2/3	M,T,Th,F 11:25-11:40 W 8:40-9 or 9:00-9:15	
Third	Betando		M-F 12:20-12:35; 12:35-12:50	
	Jones		M-F 12:20-12:35; 12:35-12:50	
	Martin		M-F 12:20-12:35; 12:35-12:50	
	Gnecco		M-F 12:20-12:35; 12:35-12:50	
Fourth	Bonaventure	1/2	M,T, Th, F 10:40-10:55 W 8:40-8:50	
	Heskett	3	M,T,Th,F 10:40-10:55; W 8:40-8:50	
	Linford	2/3	M,T, Th, F 10:40-10:55 W 8:40-8:50	
Fifth	Mah	1/2	M, T, Th, F 10:40-10:55 W 11-11:15	
	Streeter	1/2	M, T, Th, F 10:40-10:55 W 8:40-9:55	

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

PROGRAM DESCRIPTION:
The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	**What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	**How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.