

The Single Plan for Student Achievement

School: Jefferson (Thomas) Elementary
CDS Code: 19645686013718
District: Glendale Unified
Principal: Armineh Alexan
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Jefferson (Thomas) Elementary's Vision and Mission Statements

Thomas Jefferson Elementary School, through partnership with our students, families, and community, strives to prepare our students to become life-long learners and upstanding citizens. We provide a safe learning environment and prepare students to become college and career-ready. We enable students to perform at their highest level by engaging in creativity and critical thinking through effective collaboration and communication, which will best prepare them for the challenges of the future.

Thomas Jefferson Elementary School is dedicated to a tradition of excellence in an ever-changing world. We provide a high quality educational experience for our students to best prepare them for the 21st century. We promote pride and respect in our school and our community.

School Profile

Thomas Jefferson Elementary School is a neighborhood school located in the business section of southwest Glendale. The school, originally known as the Grand View School, was built in 1922. By late 1940s the school's population had grown necessitating additional space. The current physical plant was built in the 1950s and modernized in 2004. Housed on 4.2 acres of land, the campus is comprised of a main office building and six surrounding buildings. The Grandview branch of the public library is located across from the street on Fifth Street.

In 2017-2018, the Jefferson Elementary School serves 678 students in grades K-6. The school also houses a state preschool which includes 50 students. The families residing in the Jefferson community are culturally and linguistically diverse. Some of the languages represented in the school community include, but are not limited to, English, Armenian, Spanish, and Hindi. This diversity is also evident in our staff of 78 certificated and classified employees. All of our teachers hold Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD) certification. They are highly qualified and experienced teachers, many of whom hold postgraduate degrees.

Jefferson Elementary has 678 students, which includes 307 English Language Learners (45%), 218 Fluent English Proficient (FEP) students(32%), and 154 English Only students (22%). The student population includes 471 Armenian, 28 Spanish, and a mixture of English, Korean, Tagalog, Arabic, Russian, Farsi, Vietnamese, Bengali, Assyrian, Japanese, Telugu, and Hindi speakers. The five year Reclassification History at Jefferson of students moving from English Language Learner to Reclassified English Proficient averages about 60 students per year.

Jefferson Elementary School's academic achievement has been recognized on numerous occasions. The school is a recipient of four Title I Academic Achievement Awards (2005, 2006, 2009, 2010, and 2016), and two California Distinguished School Awards (2006 and 2010). The school was a Blue Ribbon Nominee in 2006. It has twice been recognized for having the highest Reading First Academic Achievement Index in the State of California (2007 and 2009). The school was recognized by the California Business for Education Excellence as an Honor Roll recipient in 2009-2010, 2013-2014, and 2015-2016. The school's FLAG program has been recognized by the California Association of Bilingual Educators and the Davidian & Mariamian Educational Foundation. In 2016, Jefferson Elementary became the recipient of the Gold Ribbon Schools Award.

The Jefferson staff has been recognized for its individual achievements by various professional organizations for exemplary work in education. Most staff members have received the Masonic Teacher and Staff of the Year award, GUSD Teacher and Classified of the Year award, the Rising Star Teacher Award, the Del Monte Award, the Robert Sanchis Award, and the Glendale Character and Ethics Award. Several staff members have been selected as trainers for the district in different capacities (i.e. CCSS Learning Leaders, Thinking Maps Trainer of Trainers, BTSA Consulting Teachers) demonstrating their continuous dedication to learning and growth.

Jefferson students have also been recognized for their achievements at the school, district and county levels. Many students are recipients of Student of the Month, Reader of the Month, Honors Orchestra, Presidential Award, Physical Education Award, Perfect Attendance Award, and Community Service Awards. Jefferson students have also been winners of the I Love My Neighborhood Contest, Spelling Bee, GUSD and County Math Field Days, Invention Convention, and the Los Angeles County Fire Chief Poster Contest.

Jefferson Elementary School is committed to excellence in teaching and learning and to improving the academic achievement of ALL students as evident in the programs and services described below:

CORE PROGRAMS:

Jefferson Elementary provides instruction in core areas based on the District and State guidelines, curriculum and standards. The following curriculum is used in classrooms:

English Reading/Language Arts/English Language Development

- Houghton Mifflin Harcourt - Excursions & ELD System (K-5)
- McDougall Littell - The Language of Literature (6)
- National Geographic - Inside (6 - ELD)

Armenian Language Arts

- "ABC Book" and "I Am Learning to Write" (K-1)
- "Mayreni" (2-6)
- "Mother Tongue: I'm Starting to Research" (2-4)
- "Matenik - A Book for Reading" (5)

Mathematics

- Math Envision
- "Mathematics in Pictures," "I Am Starting School. Math and the Surrounding World," "I Am Learning to Think" (K) Armenian
- "Mathematics" (1-6) Armenian

Science

- MacMillan McGraw-Hill – California Science (K-6) - English
- "A Little Bit of Everything" (K-6) Armenian
- "I Am Starting School. Math and the Surrounding World" (K) Armenian
- "Me and the Surrounding World" (2-4) Armenian
- "Natural Science" (5-6) Armenian

History-Social Science

- Harcourt – Reflections: California Series (K) - English
- McMillan McGraw-Hill – California Vistas (1-6) - English
- "A Little Bit of Everything" (K-6) Armenian
- "I Am Starting School. Math and the Surrounding World" (K) Armenian
- "Me and the Surrounding World" (2-4) Armenian

Additionally, the school implements the Arts Attack visual arts program in grades K-6. Students in grades 4-6 are invited to participate in instrumental music instruction. Physical education is provided to students in grades K-3 through the classroom teacher and in grades 4-6 through a physical education instructor and an assistant. The district-adopted K-6 violence prevention curriculum, Second Step, and the drug prevention curriculum, Too Good for Drugs, are implemented throughout the year. Additionally, i-Safe is used in K-6 to teach digital literacy and safe use of technology.

FOREIGN LANGUAGE ACQUISITION of GLENDALE (FLAG) - ARMENIAN:

Jefferson Elementary School is home to the first Armenian Language Immersion Program (AIP), which began in 2006 as a response to the community interest. The Program is part of the District's Foreign Language Acquisition of Glendale (FLAG), which includes a total of seven languages. Selection and placement of students in the FLAG program occurs through a district-wide lottery following a parent application process that includes a tour of the school and classrooms. The program is open to applicants from outside of Glendale.

Currently, a total of 388 K-6 students are enrolled in the FLAG program. Classes are taught by highly qualified teachers. Armenian language instructors who have expertise in the language of instruction, Eastern Armenian (Federal orthography), and hold additional certification in this area. Students are exposed to the Mesropian orthography and Western Armenian in literature and other supplemental resources.

The Dual Immersion model of the program began in the 2010-2011 school year with the goal of developing bilingualism and biliteracy through a 50/50 program model. Instruction in all core academics is provided in Armenian for 50% of the day and in English for the other 50%. Careful consideration is given to the selection and planning of the content areas and themes that are taught in each language. Currently, the program serves students in grades K-6 (388 students).

Collaboration opportunities are provided to teachers to work in partnership on instruction, assessments and monitoring of student progress. District offers curriculum development and planning opportunities for teachers instructing in Armenian to work with colleagues at the other Armenian immersion school. A District-funded FLAG Armenian Teacher Specialist is provided to support the teachers and serve the students and families participating in the program.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS):

Jefferson Elementary is a PBIS school. The school believes that introducing, modeling, and reinforcing positive social behavior is an important step in a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. All staff members and students have been trained in Tier 1. Jefferson's PBIS leadership team continues to be a part of an on-going professional development at the Los Angeles County Office of Education.

EXTENDED EDUCATION OPPORTUNITIES:

Jefferson offers the Early Education and Extended Learning Programs (EEELP) to provide quality early education and school age educational enrichment experiences for students. The experiences are based on the individual needs of each student and are appropriate to the student's age and level of maturity. Currently, the program serves 23 students who are part of the before and after school program.

The Preschool program provides a safe and nurturing environment that promotes age appropriate educational and life experiences which include exploration and learning in literacy, mathematics, science, and physical and social-emotional development. Jefferson's preschool serves 50 students in an AM and PM session. The classes are taught by a certificated teacher and support is provided through education assistants.

The After-School Education and Safety Program (ASES) is a partnership with the city and county to improve student performance in school and to provide a safe environment after school for students in grades 1 through 8. The program consists of two elements: literacy and enrichment. Jefferson also offers a before school program, known as "Rise and Shine," which starts at 6:30 am. Currently, the program serves 71 students.

GIFTED AND TALENTED EDUCATION (GATE):

The top twenty percent of 4th to 6th grade students who scored proficient on the CAASPP test were invited to take the Otis-Lennon School Ability Test (OLSAT). A score of 92% percentile on the OLSAT test was required for a student to be identified as eligible for the GATE Program. Currently, there are 20 identified GATE students at Jefferson Elementary.

Students in GATE participate in District-sponsored events such as Invention Convention and Math Field Day. They are also invited to participate in before and after-school enrichment activities that include technology and career orientation. Speakers and presenters from the community volunteer their time to facilitate these activities with the GATE students. Teachers of GATE students provide differentiated activities in their classroom to continually engage students in learning. Extensions to daily instruction are also provided.

ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM:

To ensure that all English Learners are provided with the appropriate instruction, districts are mandated federally to determine whether a language other than English is spoken at home. As part of the new enrollment process, the Home Language Survey (HLS) is completed by parents. Based on the responses on the HLS a student may be required to be assessed at the District Welcome Center. The California English Language Development Test (CELDT) is the State-mandated assessment that is administered to all new students as one of the multiple measures used to determine student placement in the appropriate instructional setting (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced). The CELDT is also administered annually to determine English Learners' language progress.

Once students are identified and placed in the ELD Program, classroom instruction is provided to ensure that they are progressing in academic English language acquisition. In addition to the core ELD instruction, the school provides pull-out intervention during the school day for students enrolled in a US school for less than 12 months (Newcomers), and those in the ELD program for more than 4 years (Long-Term English Learners). Additionally, students are provided with small group instruction in the classroom.

Students' ELD proficiency is evaluated each trimester to support and guide instruction. Reclassification occurs when student's performance meets the District criteria. Recommendations for reclassification may be initiated by the classroom teacher, parent, or teacher specialist. Reclassified students are monitored by the teacher and teacher specialist for 3 years following the reclassification.

As of May 2018, 306 (45%) of Jefferson's total student population, were identified as English Language Learners. Eighty Nine students have been reclassified as Fluent English Proficient as of May 2018.

SPECIAL EDUCATION:

Jefferson Elementary has two Special Day Classes (SDC) serving students in grades 4 through 6. These are self-contained classrooms with opportunities for mainstreaming in all core curricular areas. Each classroom has a highly qualified special education teacher and an educational assistant. Additional support staff is provided based on student's identified needs.

The school also offers a Resource Specialist Program that serves students with identified academic challenges. Specialized academic instruction is provided by a highly qualified special education teacher. Instruction is delivered in two settings; small group (pull-out) and within the classroom (push-in). An instructional assistant, who has the training necessary to address students' specific needs, provides additional support.

For students in special education who have identified needs in areas other than academics, the following services may be provided: speech and language therapy, occupational therapy, physical therapy, services for the visually impaired or hard of hearing, orientation and mobility training, health services, counseling, adapted physical education, and psychologist support.

INTERVENTION PROGRAM FOR ACADEMICALLY AT-RISK:

Students, who are academically at-risk, based on data from multiple measures including i-Ready scores, are recommended to attend Tiger Academy, Jefferson's intervention program. The multiple measures include state assessments, unit tests, i-Ready assessments, and classroom performance. These students receive intervention support during the school day from an intervention teacher. They also receive targeted instruction from highly qualified teachers in a small group setting.

Students, who are observed to be at-risk behaviorally or socially/emotionally, are provided with support by school and District personnel. The school psychologist works with the teacher to create a Behavior Intervention Plan to address student behavior in the classroom and on the playground. For students with social/emotional needs, counseling services from the school as well as the District's Healthy Start program are available. Services are provided through school referral and parent consent. In some instances, the teacher specialist and the principal collaborate with teachers and families in developing a plan to address the areas of concern. The District's Student Services Department may be called upon as needed.

A Student Study Team (SST) meeting is convened to explore strategies to help and support students demonstrating challenges in the general education classroom. The team is composed of parents, teachers, administrator, and specialized support staff. Official translators are provided when necessary.

In some cases, a Section 504 Plan is created to provide accommodations in the general education setting for students with conditions or disorders that substantially limit a major life activity.

A school nurse and a psychologist are available on campus to support students and staff.

FAMILY ENGAGEMENT:

Jefferson offers multiple opportunities for families to be involved in their children's education.

The District offers parents the opportunity to participate in Local Control Accountability Plan (LCAP) committee, District English Language Advisory Committee (DELAC), District Advisory Committee (DAC), Special Education-District Advisory Committee (SpEd-DAC), Gifted and Talented Education Parent Advisory Committee (GATE-PAC), Parent University, School Site Council (SSC), English Learner Advisory Committee (ELAC), Annual Title I meeting, and Project Inspire from the California Association of Bilingual Educators (CABE).

The school offers regular parent seminars and community meetings on topics that address academic, safety, and social/behavioral needs of students. Parents have an opportunity to be involved in hands-on learning. Translators and daycare are available at these sessions.

By volunteering in the classroom, parents are able to support teachers and better understand the expectations set for students. Parents are encouraged to volunteer in various activities to stay connected with the daily events of the school.

Another way parents are invited to be involved in the school is by helping with clerical work in the office which includes copying, laminating, filing, preparing Thursday folders, etc.

Staff and administration are planning to develop additional enrichment opportunities through Family Nights for reading, math, technology, science, etc.

COMMUNITY SUPPORT:

Jefferson Elementary has an active Parent Teacher Association (PTA). The PTA Board collaborates with the school administration and staff to support the school in a variety of ways. Under the direction of Glendale Council PTA Jefferson participates in the Reflections Art Contest, Walktober, Red and Yellow Ribbon Weeks, Founders' Day which recognizes staff and parent contributions. The Jefferson PTA provides multiple learning and community building opportunities which include the Fall Festival, End of Year Picnic, holiday photos, school uniform sales, fundraisers, assemblies, yearbook, and newsletter. Parent volunteers are available to help the school during book fairs, school sponsored activities, in the office and in classrooms.

The Jefferson Foundation brings together families and community sponsors to enhance student experiences. The Foundation works collaboratively with the school administration and staff to identify areas of need. Their community outreach and fundraising makes it possible for the school to address large projects that include school beautification and necessary campus upgrades.

Jefferson has a number of community partners that assist the school throughout the year.

- The Assistance League of Glendale provides the opportunity for socio-economically disadvantaged families to obtain school uniforms and school supplies. Additionally, the organization invites children's authors and illustrators to the school to share their experiences and books. A financial donation is made to the school library at the conclusion of the event.
- The Grandview library, which is located across the street, has been partners with Jefferson for many years. It offers teachers the opportunity for class visits during school hours, special presentations, and access to materials from the Central library. Outside of the school day the library is used regularly by students and their families. A summer reading program is offered along with a culminating celebration.
- The library collaborates with the school on special projects.
- The local chapter of the Glendale Kiwanis has, for years, supported Jefferson students. A holiday party with gifts is organized annually for children from socio-economically disadvantaged families. A bicycle safety assembly, complete with distribution of free helmets, is offered each year to second graders. Third graders receive their own dictionaries for home use.
- Glendale Healthy Kids organizes an annual dental health and hygiene program for first graders. The lessons are taught by a community volunteer.
- Glendale Healthy Start offers services to students and their families who are referred for specific needs including counseling, parenting, employment, health, etc.
- All fifth graders participate in the Junior Fire Chief Program through the City of Glendale Fire Department. Upon completion of the program, students who meet the criteria are invited to a special picnic and recognition ceremony put on by the fire department. Glendale firefighters and police officers are always available to speak to classes when invited.
- The Traffic Safety Unit of the City of Glendale provides crossing guards and monitors traffic flow around the school.
- Davidian & Mariamian Educational Foundation has been a long-time supporter of the school, providing community outreach and recognition for the Armenian Immersion Program.

- Other community organizations and businesses are involved in our students' growth and well-being. These include: the American Heart Association, Wells Fargo Bank, Horace Mann Insurance Company, Jamba Juice, Pizza Hut, Six Flags Magic Mountain, See's Candies, Barnes & Noble, Yogurtland, Islands, Kona Ice, and Baskin Robbins.
- Jefferson alumni remain connected to the school and return to offer support to individual teachers and at school events.
- Glendale One (sports program through the collaboration between the city of Glendale and GUSD, 4th and 5th grade)

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A. A Mandatory Uniform Survey was conducted in May 2014 to allow parents the opportunity to choose if they wished to continue with the school's existing Mandatory Uniform Policy which was in place since 1990s. Of the 439 responses, 345 marked "Yes" and 94 marked "no."

B. The School Climate Staff Survey was conducted during the 2016-2017 school year. Based on the California School Climate Staff Survey report, the following results were noted:

ALL STAFF

(Number of Respondents: 66)

- * 97% strongly agree/agree that this school is a supportive and inviting place for students to learn.
- * 92% strongly agree/agree that this school sets high standards for academic performance for all students.
- * 94% strongly agree/agree that this school promotes academic success for all students.
- * 97% strongly agree/agree that this school emphasizes helping students academically when they need it.
- * 91% strongly agree/agree that this school emphasizes teaching lessons in ways relevant to students.
- * 89% of nearly all adults/most adults at this school work hard to ensure a safe and supportive learning environment.
- * 72% strongly agree/agree that this school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.
- * 97% strongly agree/agree that this school is a supportive and inviting place for staff to work.
- * 85% of nearly all adults/most adults at this school feel a responsibility to improve this school
- * 92% of staff members support and treat each other with respect
- * 92% strongly agree/agree that this school promotes trust and collegiality among staff
- * 85% of nearly all adults/most adults at this school have close professional relationships with one another
- * 83% strongly agree/agree that this school promotes personnel participation in decision-making that affects school practices and policies.
- * 65% strongly agree/agree that this school takes steps to minimize paperwork.
- * 75% strongly agree/agree that this school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment
- * 91% strongly agree/agree that this school provides materials, resources, and training (staff development) needed to staff members' so they can do their jobs effectively.
- * 83% strongly agree/agree that this school provides relevant training for paraprofessionals.
- * 76% strongly agree/agree that this school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students
- * 66% strongly agree/agree that this school provides complete state adopted instructional materials for students with IEPs.
- * 99% strongly agree/agree that this school is a safe place for students.
- * 97% strongly agree/agree that this school is a safe place for staff.
- * 97% strongly agree/agree that this school has clean and well-maintained facilities and property.
- * 95% strongly agree/agree that this school is welcoming to and facilitates parent involvement.
- * 94% strongly agree/agree that this school encourages parents to be active partners in educating their child.
- * 85% strongly agree/agree that teachers at this school communicate with parents about what their children are expected to learn in class

- * 91% strongly agree/agree that parents feel welcome to participate at this school
- * 95% strongly agree/agree that school staff take parents' concerns seriously
- * 92% of staff members really care about every student.
- * 91% of staff members acknowledge and pay attention to students.
- * 96% of staff members listen to what students have to say.
- * 94% of staff members want every student to do their best.
- * 91% of nearly all adults/most adults at this school believe that every student can be a success.
- * 83% strongly agree/agree that this school encourages opportunities for students to decide things like class activities or rules.
- * 94% strongly agree/agree that this school gives all students equal opportunity to participate in classroom discussions or activities.
- * 86% strongly agree/agree that this school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.
- * 83% strongly agree/agree that this school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning)
- * 85% strongly agree/agree that teachers go out of their way to help students
- * 80% strongly agree/agree that at this school, classes challenge students
- * 96% strongly agree/agree that adults at this school treat all students with respect
- * 94% strongly agree/agree that the school rules are fair
- * 88% strongly agree/agree that students in this school are well-behaved
- * 23% strongly agree/agree that the rules in the school are too strict
- * 13% strongly agree/agree that it is easy for students to get kicked out of class or get suspended
- * 22% strongly agree/agree that students get in trouble for breaking small rules
- * 35% strongly agree/agree that teachers are very strict here
- * 94% strongly agree/agree that rules in this school are made clear to students
- * 97% strongly agree/agree that students know how they are expected to act
- * 99% strongly agree/ agree that students know what the rules are
- * 99% strongly agree/agree that this school makes it clear how students are expected to act
- * 94% strongly agree/agree that students enjoy spending time together during school activities
- * 86% strongly agree/agree that students enjoy collaborating on projects in class
- * 91% strongly agree/agree that students care about one another
- * 83% strongly agree/agree that students treat each other with respect
- * 85% strongly agree/agree that students get along well with one another
- * 96% strongly agree/agree that this school encourages students to feel responsible for how they act
- * 94% strongly agree/agree that students are often given rewards for being good
- * 89% strongly agree/agree that this school encourages students to understand how others think and feel
- * 94% strongly agree/agree that students are taught that they can control their own behavior
- * 94% strongly agree/agree that this school helps students solve conflicts with one another
- * 95% strongly agree/agree that this school encourages students to care about how others feel
- * 99% strongly agree/agree that teachers here make it clear to students that bullying is not tolerated
- * 98% strongly agree/agree that if a student was bullied, he or she would tell one of the teachers or staff at school
- * 92% strongly agree/agree that students tell teachers when other students are being bullied
- * 98% strongly agree/agree that if a student tells teacher that someone is bullying her/him, the teacher will do something to help
- * 80% strongly agree/agree that students here try to stop bullying when they see it happening
- * 22% strongly agree/agree that there is a lot of tension between people of different cultures, races, or ethnicities
- * 80% strongly agree/agree that students respect each others' differences
- * 90% strongly agree/agree that adults in school respect differences in students
- * 94% strongly agree/agree that teachers show that it is important for students of different races and cultures to get along with each other
- * 86% strongly agree/agree that this school fosters an appreciation of student diversity and respect for each other.
- * 64% of staff members believe that racial/ethnic conflict among students is an insignificant problem at this school. 36% (29) believe that this is a mild problem.
- * 91% of staff members treat all students fairly.
- * 92% of staff members treat every student with respect.
- * 91% strongly agree/agree that this school emphasizes showing respect for all students' cultural beliefs and practices.
- * 76% strongly agree/agree that this school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
- * 51% strongly agree/agree that this school has staff examine their own cultural biases through professional development or other processes
- * 67% strongly agree/agree that this school considers closing the racial/ethnic achievement gap a high priority

- * 46% strongly agree/agree that this school encourages students to enroll in rigorous courses (AP), regardless of their race, ethnicity, or nationality
- * 88% strongly agree/agree that this school provides the supports needed for teaching culturally and linguistically diverse students.
- * 80% of nearly all/most students at this school are motivated to learn
- * 94% strongly agree/agree that this school motivates students to learn.
- * 70% of staff members state that cutting classes or truancy insignificant problem. 9% (18) believe this is a mild problem.
- * 76% of nearly all/most students at this school are well-behaved
- * 26% of staff members state that disruptive student behavior is an insignificant problem at this school. 36% (36) believe that this is a mild problem
- * 52% of staff members state that lack of respect of staff by students is an insignificant problem. (27%) believe that this is a mild problem
- * 82% of nearly all/most students arrive at school alert and rested.
- * 82% of nearly all/most students at this school are healthy and physically fit.
- * 56% of staff members state that depression or other mental health problems among students is an insignificant problem at this school; 18% (33) see this as a mild problem
- * 39% of staff members state that harassment or bullying is an insignificant problem at this school. 36% (42%) see this as a mild problem
- * 42% of staff members state that physical fighting between students is an insignificant problem at this school; 55% (43) see it as a mild problem; 27% (14) see it as a moderate problem.
- * 89% of staff members state that vandalism (including graffiti) is an insignificant problem at this school; 6% see this as a mild problem.
- * 79% of staff members state that theft is an insignificant problem at this school. 17% see it as a mild problem
- * 94% of staff members state that gang-related activity is an insignificant problem at this school
- * 95% of staff members state that weapons possession is an insignificant problem at this school
- * 97% of staff members state that student alcohol and drug use is an insignificant problem at this school.
- * 97% of staff members state that student tobacco use is an insignificant problem at this school.
- * 79% strongly agree/agree that this school clearly communicates to students the consequences of breaking school rules
- * 87% strongly agree/agree that this school handles discipline problems fairly.
- * 82% strongly agree/agree that this school effectively handles student discipline and behavioral problems.
- * 81% strongly agree/agree that this school provides adequate counseling and support services for students.
- * 30% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... meeting academic standards. 33% do not feel they need PD in this area
- * 28% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... evidence-based methods of instruction. 35% do not feel they need PD
- * 48% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... positive behavioral support and classroom management. 38% do not...
- * 45% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... creating a positive school climate. 41% do not feel they need PD...
- * 35% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... working with diverse racial, ethnic, or cultural groups. 50% do not...
- * 33% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... culturally relevant pedagogy for the school's student population. 45% do not...
- * 41% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... serving English Language Learners. 45% do not...
- * 34% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... closing the achievement gap. 31% do not...
- * 50% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... serving special education (IEP) students. 35% do not...
- * 55% of staff members feel that they need more professional development, training, mentorship or other support to do their job in any of the following areas... meeting the social, emotional, and developmental needs of students. 27% do not...

LEARNING SUPPORTS

(Number of Respondents: 35)

- * 76% strongly agree/agree that this school collaborates well with law enforcement organizations; 40% (15) neither agree nor disagree.
- * 46% strongly agree/agree that this school punishes first-time violations of alcohol and other drug policies by at least an out-of-school suspension; 50% (34) neither agree nor disagree.
- * 42% strongly agree/agree that this school enforces zero tolerance policies; 33% (29) neither agree nor disagree.

- * 73% strongly agree/agree that this school considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options; 10% (18) neither agree nor disagree.
- * 86% strongly agree/agree that this school has sufficient resources to create a safe campus; 20% (9) neither agree nor disagree.
- * 46% strongly agree/agree that this school seeks to maintain a secure campus; 40% (40) neither agree nor disagree.
- * 47% of staff members agree that this school provides a lot of harassment or bullying prevention as part of behavior management at school; 50% (38) provide some in this area.
- * 50% of staff members agree that this school provides a lot of conflict resolution or behavior management instruction to students; 50% (38) provide some instruction in this area.
- * 74% strongly agree/agree that this school considers substance abuse prevention an important goal; 44% (26) neither agree nor disagree.
- * 55% strongly agree/agree that this school collaborates well with community organizations to address substance use or other problems; 50% (18) neither agree nor disagree.
- * 57% strongly agree/agree that this school provides effective confidential support and referral services for students needing help; 30% (43) neither agree nor disagree.
- * 47% of staff members agree that this school provides a lot of alcohol or drug use prevention instruction; 50% (38) provide some instruction in this area.
- * 45% of staff members agree that this school provides a lot of tobacco use prevention instruction to students; 60% (30) provide some instruction in this area.
- * 77% strongly agree/agree that this school has sufficient resources to address substance use prevention needs; 50% (14) neither agree nor disagree.
- * 89% strongly agree/agree that this school provides healthy food choices for students; 10% (9) neither agree nor disagree.
- * 89% strongly agree/agree that this school provides adequate health services for students; 20% (11) neither agree nor disagree.
- * 82% of staff members agree that this school provides a lot of opportunities for physical education and activity; 30% (18) provide some opportunities in this area.
- * 47% of staff members agree that this school provides a lot of nutritional instruction to students; 50% (44) provide some instruction in this area.
- * 74% of staff members agree that this school provides a lot of services for students with disabilities or other special needs; 30% (21) provide some instruction in this area.
- * 12% of staff members agree that this school provides fosters youth development, resilience, or asset promotion by a lot; 50% (76) foster some opportunities in this area.
- * 59% of staff members agree that this school provides a lot of character education; 50% (24) provide some opportunities in this area.
- * 86% strongly agree/agree that this school emphasizes helping students with social, emotional, and behavioral problems; 10% (9) neither agree nor disagree.

C. The California Healthy Kids Survey (CHKS) was conducted to students in fifth grade students during the 2016-2017 school year. Based on the California Healthy Kids Survey report, the following results were noted:
(Number of Respondents: 43)

Perceived School Performance:

- * 45% of students perceive themselves as better than other students; 50% perceive themselves as about the same as others

Caring Adults in School:

- * 83% of students feel that teachers and other grown-ups care about them at school most/all of the time
- * 77% of students feel that teachers and other grown-ups listen when they have something to say most/all of the time

High Expectations from Adults in School:

- * 61% of students have been told by their teacher when they do a good job most/all of the time
- * 90% of students feel that their teacher believe that they can do a good job most/all of the time

Opportunities for Meaningful Participation at School:

- * 25% of students feel that they are given a chance to help decide things most/all of the time
- * 77% of students have done things to be helpful in school most/all of the time

School Connectedness:

- * 52% of students feel close to people at school most/all of the time
- * 81% of students are happy to be at this school most/all of the time

- * 80% of students feel like they are a part of this school most/all of the time
- * 86% of students feel that their teachers treat students fairly at school most/all of the time
- * 84% of students feel safe at school most/all of the time

Academic Motivation:

- * 87% of students finish all of their class assignments most/all of the time
- * 100% of students try even harder the next time when they get a bad grade most/all of the time
- * 100% of students keep working on their schoolwork until they get it right most/all of the time
- * 92% of students do their class assignments even though they're really hard for them

Positive Staff-Student Relationships and Expectations:

- * 48% of students feel that teachers and other grown-ups make an effort to get to know them most/all of the time
- * 100% of students feel that teachers and other grown-ups want them to do their best most/all of the time

School Pride:

- * 76% of students feel proud to belong to this school

Supports for Learning:

- * 69% of students are motivated to learn most/all of the time
- * 26% of students have been asked by teachers and other grown-ups about their ideas most/all of the time
- * 43% of students have been given a chance by teachers and other grown-ups to solve school problems most/all of the time
- * 68% of students get to do interesting activities at school most/all of the time
- * 33% of students have been asked by teachers what they want to learn about most/all of the time

Supports for Social and Emotional Learning:

- * 72% of students agree that this school helps students solve conflicts with one another most/all of the time
- * 68% of students agree that this school teaches students to understand how other students think and feel most/all of the time
- * 90% of students agree that this school teaches students to feel responsible for how they act most/all of the time
- * 92% of students agree that this school teaches students to care about each other and treat each other with respect most/all of the time

Clarity of Rules and Fairness:

- * 87% of students know what the rules are most/all of the time
- * 82% of students feel that the school rules are fair most/all of the time
- * 44% of students are treated fairly when they break the rules most/all of the time
- * 92% of students feel that teachers and grown-ups at this school treat students with respect most/all of the time

Student Positive Behavior:

- * 95% of students follow classroom rules most/all of the time
- * 95% of students follow rules at recess and lunch time most/all of the time
- * 98% of students listen when their teacher is talking most/all of the time
- * 61% of students at this school are well-behaved most/all of the time
- * 100% of students at this school are nice to other students most/all of the time

Perceived Safety at or Outside of School:

- * 84% of students feel safe at school most/all of the time
- * 92% of students feel safe on their way to and from school most/all of the time

Frequency of Being Harassed on School Property:

- * 5% of students have been hit or pushed most/all of the time
- * 13% of students have had mean rumors spread about them most/all of the time
- * 10% of students have been called bad names most/all of the time

Frequency of Harassing on School Property, Past Year:

- * 5% of students have hit or pushed kids 2 or more times
- * 11% of students have said mean things about other students or called them bad names
- * 0% of students have spread mean rumors about other kids

Weapons (Gun or Knife) on School Property, Past Year

- * 0% of students have brought a weapon to school
- 13% of students have seen another kid with a weapon at school

School Responses to Bullying:

- * 94% of students feel that teachers and other grown-ups make it clear that bullying is not allowed most/all of the time
- * 84% of students feel that if you tell a teacher that you've been bullied, the teacher will do something to help most/all of the time
- * 61% of students try to stop bullying when they see it happening

Frequency of Being Home Alone:

- * 3% of students are home alone after school most/all of the time

High Expectations at Home:

- * 97% of students feel that at home, a parent or some other grown-up believes that he/she can do a good job most/all of the time
- * 100% of students feel that at home, a parent or some other grown-up wants him/her to do my his/her best

Parent/Adult Involvement in Schoolwork:

- * 92% of students feels that at home, a parent or some other grown-up cares about his schoolwork most/all of the time
- * 100% of students feel that at home, a parent of some other grown-up asks if he has done his homework most/all of the time
- * 66% of students report that a parent or some other grown-up checks his homework.
- * 86% of students report that a parent or some other grown-up asks him about school
- * 87% of students report that a parent or some other grown-up asks him about his grades

Perception of Health Risk of Alcohol, Cigarette, and Marijuana Use:

- * 81% of students think that alcohol use is very bad
- * 100% of students think that cigarette smoking is very bad
- * 81% of students think that marijuana use is very bad
- * 16% of students don't know what marijuana is

Physical Health:

- * 88% of students eat breakfast before they come to school
- * 44% of students have been teased in school about their body

D. Jefferson Parent Survey, May 2018

(Number of Respondents: 7)

Preferred Method of Communication:

- * 86% of parents surveyed prefer communication via e-mail
- * 43% of parents surveyed prefer electronic apps (Dojo, Bloomz, etc.)
- * 29% of parents surveyed prefer to receive school notification via Thursday Folder and text message (if available)

Topics of Discussion during Family Forums:

- * 57% of parents surveyed are interested in teaching and learning
- * 57% of parents surveyed are interested in report card/ grades
- * 43% of parents surveyed are interested in school safety and PBIS
- * 43% of parents surveyed are interested in discipline procedures
- * 43% of parents surveyed are interested in English Language Development (ELD)

Motivation to Attend Family Forums:

- * 100% of parents surveyed will attend depending on the time of day
- * 57% of parents surveyed will attend depending on the topic of presentation
- * 43% of parents surveyed will attend depending on the day of the week

Information that Parents would like to see on the School Website:

- * 86% of parents surveyed would like to see school events on the school website
- * 86% of parents surveyed would like to see the school calendar on the school website
- * 86% of students surveyed would like to see the faculty directory on the school website

- * 86% of parents surveyed would like to see opportunities for volunteering posted on the school website

Parent Suggestions to Increase Student Attendance to 100%:

- * Have students go to bed early
- * Do not allow sick students to come to school.
- * Communicate with parents about the importance of coming to school

Suggested Activities for PTA and Jefferson Foundation to Organize:

- * Multicultural events for students
- * Athletic program for students after school
- * Fundraising events to raise money for field trips

Feedback about Jefferson Elementary:

- * We love Jefferson. My kid loves the school.
- * The staff needs to be nicer to parents. The teachers need to be more patient with their students. The school needs to strengthen its safety and security rules and regulations. The school needs to have more yard duty personnel during recess. The school needs to have more grass and plants in the play yard.

E. Local Control and Accountability Plan (LCAP) Student Survey, 2014-2015:

- * 81% of students feel safe at school most or all of the time; 15% feel safe at school some of the time.
- * 72% of students feel safe outside of school most or all of the time; 20% feel safe outside of school some of the time.
- * 55% of students have never been pushed, shoved, slapped, hit or kicked by someone who was not kidding around during the past year; 13% have been pushed once; 14% have been pushed 2-3 times; 17% have been pushed 4 or more times.
- * 85% of students have never seen anyone carrying a weapon at school during the past year; 10% have seen somebody with a weapon once; 2% have seen somebody 2-3 times; 3% have seen somebody 4 or more times.
- * 24% of students never feel academically challenged at school; 46% feel academically challenged once; 19% feel academically challenged 2-3 times; 11% feel academically challenged 4 or more times.
- * 94% of students plan to go to college or some other school after high school.
- * 70% of students feel that staff at school listen when they have something to say most or all of the time; 23% feel this way some of the time.
- * 72% of students have felt sad or helpless and considered hurting themselves or others; 20% have felt sad some of the time; 8% have felt sad most or all of the time.
- * 64% of students feel that staff treat students at school fairly most or all of the time; 26% feel this way some of the time; 9% feel that staff never treat students fairly at school.
- * 73% of students feel that staff care about them most or all of the time; 21% feel this way some of the time; 6% feel that staff never care about them.
- * 63% of students feel that there is an adult at school that they can talk to when they are in need; 21% feel this way some of the time; 16% feel that there is no adult at school that they can talk to when in need.

F. GUSD Culture Survey (2018)

Student Culture Survey

- * 71% of students plan to attend a 4-year college or university
- * 78% of students feel safe at school
- * 58% of students are involved in a school activity

Parent Culture Survey

- * 86% of parents feel that their child is safe at school
- * 80% of parents participate in school site events and volunteer activities

Employee Culture Survey

- * 82% of employees are proud to work for GUSD
- * 84% of employees feel safe at work
- * An increasing number of employees feel that we have a clear mission, set of values, and direction for our school district.

E. An ELL Parent Needs Assessment Survey was distributed in the Spring following the release of the 2012-13 CELDT results.

Of the fifty three surveys returned:

*Thirty one surveys indicated that families were informed of the ELL status of their child through a letter by the school, the remainder did not specify.

*Twelve surveys indicated that parents were aware that questions regarding the CELDT and ELD could be answered by the Teacher Specialist, seven surveys indicated the teacher as the resource regarding these questions, the remainder did not specify.

*Sixteen surveys indicated that ELL services that were provided at school included support at SSC/ELAC meetings and a Teacher Specialist to explain and update, the remainder did not specify.

*Twenty two surveys indicated that parents were aware of the SSC/ELAC/DELAC committees and their functions, twenty eight indicated that they were not aware of these committees and their functions, the remainder did not specify.

*Twenty one surveys indicated that they would like more information on how to support English learning at home, eight parent surveys indicated that they would like more information on how to read the CELDT and CST reports, the remainder did not specify.

Classroom Observations

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

Principal Observations:

The principal places a high priority on effective classroom instruction seeing it as a primary focus of quality education. As an instructional leader, the principal collaborates with teachers to teach lessons in their classrooms, continuously reflecting on the practicality of the strategies emphasized in the professional development, and conducting informal needs-assessments of teachers and classrooms.

The formal and informal observations conducted by the principal during the 2017-2018 school demonstrated the following strengths:

- several teachers consistently use the high quality lesson design
- instruction of CCSS-ELA and Math standards is evident in most of the classrooms
- several teachers implement thematically integrated units that teach literacy through content
- visual arts instruction is evident in almost all classrooms
- some classrooms regularly incorporate hands-on activities
- increasing collaboration within grade levels/bands, and within FLAG/non-FLAG
- collaboration and support provided to colleagues teaching combination classes
- all students are meeting the state mandated PE minutes
- evidence of Arts Attack lessons in the classroom
- some evidence of classroom management techniques following PBIS guidelines

The formal and informal observations conducted by the principal during the 2017-2018 school year demonstrated the following areas of need:

- high quality lesson design that incorporate clear objectives, modeling and checking for understanding
- active engagement of all students
- metacognition and student goal-setting
- oral and academic language development
- Thinking Maps implementation
- quality independent practice
- ELD instruction
- systematic alignment of instruction in partner FLAG classes
- collaboration between service providers and classroom teachers
- mainstreaming strategies and providing targeted Specialized Academic Instruction
- schoolwide progressive discipline plan
- comprehensive emergency plan

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Jefferson Elementary uses unit assessments, student grades, CAASPP Interim and Summative assessments, CAST, CAA, ELPAC, FLOSEM, i-Ready assessments, Kinder Inventory, progress on IEP goals, teacher-created assessments and curriculum-embedded assessments to modify instruction and improve student achievement.

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

Jefferson Elementary uses curriculum-embedded assessments in all areas of the curriculum and i-Ready assessments in reading and math. More systematic and intentional focus should be placed on the use of the results to guide instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers meet the Every Student Succeeds Act (ESSA) requirements.

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

In 2018-2019, teachers will be provided professional development by the Teaching and Learning department, teacher specialists, and the administrator. Teachers will also be provided with opportunities to attend conferences and workshops to strengthen and align instruction with CCSS. The priorities for this include: CCSS-ELA, CCSS-Math, and the new ELD. Within each, specific focus will be placed on practical strategies for instruction.

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

Jefferson Elementary established a strong Instructional Leadership Team (ILT), which included a representative from each grade level. With the administrator and the specialists, this ILT discussed, reviewed, planned and facilitated ongoing professional development on the CCSS-ELA and CCSS-Math aligned with the district CCSS PD modules. Additional training opportunities were offered through conferences and workshops at the district or regional level.

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

Principal, teacher specialists, ILT and the PBIS Team provided ongoing support and guidance to grade levels/bands. In addition to the informal opportunities, collaboration time was dedicated during banking and through release days.

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

In addition to the monthly grade level/band banking meetings, release time was provided to bring grade bands together to learn, plan and build knowledge together.

Teaching and Learning

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

Teachers have collaborated on examining the existing curriculum through the lens of the ELA-CCSS and Math-CCSS. Teachers have implemented components of the ELA CCSS and Math Envision materials. They have also incorporated other supplementary CCSS-aligned resources. The Armenian Language Arts standards have been aligned to the ELA-CCSS, and curriculum adoption is completed for aligned materials. A group of teachers are participating in Being A Writer, a writing program being piloted by the District, that aligns to the California State Standards. Representatives from Curriculum Associates provided training on the effective use of the i-Ready program in planning and instruction. In addition, teacher specialists from Teaching and Learning have provided training and support to teachers this year.

9. Adherence to recommended instructional minutes for reading/language arts, mathematics and English Language Development (K-8) (EPC)

Jefferson Elementary adheres to the state-mandated instructional minutes.

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

In 2017-2018, Jefferson Elementary offered targeted intervention support through the Tiger Academy program, a pull-out program for identified academically at-risk and English Language Learners, specifically the newcomers. Support after school was also provided by our teachers as part of the intervention. As part of the District-wide effort to help families of English Language Learners and their students, Rosetta Stone licenses were offered to all ELL families who were interested until December 2017. Student Study Team (SST) meetings were held for students with academic deficits, behavior challenges, socio-economic needs, and health concerns to ensure progress at school. Additionally, Student Attendance Review (SART) meetings were also held for students with excessive absences.

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

Instructional materials are provided for all areas of instruction.

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

Intervention materials are part of the adopted curriculum.

Opportunity and Equal Educational Access

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

In 2017-2018, Jefferson Elementary offered targeted intervention support through the Tiger Academy program, a pull-out program for identified academically at-risk and English Language Learners (ELL) who are new to the country. Support after school was also provided by our teachers as part of the intervention in reading and math for some grade levels. The Student Study Team reviewed and discussed the specific needs of a referred student, identifying all possible systems of support and intervention, including, but not limited to, intervention and counseling.

14. Research-based educational practices to raise student achievement

Jefferson Elementary has started the implementation of the ELA-CCSS through the following instructional strategies: close reading, text-dependent questions, annotation, Cornell Notes, and academic vocabulary. Some of the existing best practices at the school include, but are not limited to, the use of Thinking Maps, guided reading, reciprocal teaching, SDAIE/ELD, and GLAD strategies.

Parental Involvement

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

Parent workshops (Coffee with the Principal) are offered by the principal to educate parents on changes in standards and assessments, including tips on supporting children at home. Several teachers offer voluntary afterschool homework help. The school library is available to students before school daily for those interested in working on their i-Ready lessons. Additionally, students participating in the EEELP and ASES programs receive structured academic support. Counseling services have been provided to students exhibiting social/emotional/behaviors challenges. Parent-teacher-specialist-administrator conferences have served to support parents and students.

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

All parents have been invited to meetings of the School Site Council, ELAC, and Title I meetings. They have also been notified of all District Advisory Committees meetings.

Funding

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

In 2017-2018 categorical funds provided additional support staff that included the teacher specialist, categorical clerk, library assistant, and intervention teacher. Supplementary instructional materials and resources were purchased with these funds. In addition, these funds were also used for professional development.

18. Fiscal support (EPC)

Fiscal support is provided through the district Categorical Programs Department.

Description of Barriers and Related School Goals

Some barriers that could be related to the above are; Approximately 74% of Jefferson Elementary families are eligible for the Free and Reduced Lunch Program, about 50 percent of Jefferson students are English Language Learners, and class sizes have recently increased (student/teacher ratios). Due to language barriers and limited parent education levels, many parents have difficulty assisting their children with school related tasks. With resources dwindling, and many families with two working parents, providing additional instructional support, resources and interventions are critical to improving student achievement. Other barriers that affect the implementation of school goals include: lack of space/ room for intervention and counseling; limited parent participation in Coffee with the Principal and parent workshops; and the lack of proper curriculum materials.

Form A - Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA GOAL:
<ul style="list-style-type: none">* Improve student achievement for all students while implementing the Common Core State Standards* Ensure all students are college eligible and/or career ready upon graduation* Require all schools to support the social, emotional, and physical needs of students* Implement research-based intervention programs and practices for all students not yet proficient* Provide opportunities for all students to learn beyond the core curriculum* Maintain a safe and secure environment
LCAP GOAL:
<ul style="list-style-type: none">* Improve student achievement for all students while implementing the Common Core State Standards* Ensure all students are college eligible and/or career ready upon graduation* Require all schools to support the social, emotional, and physical needs of students* Implement research-based intervention programs and practices for all students not yet proficient* Provide opportunities for all students to learn beyond the core curriculum* Maintain a safe and secure environment
SCHOOL GOAL #1:
Proficiency in Reading/Language Arts By June 2019, all students, in every subgroup, in grades 1-6, will grow by no less than 10 percent (10%) in proficiency as measured by the last i-Ready assessment, compared to the initial i-Ready assessment results. The percentage of students who meet or exceed standards on the summative CAASPP assessment will grow by no less than 8 percent (8%) in 2019. Kindergarten students' growth will be measured using the District Kindergarten inventory.

Data Used to Form this Goal:

READING: i-Ready assessment SCHOOL YEAR 2016-2017

- Window 3 (5/1/17-6/1/17), students on or above grade level

Kinder: 91%

Grade 1: 69%

Grade 2: 63%

Grade 3: 73%

Grade 4: 36%

Grade 5: 45%

Grade 6: 64%

READING: i-Ready assessment SCHOOL YEAR 2017-2018

- Window 1 (8/16/17-9/5/17), students on or above grade level

Grade 1: 15%

Grade 2: 31%

Grade 3: 38%

Grade 4: 27%

Grade 5: 25%

Grade 6: 33%

- Window 2 (1/8/18-2/2/18), students on or above grade level

Kinder: 69%

Grade 1: 52%

Grade 2: 52%

Grade 3: 53%

Grade 4: 47%

Findings from the Analysis of this Data:

The School Site Council (SSC) is encouraged with the results of the i-Ready reading assessment at this time. The schoolwide trend shows an increase in the percentage of students who are on or above grade level.

How the School will Evaluate the Progress of this Goal:

Staff will analyze schoolwide, grade level and subgroup data to determine the percentage of students meeting proficiency in English Language Arts. Throughout the year, staff will analyze classroom and grade level assessment data to determine students' strengths and areas of weakness in English Language Arts. These meetings will be facilitated by the principal and teacher specialists. The findings from these analyses will be used by teachers to modify instruction and will be shared with students, families and staff. Progress will be measured by the following:

- CAASPP Summative Assessment
- i-Ready assessments
- i-Ready lesson completion
- CAASPP Interim Assessment
- District Kindergarten Inventory
- FLOSEM/ SOLOM
- McDougal Littell Assessments (Grade 6)
- IEP Annual Review/ Tri Annual assessments
- ELD/ALD Proficiency Indicators and Instructional Level Descriptors
- Teacher-created assessments
- Running Records/Reading Fluency
- Intervention Plan

Strategy #1**STRATEGY:**

Standards-based instruction

Ensure that every student in every classroom receives curriculum that is standards-based and supported by SBE (State Board of Education) adopted or district approved instructional materials.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1: District Pacing/Scope and Sequence Guides All grade levels will provide instruction based on the district-	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
approved pacing/scope and sequence guides for the adopted, CCSS bridge, and district developed curriculum, and data from formative assessments.						
<p>Action Step 2:</p> <p>Research-Based Strategies</p> <p>All grade levels will use common, purposeful, research-based instructional strategies incorporated into the daily high quality lesson design.</p> <p>Strategies incorporated here include:</p> <ul style="list-style-type: none"> • Elements of High Quality Lesson Design: Objective, Modeling, Guided Practice and Checking for Understanding • Increased use of informational text • Strategies for teaching complex text by focusing on reader and task • Close reading • Text Dependent Questions • Academic Vocabulary Development • Annotation • Graphic Organizers and Thinking Maps • Application of Depth of Knowledge to instruction and assessments • Cross-disciplinary instruction 	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Technology integration (computer lab and Chromebooks) 						
<p>Action Step 3:</p> <p>Progress Monitoring</p> <p>In addition to classroom assessments, teachers will administer the required state and district assessments, as well as any interim measures determined by the site.</p> <p>Staff will analyze schoolwide, grade level, and subgroup data to determine the percentage of students meeting proficiency in language arts. The findings from these analyses will be used to modify instruction and will be shared with the students, families, and staff. Progress will be measured by the following:</p> <ul style="list-style-type: none"> Teacher reflection on performance on i-Ready assessment results. Assessment reports from CAASPP (California Assessment of Student Performance and Progress, <p>ELPAC (English Language Proficiency Assessments for California), i-Ready, Kindergarten Inventory, SOLOM (Student Oral Language Observation Matrix), FLOSEM (Foreign Language Oral Skills Evaluation), English/Armenian Language</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Development (ELD/ALD) Instructional Level Descriptors, Language GAINS assessment, district- and teacher-created assessments.						
<p>Action Step 4: Extended Learning Opportunities and Events</p> <p>School and staff will provide extended learning opportunities and events that enrich students' experiences in areas, including, but not limited to:</p> <ul style="list-style-type: none"> • Literacy development in the school library (coordinated with the Library Assistant) • Book Fairs (organized by the Library Assistant) • Technology Instructor to provide digital literacy instruction to students • Gifted and Talented Education programs • Invention Convention • Math Field Day • Field Trips • Science Camp • Intramurals • Safety Patrol and Leadership Team • Cheerleaders • Cross-age tutoring • Community speakers • Assemblies 	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Classified Staff</p>	<p>Classified Staff support for extended learning opportunities and enrichment activities</p> <p>Benefits</p> <p>Technology Instructor Benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p>	<p>16408</p> <p>19354</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 5: Supplementary Instructional Materials</p> <p>Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, etc.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	Books and reference materials	4000-4999: Books And Supplies	Supplemental Programs	134
			Instructional periodicals and magazines	4000-4999: Books And Supplies	Supplemental Programs	
			Books and reference materials	4000-4999: Books And Supplies	Title I	
			Instructional materials and supplies	4000-4999: Books And Supplies	Supplemental Programs	12796
			Instructional materials and supplies	4000-4999: Books And Supplies	Title I	
<p>Action Step 6: Supplies to Support Instruction</p> <p>Funding will be allocated to supplemental materials and services that will assist students in their learning, including but not limited to, GATE, ELD, etc. and assist teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels, whiteboards, copier maintenance contracts, and other supplies.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	Supplies to support instruction	4000-4999: Books And Supplies	Supplemental Programs	
			Robotics (robots, laptops, programs)	4000-4999: Books And Supplies	Supplemental Programs	7865
			Maintenance and service agreements	5000-5999: Services And Other Operating Expenditures	Title I	5906
			Maintenance and service agreements	5000-5999: Services And Other Operating Expenditures	Supplemental Programs	5905
			Laminator rolls	4000-4999: Books And Supplies	Supplemental Programs	
			Homework folders	4000-4999: Books And Supplies	Supplemental Programs	1528
			Duplication/ printing/ lamination of materials	4000-4999: Books And Supplies	Title I	2000
			Duplication/ lamination of materials	4000-4999: Books And Supplies	Supplemental Programs	
			Instructional Supplies/ Equipment	4000-4999: Books And Supplies	Supplemental Programs	580
			Instructional Supplies/ Equipment	4000-4999: Books And Supplies	Title I	30000
			Transportation	5000-5999: Services And Other Operating Expenditures	Supplemental Programs	8400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Office and other supplies	4000-4999: Books And Supplies	Supplemental Programs	948
<p>Action Step 7: Purchase necessary technology and equipment to support instruction such as, but not limited to, copiers, computers, document cameras, LCD projectors, scanners, CD players, printers, speakers, keyboard cover, LCD bulbs, toner, headphones, and peripherals to support instruction. This will also include costs associated with maintaining these equipment and duplication/lamination of instructional materials.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	Purchase copier to duplicate instructional materials	6000-6999: Capital Outlay	Title I	19000
			Purchase copier to duplicate instructional materials	6000-6999: Capital Outlay	Supplemental Programs	10000
			Purchase printer and toner to print materials for the classroom	4000-4999: Books And Supplies	Title I	
			LCD projector bulbs	4000-4999: Books And Supplies	Supplemental Programs	
			Purchase LCD projector/ELMO for the classroom	4000-4999: Books And Supplies	Title I	4704
			Purchase CD players for reading instruction	4000-4999: Books And Supplies	Title I	238
			Purchase CD players for reading instruction	4000-4999: Books And Supplies	Supplemental Programs	90
			Purchase peripherals to support instruction, ie chargers, headphones, microphones, speakers, cables, DVD players, mouse, easels, power strips, etc.	4000-4999: Books And Supplies	Supplemental Programs	157
			Purchase peripherals to support instruction, ie chargers, headphones, microphones, speakers, cables, DVD players, mouse, easels, power strips, etc.	4000-4999: Books And Supplies	Title I	4563
			Computers for data collection, updating student records,etc	4000-4999: Books And Supplies	Supplemental Programs	1511

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Computers for data collection, updating student records,etc	4000-4999: Books And Supplies	Title I	
			Purchase Chromebooks/ chromecarts for classroom use	4000-4999: Books And Supplies	Title I	54690

Strategy #2

STRATEGY:
<p>Intervention Program</p> <p>Ensure that every student working below grade level standards, including English learners, students with disabilities and any other students not meeting standards, are provided with strategic or intensive intervention, including appropriate intervention materials and extended learning time.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1: Support Personnel</p> <p>The Categorical Specialist, FLAG Specialists and Resource Teacher will work collaboratively with the teachers to create interventions, assess data, provide information, target & monitor at-risk students & place student in programs and classes specific to the academic need of each student, & produce intervention supports for the classroom, especially those identified as At-Risk (IILP), Newcomers, and Long Term English Learners. Education assistants, as available, will be utilized to provide one-on-one or small group instruction. Certificated roving substitute</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Classified Staff, support staff, classified staff</p>	<p>Teachers and Teacher Specialist salaries</p> <p>Benefits</p> <p>Certificated substitute teacher to provide targeted intervention during/after the school day</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p>	<p>24832.66</p> <p>10642.66</p> <p>9717.33</p> <p>4164.66</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>teacher, as available, will be utilized to provide targeted intervention support during the school day. Technology support staff, as available, will be utilized to provide digital literacy instruction and support. Library staff, as available, will be utilized to provide literacy support in the library. Certificated staff, as needed, will be utilized to provide targeted intervention before, during, and after school.</p>			<p>Certificated substitute teacher to provide targeted intervention during/after the school day</p> <p>Benefits</p> <p>Certificated extra hourly staff for after school intervention support</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Title I</p>	<p>3354</p> <p>13067</p> <p>5497</p>
<p>Action Step 2: Small/Academically Homogeneous Grouping</p> <p>Grade level and grade band regrouping of students will be utilized to identify small or homogenous groups for specific instructional blocks (i.e. Math, ELA, ELD, Armenian Language Arts, content) as identified through analysis of multiple measures. Utilize Read Naturally program to address student needs.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, support staff, classified staff</p>				
<p>Action Step 3: Student Study Team (SST)</p> <p>The SST will meet monthly to review referrals for students that need additional social, emotional, and academic support to be successful in school. Teachers will be released to attend these meetings as necessary.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, support staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will receive ongoing support in the use of the SSTOnline program and implementation of interventions.						
<p>Action Step 4: Socio-Emotional Needs of Students</p> <p>Staff will collaborate on the development and implementation of schoolwide progressive behavior expectations.</p> <p>Site will establish and promote a safe learning environment through the use of:</p> <ul style="list-style-type: none"> • Character & Ethics Theme of the Month • Second Step Violence Prevention curriculum • 40 Developmental Assets • Positive Behavior and Intervention System • Systematic Supervision program • Conflict resolution strategies • Counseling • Parent-Student-Teacher contracts • Behavior Support Plans • Anti-bullying lessons • i-Safe lessons • Positive relationships • Motivational assemblies and recognitions 	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, support staff, classified staff, clerical staff</p>	<p>Consultant to provide mental health counseling to students</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 5: Student Supervision</p> <p>Funding will be allocated to provide additional student supervision, as needed, to ensure a safe and healthy learning environment.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Other Classified Extra Hourly personnel to supervise students during student drop-off and pick-up, morning line-up, morning recess, lunch and lunch recess</p> <p>Benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Supplemental Programs</p>	<p>315</p> <p>1023.75</p>
<p>Action Step 6: Supplies to Support Intervention</p> <p>Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in providing intervention. This may include, but not limited to, technology devices such as CD player, intervention materials/programs, toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts. Utilize Read Naturally program to address student needs.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Instructional materials and supplies used for intervention</p> <p>Instructional materials and supplies used for intervention</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Supplemental Programs</p>	
<p>Action Step 7: Supplies to Enhance Safety</p> <p>Funding will be allocated to resources and materials for students and student supervision during unstructured times (arrival, dismissal, lunch, recess, etc.). This may include, but not limited to, walkie-talkies, batteries, megaphone/mike system, identification tags, car tags, vests,</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Resources, equipment, and materials to enhance safety and support student supervision</p> <p>Consultant to enhance safe and healthy play during recess such as Playworks, etc.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Supplemental Programs</p> <p>Supplemental Programs</p>	<p>6608</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
staff shirts, stickers, tents, playground equipment, emergency supplies (buckets, first aid kits, helmets, flashlights, signage, fanny packs/backpacks, etc.), consultant services, speaker system, and transportation service.			Transportation	5000-5999: Services And Other Operating Expenditures	Supplemental Programs	

Strategy #3

STRATEGY:
<p>Professional Development & Professional Collaboration Time</p> <p>Provide regular opportunities for data-based collaboration for all teachers. The site will organize professional development activities to meet the required minimum 10% funding expenditure.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1: Release Days and Banking Meetings</p> <p>All teachers will receive collaboration time during site-scheduled professional development release days and monthly grade level and staff PD banking meetings. Articulation between grade levels and across programs (FLAG/non-FLAG) will be incorporated during these meetings. Walkthroughs and peer visits will be utilized for continuous collaboration to improve instruction.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff</p>	<p>Certificated substitute teachers to release for professional development</p> <p>Certificated substitute teachers to release for professional development</p> <p>Benefits</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 2: Collaboration for Student Needs</p> <p>Teachers will collaborate to ensure that all learner needs are met (English Learners, IILP/At-Risk and Students with Disabilities) in terms of language proficiency. Special education staff will collaborate with the general education staff to plan and develop techniques/strategies that best meet the needs of students mainstreamed into general education. Staff serving on planning committees (SSC, ELAC, Title I, Discipline, Emergency, etc.) will collaborate to conduct needs assessments, analyze data and revise plans as needed.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Certificated substitute teachers to release for professional development</p> <p>Certificated substitute teachers to release for professional development</p> <p>Benefits</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p>	<p>10000</p> <p>2148</p>
<p>Action Step 3: Training and Professional Development</p> <p>All staff members (certificated, classified and administrative) will be provided with professional development opportunities and training on the ELA Common Core State Standards, best practices in language arts instruction, language arts intervention strategies, language arts data analysis, language arts assessments, strategies for mainstreaming in general education, student behavior management, student social-emotional support strategies, digital literacy, and technology integration. Ongoing professional development</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Certificated substitute teachers to release for professional development</p> <p>Benefits</p> <p>Conferences and workshops, including meals, mileage and/or travel, and accommodations as necessary</p> <p>Professional development presenters</p> <p>Certificated Extra Hourly for training, planning, and collaboration</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p>	<p>10000</p> <p>2148</p> <p>10000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
opportunities will be provided by the school's Common Core Instructional Leadership Team and the administration. Staff will be offered opportunities to attend conferences and workshops offered by the district, county and other educational organizations. All teachers will have the opportunity to attend training related to the Common Core State Standards and Smarter Balanced Assessments.			Benefits	3000-3999: Employee Benefits	Title I	
			Classified Extra Hourly for training and professional development	2000-2999: Classified Personnel Salaries	Title I	
			Other Classified Extra Hourly for training and professional development	2000-2999: Classified Personnel Salaries	Supplemental Programs	2000
			Benefits	3000-3999: Employee Benefits	Supplemental Programs	590.25
Action Step 4: Curriculum, Instruction and Assessment Meetings All teachers will meet with the administration once per trimester to review and discuss data, assessments, instruction and curriculum.	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team	Certificated substitute teachers to release teachers for professional development	1000-1999: Certificated Personnel Salaries	Title I	
			Benefits	3000-3999: Employee Benefits	Title I	
Action Step 5: Supplies to Support Professional Development Funding will be allocated to supplemental materials that will assist teachers in the implementation of new strategies, data analysis and collaboration. This may include professional development resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff	Operating Services	5000-5999: Services And Other Operating Expenditures	Title I	
			Books and reference materials	4000-4999: Books And Supplies	Title I	

Form A - Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
<ul style="list-style-type: none">* Improve student achievement for all students while implementing the Common Core State Standards* Ensure all students are college eligible and/or career ready upon graduation* Require all schools to support the social, emotional, and physical needs of students* Implement research-based intervention programs and practices for all students not yet proficient* Provide opportunities for all students to learn beyond the core curriculum* Maintain a safe and secure environment
LCAP GOAL:
<ul style="list-style-type: none">* Improve student achievement for all students while implementing the Common Core State Standards* Ensure all students are college eligible and/or career ready upon graduation* Require all schools to support the social, emotional, and physical needs of students* Implement research-based intervention programs and practices for all students not yet proficient* Provide opportunities for all students to learn beyond the core curriculum* Maintain a safe and secure environment
SCHOOL GOAL #2:
Proficiency in Math By June 2019, all students, in every subgroup, in grades 1-6, will grow by no less than 10 percent (10%) in proficiency as measured by the last i-Ready assessment, compared to the initial i-Ready assessment results. The percentage of students in grades 3 to 6, who meet or exceed standards on the summative CAASPP assessment, will grow by no less than 8 percent (8%) in 2019.

Data Used to Form this Goal:

MATH: i-Ready assessment SCHOOL YEAR 2016-2017

- Window 3 (5/1/17-6/1/17), students on or above grade level

Kinder: 78%

Grade 1: 55%

Grade 2: 56%

Grade 3: 66%

Grade 4: 52%

Grade 5: 62%

Grade 6: 74%

MATH: i-Ready assessment SCHOOL YEAR 2017-2018

- Window 1 (8/16/17-9/15/17), students on or above grade level

Grade 1: 14%

Grade 2: 16%

Grade 3: 13%

Grade 4: 33%

Grade 5: 33%

Grade 6: 47%

- Window 2 (1/8/18-2/2/18), students on or above grade level

Kinder: 64%

Grade 1: 48%

Grade 2: 38%

Grade 3: 38%

Grade 4: 47%

Findings from the Analysis of this Data:

The School Site Council (SSC) is encouraged with the results of the i-Ready math assessment at this time. The trend shows an increase in the percentage of students who are on or above grade level.

How the School will Evaluate the Progress of this Goal:

Staff will analyze schoolwide, grade level and subgroup data to determine the percentage of students meeting proficiency in Math. Throughout the year, staff will analyze classroom and grade level assessment data to determine students' strengths and areas of weakness in Math. These meetings will be facilitated by the principal and teacher specialists. The findings from these analyses will be used by teachers to modify instruction and will be shared with students, families and staff. Progress will be measured by the following:

- CAASPP Summative Assessment
- i-Ready assessments
- i-Ready lesson completion
- Intervention/Enrichment Assessments: Pre/Post tests
- CAASPP Interim Assessment
- District Classroom Unit Assessments
- IEP Annual Review/ Tri Annual assessment
- Teacher created/generated quizzes
- Intervention Plan

Strategy #1**STRATEGY:**

Standards-based instruction

Ensure that every student in every classroom receives curriculum that is standards-based and supported by SBE (State Board of Education) adopted or district approved instructional materials.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1: District Pacing/Scope and Sequence Guides All grade levels will provide instruction based on the district-approved pacing/scope and sequence guides for the adopted, CCSS bridge, and district developed	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum, and data from formative assessments.						
<p>Action Step 2:</p> <p>Research-Based Strategies</p> <p>All grade levels will use common, purposeful, research-based instructional strategies incorporated into the daily high quality lesson design.</p> <p>Strategies incorporated here include:</p> <ul style="list-style-type: none"> • Elements of High Quality Lesson Design: Objective, Modeling, Guided Practice and Checking for Understanding • Instruction of standards of mathematical practice • Strategies for teaching complex mathematics text by focusing on reader and task • Close reading of mathematics text • Text Dependent Questions • Academic Vocabulary Development • Annotation • Graphic Organizers and Thinking Maps • Application of Depth of Knowledge to instruction and assessments • Cross-disciplinary instruction • Technology integration 	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(computer lab and Chromebooks)						
<p>Action Step 3:</p> <p>Progress Monitoring</p> <p>In addition to classroom assessments, teachers will administer the required state and district assessments, as well as any interim measures determined by the site.</p> <p>Staff will analyze schoolwide, grade level, and subgroup data to determine the percentage of students meeting proficiency in math. The findings from these analyses will be used to modify instruction and will be shared with the students, families, and staff. Progress will be measured by the following:</p> <ul style="list-style-type: none"> • Teacher reflection on performance on i-Ready assessments • Assessment reports from CAASPP (California Assessment of Student Performance and Progress, District-created CCSS assessments, ELPAC (English Language Proficiency Assessments for California), STAR Reading, Kindergarten Inventory, SOLOM (Student Oral Language Observation Matrix), FLOSEM (Foreign 	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Language Oral Skills Evaluation), English/Armenian Language Development (ELD/ALD) Instructional Level Descriptors, district- and teacher-created assessments.						
<p>Action Step 4: Extended Learning Opportunities and Events</p> <p>School and staff will provide extended learning opportunities and events that enrich students' experiences in areas, including, but not limited to:</p> <ul style="list-style-type: none"> • Literacy development in the school library (coordinated with the Library Assistant) • Book Fairs (organized by the Library Assistant) • Technology Instructor to provide digital literacy instruction to students • Gifted and Talented Education programs • Invention Convention • Math Field Day • Field Trips • Science Camp • Intramurals • Safety Patrol and Leadership Team • Cheerleaders • Cross-age tutoring • Community speakers 	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Classified Staff, Support Staff, Classified Staff</p>	<p>Classified staff support for extended learning opportunities and enrichment activities</p> <p>Benefits</p> <p>Technology Instructor</p> <p>Benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Assemblies 						
<p>Action Step 5: Supplementary Instructional Materials</p> <p>Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, etc.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Clerical Staff</p>				
<p>Action Step 6: Supplies to Support Instruction</p> <p>Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in their instruction. This may include toner for the reproduction of teacher-selected materials, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Maintenance and service agreements</p> <p>Maintenance and service agreements</p> <p>Homework folders</p> <p>Laminator rolls</p> <p>Duplication of materials</p> <p>Supplies to support instruction</p> <p>Books and reference materials</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Supplemental Programs</p> <p>Supplemental Programs</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Supplemental Programs</p>	
<p>Action Step 7: Purchase necessary technology such as, but not limited to, copiers, computers, document cameras, LCD projectors, scanners, CD players, printers, speakers, keyboard cover, LCD bulbs, headphones, and peripherals to support instruction. This will also include costs associated with maintaining these equipment</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Clerical Staff</p>	<p>Purchase copier to duplicate instructional materials</p> <p>Purchase printer to copy materials for the classroom</p> <p>LCD projector bulbs</p>	<p>6000-6999: Capital Outlay</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and duplication/lamination of instructional materials.						

Strategy #2

STRATEGY:
<p>Intervention Program</p> <p>Ensure that every student working below grade level standards, including English learners, students with disabilities and any other students not meeting standards, are provided with strategic or intensive intervention, including appropriate intervention materials and extended learning time.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1: Support Personnel</p> <p>The Categorical Specialist, FLAG Specialists and Resource Teacher will work collaboratively with the teachers to create interventions, assess data, provide information, target & monitor at-risk students & place student in programs and classes specific to the academic need of each student, & produce intervention supports for the classroom, especially those identified as At-Risk (IILP), Newcomers, and Long Term English Learners. Education assistants, as available, will be utilized to provide one-on-one or small group instruction. Certificated roving substitute teacher, as available, will be utilized to provide targeted intervention during the school day. Technology support staff, as</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Certificated substitute teacher to provide targeted intervention during the school day</p> <p>Benefits</p> <p>Teachers and Teacher Specialist salaries</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p>	<p>24832.66</p> <p>10642.66</p> <p>9717.33</p> <p>4164.66</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>available, will be utilized to provide digital literacy instruction and support.</p> <p>Library staff, as available, will be utilized to provide literacy support in the library.</p> <p>Certificated staff, as needed, will be utilized to provide targeted intervention before, during, and after school.</p>			<p>Certificated extra hourly staff for after school intervention support</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Supplemental Programs</p>	
<p>Action Step 2: Small/Academically Homogeneous Grouping</p> <p>Grade level and grade band regrouping of students will be utilized to identify small or homogenous groups for specific instructional blocks (i.e. Math, ELA, ELD, content) as identified through analysis of multiple measures.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 3: Student Study Team (SST)</p> <p>The SST will meet monthly to review referrals for students that need additional social, emotional, and academic support to be successful in school.</p> <p>Teachers will be released to attend these meetings as necessary.</p> <p>Teachers will receive ongoing support in the use of the SSTOnline program and implementation of interventions.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff</p>				
<p>Action Step 4:</p>	<p>Start Date: July 2018</p>	<p>Administrator, Teacher Specialists,</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Socio-Emotional Needs of Students</p> <p>Staff will collaborate on the development and implementation of schoolwide progressive behavior expectations.</p> <p>Site will establish and promote a safe learning environment through the use of:</p> <ul style="list-style-type: none"> • Character & Ethics Theme of the Month • Second Step Violence Prevention curriculum • 40 Developmental Assets • Positive Behavior and Intervention System • Systematic Supervision program • Conflict resolution strategies • Counseling • Parent-Student-Teacher contracts • Behavior Support Plans • Anti-bullying lessons • i-Safe lessons • Positive relationships • Motivational assemblies and recognitions 	<p>Completion Date: June 2019</p>	<p>Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 5: Student Supervision</p> <p>Funding will be allocated to provide additional student supervision, as needed, to ensure a safe and healthy learning environment.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 6: Supplies to Support Intervention</p> <p>Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in providing intervention. This may include intervention materials/programs, toner for the reproduction of teacher-selected materials, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 7: Supplies to Enhance Safety</p> <p>Funding will be allocated to resources and materials for student supervision during unstructured times (arrival, dismissal, lunch, recess, etc.). This may include, but not limited to, walkie-talkies, batteries, megaphone/mike system, identification tags, car tags, vests, staff shirts, stickers, tents, emergency supplies (buckets, first aid kits, helmets, flashlights, signage, fanny packs/backpacks, etc.)</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Strategy #3

STRATEGY:

Professional Development & Professional Collaboration Time

Provide regular opportunities for data-based collaboration for all teachers. The site will organize professional development activities to meet the required minimum 10% funding expenditure.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1: Release Days and Banking Meetings</p> <p>All teachers will receive collaboration time during site-scheduled professional development release days and monthly grade level and staff PD banking meetings. Articulation between grade levels and across programs (FLAG/non-FLAG) will be incorporated during these meetings. Walkthroughs and peer visits will be utilized for continuous collaboration to improve instruction.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff</p>				
<p>Action Step 2: Collaboration for Student Needs</p> <p>Teachers will collaborate to ensure that all learner needs are met (English Learners, IILP/At-Risk and Students with Disabilities) in terms of language proficiency. Special education staff will collaborate with the general education staff to plan and develop techniques/strategies that best meet the needs of students mainstreamed into general education. FLAG staff will collaborate to plan and develop techniques and strategies.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff serving on planning committees (SSC, ELAC, Title I, Discipline, Emergency, etc.) will collaborate to conduct needs assessments, analyze data and revise plans as needed.						
<p>Action Step 3: Training and Professional Development</p> <p>All staff members (certificated, classified and administrative) will be provided with professional development opportunities and training on the Math Common Core State Standards, best practices in Math instruction, Math intervention strategies, Math data analysis, Math assessments, strategies for mainstreaming in general education, student behavior management, student social-emotional support strategies, digital literacy, and technology integration. Ongoing professional development opportunities will be provided by the school's Common Core Instructional Leadership Team and the administration. Staff will be offered opportunities to attend conferences and workshops offered by the district, county and other educational organizations. All teachers will have the opportunity to attend training related to the Common Core State Standards and Smarter Balanced Assessments.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Certificated substitute teachers to release for professional development</p> <p>Benefits</p> <p>Conferences and workshops, including meals, mileage and/or travel, and accommodations as necessary</p> <p>Certificated Extra Hourly for training, planning, and collaboration</p> <p>Benefits</p> <p>Classified Extra Hourly for training and professional development</p> <p>Other Classified Extra Hourly for training and professional development</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	
Action Step 4: Curriculum, Instruction and	Start Date: July 2018	Administrator, Teacher Specialists,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Assessment Meetings</p> <p>All teachers will meet with the administration once per trimester to review and discuss data, assessments, instruction and curriculum.</p>	<p>Completion Date: June 2019</p>	<p>Teachers, Common Core Instructional Leadership Team</p>				
<p>Action Step 5: Supplies to Support Professional Development</p> <p>Funding will be allocated to supplemental materials that will assist teachers in the implementation of new strategies, data analysis and collaboration. This may include professional development resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Books and reference materials</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	

Form A - Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
<ul style="list-style-type: none">* Improve student achievement for all students while implementing the Common Core State Standards* Ensure all students are college eligible and/or career ready upon graduation* Require all schools to support the social, emotional, and physical needs of students* Implement research-based intervention programs and practices for all students not yet proficient* Provide opportunities for all students to learn beyond the core curriculum* Maintain a safe and secure environment
LCAP GOAL:
<ul style="list-style-type: none">* Improve student achievement for all students while implementing the Common Core State Standards* Ensure all students are college eligible and/or career ready upon graduation* Require all schools to support the social, emotional, and physical needs of students* Implement research-based intervention programs and practices for all students not yet proficient* Provide opportunities for all students to learn beyond the core curriculum* Maintain a safe and secure environment
SCHOOL GOAL #3:
Proficiency in English Language Development By June 2019, eighty percent (80%) of all EL students will progress one ELD band and/or score Advanced on the annual CELDT test. Twenty percent (20%) of students tested will score Early Advanced and Advanced on the CELDT test. Fifteen percent (15%) of all EL students will reclassify.
Data Used to Form this Goal:
CELDT data and Zangle EL proficiency report For the 2017-2018 school year, 20% of the EL population have reclassified out of the 386 English Learners from the beginning of the school year. Twenty nine students reclassified under Option 1, and fifty students reclassified under Option 2.

Findings from the Analysis of this Data:

According to the Zangle EL proficiency report for the 2017-2018 school year, there are 147 EL students in Program 1 and 160 students in Program 2. From the same report, 18 students are identified as Initial Fluent English Proficient and 200 students are identified as Reclassified Fluent English Proficient. There are 55 students who are placed at the Beginning level of EL proficiency, a majority of which are new to the country. There are 107 students who are placed at the Intermediate level of EL proficiency. Most Long Term English Learners (LTEL) are in this category. Therefore, these students should be carefully monitored and supported in the classroom.

How the School will Evaluate the Progress of this Goal:

- *Growth in ELD level based on English Language Proficiency Assessments for California (ELPAC) and multiple measures as part of the District and school site assessment and accountability plans
- *All EL/LEP students take the ELPAC, CAASPP, and CAST
- *Reading, Writing, Math and ELD Instructional Descriptors are regularly administered to monitor student progress
- *Pre and post assessments from targeted interventions
- *Provide targeted EL/LEP students with increased access to intervention programs
- *Analysis of student progress trimesterly through ELD Proficiency Indicators
- *Analysis of student progress trimesterly through ELD Instructional Level Descriptors
- *Analysis of student progress trimesterly through Illuminate Reports
- *Trimesterly updates of ELD progress in Zangle District information system

Strategy #1

STRATEGY:

Identification and Placement
 School will follow district criteria and procedures for identification and placement of all English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1: Identification Based on the results of the Home Language Survey (HLS) completed as part of the enrollment process, the ELPAC is administered to the student at the Welcome Center. A primary language assessment is also administered when a student	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff	Extra Hourly Clerk to assist teacher specialist with organizing documents pertaining to ELD	2000-2999: Classified Personnel Salaries	Title I	1422

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
performs at the Emerging level on the ELPAC. The SOLOM or FLOSEM is also administered to determine oral language proficiency.						
<p>Action Step 2: Placement</p> <p>School is provided with the a preliminary results of the Welcome Center assessments in order to determine student’s placement in Emerging, Expanding, Bridging. Teachers are notified by the specialist of their English Learner’s program placement at the beginning of the school year. The specialist regularly communicates with the teachers on the progress of the English Learners. Teachers complete the ELD Instructional Level Descriptors each trimester, using the results to guide instruction.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Clerical Staff</p>				
<p>Action Step 3: Reclassification</p> <p>Students are reclassified to Reclassified Fluent English Proficient (RFEP) status when they meet the district reclassification criteria. The specialist collaborates with teachers to determine if the student is ready to reclassify.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 4: Monitoring</p> <p>Teachers and specialist will monitor</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional</p>	Categorical Clerk	2000-2999: Classified Personnel Salaries	Title I	9859

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>student progress on language development using the trimesterly ELD Instructional Level Descriptors. The annual ELPAC will be administered to determine the annual growth in language development.</p> <p>Reclassified students are monitored for three years and will be provided academic support as needed.</p> <p>Multiple measures is used to reclassify students annually.</p>		<p>Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	Benefits	2000-2999: Classified Personnel Salaries	Supplemental Programs	10331
				3000-3999: Employee Benefits	Title I	7922
				3000-3999: Employee Benefits	Supplemental Programs	8907
			Teachers and Teacher Specialist salaries	1000-1999: Certificated Personnel Salaries	Title I	24832.68
				1000-1999: Certificated Personnel Salaries	Supplemental Programs	10642.68
			Benefits	3000-3999: Employee Benefits	Title I	9717.34
				3000-3999: Employee Benefits	Supplemental Programs	4164.68
				Extra Hourly Clerical, Technical	2000-2999: Classified Personnel Salaries	Supplemental Programs
			3000-3999: Employee Benefits		Supplemental Programs	582

Strategy #2

STRATEGY:
<p>A. Standards-based instruction Ensure that every student in every classroom receives curriculum that is standards-based and supported by SBE (State Board of Education) adopted or district approved instructional materials.</p> <p>B. Intervention Program Ensure that every English learners, is provided with strategic or intensive intervention, including appropriate intervention materials and extended learning time.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Step 1A: District Pacing/Scope and Sequence	Start Date: July 2018	Administrator, Teacher Specialists,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Guides</p> <p>All grade levels will provide instruction based on the district-approved pacing/scope and sequence guides for the adopted, CCSS bridge, and district developed curriculum, and data from formative assessments.</p>	<p>Completion Date: June 2019</p>	<p>Teachers, Common Core Instructional Leadership Team</p>				
<p>Action Step 2A:</p> <p>Research-Based Strategies</p> <p>All grade levels will use common, purposeful, research-based instructional strategies incorporated into the daily high quality lesson design.</p> <p>Strategies incorporated here include:</p> <ul style="list-style-type: none"> • Elements of High Quality Lesson Design: Objective, Modeling, Guided Practice and Checking for Understanding • English/Armenian Language Development (ELD/ALD)/Guided Language Acquisition Design (GLAD)/Specifically Designed Academic Instruction in English (SDAIE)/Sheltered Instruction Observation Protocol (SIOP) strategies • Increased use of informational text • Strategies for teaching 	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>complex text by focusing on reader and task</p> <ul style="list-style-type: none"> • Close reading • Text Dependent Questions • Academic Vocabulary Development • Annotation • Graphic Organizers and Thinking Maps • Application of Depth of Knowledge to instruction and assessments • Cross-disciplinary instruction • Technology integration (computer lab and Chromebooks) 						
<p>Action Step 3A: Supplementary Resources</p> <p>The following supplementary resources will be available to all grade levels to address specific needs of English Learners:</p> <ul style="list-style-type: none"> • Leap Frog • Carousel of Ideas • Primary language support & materials 	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 4A: Progress Monitoring</p> <p>In addition to classroom assessments, teachers will administer the required state and district</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff,</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>assessments, as well as any interim measures determined by the site.</p> <p>Staff will analyze schoolwide, grade level, and subgroup data to determine the percentage of students meeting proficiency in language arts. The findings from these analyses will be used to modify instruction and will be shared with the students, families, and staff. Progress will be measured by the following:</p> <ul style="list-style-type: none"> • Teacher reflection on performance on STAR Reading results. • Assessment reports from District-created CCSS assessments, CELDT (California English Language Development Test), i-Ready, Kindergarten Inventory, SOLOM (Student Oral Language Observation Matrix), FLOSEM (Foreign Language Oral Skills Evaluation), English/Armenian Language Development (ELD/ALD) Instructional Level Descriptors, district- and teacher-created assessments. 		Clerical Staff				
<p>Action Step 5A: Extended Learning Opportunities and Events</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team,</p>	<p>Classified Staff support for extended learning opportunities and enrichment activities</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School and staff will provide extended learning opportunities and events that enrich students' experiences in areas, including, but not limited to:</p> <ul style="list-style-type: none"> • Literacy development in the school library (coordinated with the Library Assistant) • Book Fairs (organized by the Library Assistant) • Technology Instructor to provide digital literacy instruction to students • Gifted and Talented Education programs • Invention Convention • Math Field Day • Field Trips • Science Camp • Intramurals • Safety Patrol and Leadership Team • Cheerleaders • Cross-age tutoring • Community speakers • Assemblies 		Support Staff, Classified Staff, Clerical Staff	Benefits Technology Instructor Benefits	3000-3999: Employee Title I Benefits		
<p>Action Step 6A: Supplementary Instructional Materials</p> <p>Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, etc.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 7A: Supplies to Support Instruction</p> <p>Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Supplies to support instruction</p> <p>Duplication of materials</p> <p>Books and reference materials</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p>	
<p>Action Step 8A: Purchase necessary technology such as, but not limited to, copiers, computers, document cameras, LCD projectors, scanners, and peripherals to support instruction. This will also include costs associated with maintaining these equipment and duplication/lamination of instructional materials.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Purchase copier to duplicate instructional materials</p> <p>Maintenance and service agreements</p> <p>Maintenance and service agreements</p> <p>Purchase printer to copy materials for the classroom</p>	<p>6000-6999: Capital Outlay</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p>	
<p>Action Step 1B: Support Personnel</p> <p>The Categorical Specialist, FLAG Specialists and Resource Teacher will work collaboratively with the teachers to create interventions, assess data, provide information, target & monitor at-risk students & place student in programs and classes specific to the academic need of each student, & produce</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Certificated substitute teacher to provide targeted intervention during the school day</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Title I</p> <p>Supplemental Programs</p> <p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention supports for the classroom, especially those identified as At-Risk (IILP), Newcomers, and Long Term English Learners. Education assistants, as available, will be utilized to provide one-on-one or small group instruction. Certificated roving substitute teacher, as available, will be utilized to provide targeted intervention during the school day. Technology support staff, as available, will be utilized to provide digital literacy instruction and support. Library staff, as available, will be utilized to provide literacy support in the library. Certificated staff, as available, will be utilized to provide intervention before, during, and after school.</p>			<p>Certificated extra hourly staff to provide intervention support before, during, and after school.</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Supplemental Programs</p>	
<p>Action Step 2B: Small/Academically Homogeneous Grouping</p> <p>Grade level and grade band regrouping of students will be utilized to identify small or homogenous groups for specific instructional blocks (i.e. Math, ELA, ELD, content) as identified through analysis of multiple measures.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 3B: Student Study Team (SST)</p> <p>The SST will meet monthly to review referrals for students that need</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team,</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>additional social, emotional, and academic support to be successful in school.</p> <p>Teachers are released to attend these meetings as necessary.</p> <p>Teachers will receive ongoing support in the use of the SSTOnline program and implementation of interventions.</p>		Support Staff				
<p>Action Step 4B:</p> <p>Socio-Emotional Needs of Students</p> <p>Staff will collaborate on the development and implementation of schoolwide progressive behavior expectations.</p> <p>Site will establish and promote a safe learning environment through the use of:</p> <ul style="list-style-type: none"> • Character & Ethics Theme of the Month • Second Step Violence Prevention curriculum • 40 Developmental Assets • Positive Behavior and Intervention System • Systematic Supervision program • Conflict resolution strategies • Counseling • Parent-Student-Teacher contracts • Behavior Support Plans • Anti-bullying lessons • i-Safe lessons • Positive relationships 	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Classified Staff, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Motivational assemblies and recognitions 						
<p>Action Step 5B: Student Supervision</p> <p>Funding will be allocated to provide additional student supervision, as needed, to ensure a safe and healthy learning environment.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 6B: Supplies to Support Intervention</p> <p>Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in providing intervention. This may include intervention materials/programs, toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Strategy #3

STRATEGY:

Professional Development & Professional Collaboration Time
Provide regular opportunities for data-based collaboration for all teachers. The site will organize professional development activities to meet the required minimum 10% funding expenditure.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1: Release Days and Banking Meetings</p> <p>All teachers will receive collaboration time during site-scheduled professional development release days and monthly grade level and staff PD banking meetings. Articulation between grade levels and across programs (FLAG/non-FLAG) will be incorporated during these meetings. Walkthroughs and peer visits will be utilized for continuous collaboration to improve instruction.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff</p>				
<p>Action Step 2: Collaboration for Student Needs</p> <p>Teachers will collaborate to ensure that all English learner needs are met in terms of language proficiency. Special education staff will collaborate with the general education staff to plan and develop techniques/strategies that best meet the needs of students mainstreamed into general education. Staff serving on planning committees (SSC, ELAC, Title I, Discipline, Emergency, etc.) will collaborate to conduct needs assessments, analyze data and revise plans as needed.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Classified Staff, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 3: Training and Professional Development</p> <p>All staff members (certificated, classified and administrative) will be</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff,</p>	<p>Conferences and workshops, including meals, mileage and/or travel, and accommodations as necessary</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided with professional development opportunities and training on the ELD Common Core State Standards, best practices in ELD instruction, ELD intervention strategies, ELD data analysis, ELD assessments, strategies for mainstreaming in general education, student behavior management, student social-emotional support strategies, digital literacy, and technology integration.</p> <p>Ongoing professional development opportunities will be provided by the school's Common Core Instructional Leadership Team and the administration. Staff will be offered opportunities to attend conferences and workshops offered by the district, county and other educational organizations.</p> <p>All teachers will have the opportunity to attend training related to the Common Core State Standards and Smarter Balanced Assessments.</p>		Classified Staff, Clerical Staff	<p>Professional development presenters</p> <p>Certificated substitute teachers to release teachers for professional development</p> <p>Benefits</p> <p>Certificated Extra Hourly for training, planning, and collaboration</p> <p>Benefits</p> <p>Classified Extra Hourly for training and professional development</p> <p>Other Classified Extra Hourly for training and professional development</p> <p>Benefits</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Supplemental Programs</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	
<p>Action Step 4: Curriculum, Instruction and Assessment Meetings</p> <p>All teachers will meet with the administration once per trimester to review and discuss data, assessments, instruction and curriculum.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team</p>				
<p>Action Step 5: Supplies to Support Professional Development</p>	<p>Start Date: July 2018</p> <p>Completion Date:</p>	<p>Administrator, Teacher Specialists, Teachers, Common</p>	<p>Books and reference materials</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funding will be allocated to supplemental materials that will assist teachers in the implementation of new strategies, data analysis and collaboration. This may include professional development resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.	June 2019	Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff				

Form A - Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Involvement
LEA GOAL:
* Create a district and school wide expectation of engaged parents, teachers, and students * Maintain a safe and secure environment
LCAP GOAL:
* Create a district and school wide expectation of engaged parents, teachers, and students * Maintain a safe and secure environment
SCHOOL GOAL #4:
Parent Involvement Involve and engage staff, parents, and community groups in academic improvement strategies. The site will organize parent activities to meet the required minimum 1% funding expenditure.
Data Used to Form this Goal:
Feedback from staff, parents, PTA, Jefferson Foundation, School Site Council, parent workshops, parent conferences, informal parent communication
Findings from the Analysis of this Data:
Majority of the parents are not actively involved in the school. Additionally, there is a great deal of misinformation and misunderstanding among parents of school's operations, programs offered, and procedures and protocols.
How the School will Evaluate the Progress of this Goal:
Surveys will be administered throughout the year to determine progress towards meeting this goal.

Strategy #1

STRATEGY:**A. Parent Meetings**

The site will hold regular meetings for parents to inform them of all site initiatives and programs and to educate them on all site policies and LEA legal requirements.

B. Parent Educational Opportunities

The site will offer parents opportunities to increase their awareness of educational policies and practices that support student achievement and those practices that empower them as parents and enrich their social/emotional well-being.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1A: School Site Council</p> <p>The site will solicit parent candidates for the parent representatives for SSC prior to the voting. Ballots will be made and voting will be conducted. Parent representatives will be elected by their peers. SSC meetings will cover legally required items for SSC to review and approve. The categorical specialist will closely communicate with the SSC chair to ensure all legally required items are addressed throughout the year.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 2A: ELAC/DELAC</p> <p>The site will solicit parent candidates for the parent representatives for ELAC prior to the voting. Ballots will be made and voting will be conducted. Parent representatives will be selected by their peers. Parent ELAC representatives will also attend the District ELAC (DELAC) meetings and relay the information acquired at these meetings back to the ELAC. The categorical specialist</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will closely communicate with the ELAC chair to ensure all legally required items are addressed throughout the year.						
<p>Action Step 3A: Title I/DAC</p> <p>The site will solicit parent candidates for the parent representatives for Title I prior to voting. Ballots will be made and voting will be conducted. Parent representatives will be selected by their peers. The Title I representative will also be the District Advisory Committee representative and will attend the DAC meetings. The representative will relay the information at the Title I parent group meeting. Parents will be notified and updated on the school's Program Improvement status at the first Title I meeting. The categorical specialist will closely communicate with the Title I representative to ensure all legally required items are addressed throughout the year.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 4A: Site Specific Parent Meetings</p> <p>Back to School Night, Open House, Reading Night planned by the Library Assistant, Coffee with the Principal, weekly phone messages, Thursday Folder, school marquee, Parent Orientation and parent-teacher conferences will be used to maintain ongoing communication with the</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Parent Orientation held by TK and K teachers in the beginning of the school year, at sub-rate of pay Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
families. Site will develop a system of incentives to increase parent participation in meetings and other school events.						
<p>Action Step 5A: Supplies for Parent Meetings</p> <p>Funding will be provided to cover the cost of materials, supplies, and extra duty pay for a child care provider. Materials and supplies may include edibles, toner for the reproduction of resources, duplication of materials, printer paper, and copier maintenance contracts.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Extra Hourly, child care Edibles Materials for parent meetings: paper, pens, etc</p>	<p>2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies</p>	<p>Title I Supplemental Programs Title I</p>	<p>2000</p>
<p>Action Step 1B: Parent Seminars and Conferences</p> <p>Staff will host parent education seminars on varying topics including: standards, curriculum, assessments, English Language Development, FLAG programs, using computers, parent education on the school system, school attendance, helping their students succeed in school, attendance, and healthy habits. When possible, parents will be invited to participate in trainings or to attend conferences on topics that include but are not limited to: parenting, helping students in academics and health, nutrition, safety.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Resources to enhance attendance</p>	<p>4000-4999: Books And Supplies</p>	<p>Supplemental Programs</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 2B: Supplies for Parent Educational Opportunities</p> <p>Funding will be provided to cover the cost of materials, supplies, and extra duty pay for a child care provider. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts. Supplies to increase parent engagement and involvement.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>	<p>Supplies to increase parent engagement</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p>	

Strategy #2

STRATEGY:
<p>Community Outreach Partnerships within the community to strengthen parent involvement, awareness, and education.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1: GUSD Education Services Department</p> <p>Parents will be invited to participate in learning opportunities provided through the district, including but not limited to Parent University sessions, and other seminars.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 2: Healthy Start and Healthy Kids</p>	<p>Start Date: July 2018</p>	<p>Administrator, Teacher Specialists,</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will work closely with the families in identifying needs and providing resources and support available through Healthy Start and Healthy Kids programs.	Completion Date: June 2019	Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff				
<p>Action Step 3: Parent Teacher Association (PTA)</p> <p>Site will collaborate with the Jefferson PTA in engaging and empowering families through various activities, programs and events, included, but not limited to: school assemblies, Walktober, Red Ribbon Week, Yellow Ribbon Week, Jumprope for Heart, Fall Festival, Family Picnic, food drives, and fundraisers.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff, PTA Board</p>				
<p>Action Step 4: Jefferson School Foundation</p> <p>Site will collaborate with the Jefferson Foundation to bring together families and community sponsors to enhance student experiences. The Foundation works collaboratively with the school administration and staff to identify areas of need. Their community outreach and fundraising makes it possible for the school to address large projects that include school beautification and necessary campus upgrades.</p>	<p>Start Date: July 2018</p> <p>Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff, Foundation Board</p>				

Strategy #3

STRATEGY:
<p>A. Parent Communication Parents will be informed of all site initiatives, meetings, policies, practices, interventions, state and district mandates, support services, etc.</p> <p>B. Parent Participation Site will encourage ongoing parent participation. In addition to parent representatives that serve on ELAC, SSC and Title I, regular parent volunteers will be utilized to encourage collaboration and transparency.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Action Step 1A: Parent Notification</p> <p>Site will provide families with all required annual notifications as determined by the district, including, but not limited to: ELD placement, assessment results, Program Improvement notifications, etc. Parents are also provided regular communication on student performance from the classroom teacher, including the formal Progress Reports and Report Cards.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 2A: Parent Outreach</p> <p>Site will provide families with a parent handbook that includes information on school operations, policies and practices. Monthly calendars will be provided to all families outlining the events for that month. Weekly phone calls will provide timely information on upcoming matters and events. The school marquee and the Thursday</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff, PTA Board</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Folder will be utilized to support parent outreach. The Jefferson PTA will publish a quarterly newsletter, Tiger Times, to keep parents abreast of all information.						
<p>Action Step 3A: Parent Involvement Policy and Compact</p> <p>School will share with parents the commitment and promise to involve and engage parents as partners on site. The pledge will be signed between parents, students, and the school for educational success. SSC will review both the parent involvement policy and compact annually.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff, SSC</p>				
<p>Action Step 4A: Supplies to Support Parent Communication</p> <p>Funding will be allocated to supplemental materials that will assist school in maintaining ongoing parent communication. This may include parent resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff</p>				
<p>Action Step 1B: Volunteers</p> <p>Parents will be invited to serve as partners through various volunteer opportunities which include, but are</p>	<p>Start Date: July 2018 Completion Date: June 2019</p>	<p>Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff,</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
not limited to schoolwide events, field trips, classroom support, library and computer lab support, office clerical, playground supervision and translation. Site will provide appropriate training to volunteers to ensure their success.		Classified Staff, Clerical Staff				
Action Step 2B: Parent Appreciation In order to celebrate the established/developing partnerships between parents and staff, site will host events on various occasions, including celebrations, recognition and appreciation ceremonies.	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff, PTA Board	Equipment and supplies to support the school events including but not limited to certificates, awards, etc.	5000-5999: Services And Other Operating Expenditures	Supplemental Programs	426
Action Step 3B: Supplies for Parent Participation Funding will be allocated to supplemental materials that will assist school in maintaining ongoing parent communication. This may include parent resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.	Start Date: July 2018 Completion Date: June 2019	Administrator, Teacher Specialists, Teachers, Common Core Instructional Leadership Team, Support Staff, Classified Staff, Clerical Staff				

Form A - Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
LCAP GOAL:
SCHOOL GOAL #5:
School Site Council recommended not having a 5th Jefferson school goal at this time.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1

STRATEGY:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2

STRATEGY:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3

STRATEGY:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Form B - Categorical District Services Budget

2018-19 WORK BUDGET		TITLE I	SUPPLEMENTAL PROGRAM
a.	Allocation	\$6,255,003	\$5,702,147
b.	Carryover	\$1,699,835	\$1,289,775
c.	2017-18 Total Funding	\$7,954,838	\$6,991,922
e.	Private school	\$3,128	\$0
f.	Equitable Support Services for Private schools Alternative Support and Professional Dev. (*)	\$754	\$0
g.	Centralized Services (Included in Administration- row n)	\$ 709,588	\$0
h.	Indirect Costs (Included in Administration -row n)	\$ 280,017	\$0
i.	Alternative Support and Public School Choice Transportation (Choice) –	\$905,368	\$0
j.	Professional Development-- Highly Qualified Teachers and Paraprofessionals (Included in -row n)	\$ 312,594	\$0
k.	Homeless (included in Administration-row n)	\$ 93,778	\$0
l.	Plus Parent Involvement (**)	\$ 62,519	\$0
m.	Elementary schools 3 hours Multimedia Technology and Library Assistants	\$0	\$600,000
n.	Administration work budget (next sheet)	\$1,395,976	\$2,471,597
o.	School's Allocation	\$5,650,365	\$3,920,325

(*) Included in the Alternative Support and Professional Development allocations

(**) 1% of allocation included into school's individual allocations.

2018-19 WORK BUDGET— (ESTIMATES ONLY, SUBJECT TO CHANGE)

Object Code	Description of Services	Title I Amount	Supplemental Prog. Amount
1110-1130-1160-	Teacher Salaries: Teacher Specialists to facilitate parent involvement activities/training, monitor categorical funding in regards to private schools, assessment of EL students. Teacher Specialist, Retired Teachers and Teacher training extra hourly, teacher substitutes for professional development. Teacher Specialists working at school sites providing support to principal, students, parents and staff.	\$ 73,645.00	\$ 449,743.00
1312 1314	<p>Coordinator Assessment & Evaluation to develop, maintain, and implement assessments/evaluation for all categorical programs at sites utilizing formative & summative measures data analysis to monitor student achievement and provide professional development to sites.</p> <p>Director of Special Education to provide professional development for all staff (administrators, teachers, instructional assistants) to meet the needs of all subgroups and special needs.</p> <p>Director of Human Resources to recruit, support and retain highly qualified certificated, classified and management staff to demonstrate quality compliance and provide professional development to sites.</p> <p>Director Categorical Programs and Interventions: Coordinates categorical programs among sites, develop/maintain District reports/records, compile program assessment data, and monitor program performance and budgets. Provide professional development for all staff.</p> <p>Coordinator of Categorical Programs: Provides Parent involvement, assists Director of Categorical programs with planning and implementation of categorically funded programs at the district and school level, provide Professional Development in the area of English Language Development/ Academic Language Development, Plan and organizes Teacher Specialists’ meetings and monitors instruction provided for English Language Learners, ELPAC testing, and Reclassification.</p>	\$ 338,041.00	\$ 113,749.00
2241	Custodial OT to clean after meetings.	\$0.00	\$ 3,070.00
2110 2130 2140	Classified Salaries, Educational Assistant, (FT, Ex Hourly, OT) to provide instruction and assessment for EL students during summer, intersession and before and after school intervention programs, the Welcome Center and students with special needs.	\$12,728.00	\$ 320,654.00
2310	Class Supp & Administration Salaries: Accounting Technician salary to review, analyze, make projections, prepare special reports, maintain, and monitor budgets for Federal and State Programs	\$ 46,887.00	\$ 54,636.00
2410 2430 2440	Clerical, Technical and Office Salaries and Attendance Workers: Process and maintains records, originates purchase orders, provides clerical support. Attendance worker outreach, support and homeless children and family counseling. Extra hourly and OT to support Title I and EL activities, Intercultural Office.	\$231,978.00	\$ 67,043.00
2910-2930-2940	Other Classified Salaries, Translator/Interpreter full time salaries, extra hourly and overtime to provide translation and communication with parents and the community.	\$ 2,620.00	\$ 789,148.00
3000	Employee Benefits: Certificate and classified benefits	\$ 318,818.00	\$ 920,932.00
4000	Supplies: Program and curriculum materials, office supplies, subscriptions, printing supplies, edible supplies for meetings, summer school duplicating materials, computers, copy machines. Licenses with a Web-based companies to access data and maintain inventory records and school plans	\$ 56,242.00	\$ 162,622.00
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing, maintenance agreement for copy machines Personal Services agreement for people to do GATE related activities, medals, certificates, seals and awards. Duplication of UPC/Williams for distribution to all sites.	\$ 35,000.00	\$ 160,000.00
6000	Equipment Capitalized: Copy machine purchase to help with copies for translations, parent engagement, testing and related services		\$ 30,000.00
7310	Indirect cost	\$ 280,017.00	\$ 0.00
	TOTALS	\$1,395,976.00	\$3,071,597.00

NOTE:
Indirect Costs: An Indirect Cost rate is a percentage of an organization's indirect costs to its direct cost and is a standardized way to charge individual programs for their share of Indirect Costs.

Districts use Indirect Costs for services such as contracts, purchasing and other services at the state approved rate of 3.65% for state (if applicable) and federal programs

Form C - Programs Included in this Plan

Funding Source	Total Expenditures
Supplemental Programs	132,473.00
Title I	332,576.00

Form D - School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Armineh Alexan	X				
Krista Bendgen		X			
Anet Bazikyan				X	
Ani Karapetyan				X	
Loosineh Zadoorian				X	
Azniv Sahakian		X			
Gagik Galfayan		X			
Zvart Dionysian				X	
Benedict Dionisio			X		
Nelli Simonyan				X	
Numbers of members of each category:	1	3	1	5	0

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.

Form E - Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

- | | |
|---|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):
Jefferson Common Core Leadership Team, Emergency Planning Committee
and PBIS Team, Parent Teacher Association and Jefferson Foundation | _____
Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 22, 2018.

Attested:

Armineh Alexan _____ Typed Name of School Principal	 _____ Signature of School Principal	9/19/19 _____ Date
Krista Bendgen _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	2/19/19 _____ Date

Form F - Leadership/Governance/Finance

Performance Indicator 1: Proficiency in Reading/Language Arts

By June 2019, all students, in every subgroup, in grades 1-6, will grow by no less than 10 percent (10%) in proficiency as measured by the last i-Ready assessment, compared to the initial i-Ready assessment results. The percentage of students who meet or exceed standards on the summative CAASPP assessment will meet or exceed the District's average percentage of students who scored proficient on the same test. Kindergarten students' growth will be measured using the District Kindergarten inventory.

Data Source: Assessment data: i-Ready assessment, CAASPP, Kinder Inventory

Performance Indicator 2: Proficiency in Math

By June 2019, all students, in every subgroup, in grades 1-6, will grow by no less than 10 percent (10%) in proficiency as measured by the last i-Ready assessment, compared to the initial i-Ready assessment results. The percentage of students who meet or exceed standards on the summative CAASPP assessment will meet or exceed the District's average percentage of students who scored proficient on the same test. Kindergarten students' growth will be measured using the District Kindergarten inventory.

Data Source: Assessment data: i-Ready assessment, CAASPP

Performance Indicator 3: Proficiency in English Language Development

By June 2019, eighty percent (80%) of all EL students will progress one ELD band and/or score Advanced on the annual CELDT test. Twenty percent (20%) of students tested will score Early Advanced and Advanced on the CELDT test. Fifteen percent (15%) of all EL students will reclassify.

Data Source: Assessment data: CELDT, Reclassification data, EL Proficiency data

Performance Indicator 4: Parent Involvement

Involve and engage staff, parents, and community groups in academic improvement strategies. The site will organize parent activities to meet the required minimum 1% funding expenditure.

Data Source: Client surveys, increased participation rates

FINANCES

Site Budget for Federal Programs

Program	Site Allocation
Title I	\$332,576.00
Title II (Improving Teacher Quality)	
Title III (LEP/Immigrant)	
IDEA, Special Education	

Site Budget for State Programs

Program	Site Allocation
Supplemental Program	\$132,473.00

Krista Bendgen

Typed name of SSC chairperson

Krista Bendgen
Signature of SSC chairperson

2/19/19
Date

Armineh Alexan

Typed name of school principal

Armineh Alexan
Signature of school principal

2/19/19
Date

Form G - Budget Planning Tool

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Supplemental Programs	132,473.00
Title I	332,576.00

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	142,847.00
2000-2999: Classified Personnel Salaries	42,335.00
3000-3999: Employee Benefits	89,818.00
4000-4999: Books And Supplies	130,412.00
5000-5999: Services And Other Operating Expenditures	30,637.00
6000-6999: Capital Outlay	29,000.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental Programs	35,282.00
2000-2999: Classified Personnel Salaries	Supplemental Programs	14,646.00
3000-3999: Employee Benefits	Supplemental Programs	23,597.00
4000-4999: Books And Supplies	Supplemental Programs	34,217.00
5000-5999: Services And Other Operating	Supplemental Programs	14,731.00
6000-6999: Capital Outlay	Supplemental Programs	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	107,565.00
2000-2999: Classified Personnel Salaries	Title I	27,689.00
3000-3999: Employee Benefits	Title I	66,221.00
4000-4999: Books And Supplies	Title I	96,195.00
5000-5999: Services And Other Operating	Title I	15,906.00
6000-6999: Capital Outlay	Title I	19,000.00

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	322,885.31
Goal 2	49,357.31
Goal 3	90,380.38
Goal 4	2,426.00

Form H - SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the current SPSA.

English Language Arts, Math, ELD, and Parent Involvement

Identify the major expenditures supporting these priorities.

Personnel, Professional Development, Intervention, Resources

Plan Implementation

Identify strategies in the current SPSA that were fully implemented as described in the plan.

Professional development, intervention, materials and resources to implement intervention and instruction

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

All goals were implemented within the budget given.

What specific actions related to those strategies were eliminated or modified during the year?

None

Identify barriers to full or timely implementation of the strategies identified above.

Funding and influx of students new to the country during the year.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Modify plans for intervention to ensure adequate funding.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

There was no impact on student achievement as accommodations were made through other school resources.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Tiger Academy (pull-out intervention program at Jefferson) and after school intervention provided by some teachers; Application of technology in the classroom, ie. Google classroom; Social-emotional support of students through a counselor hired by the school; Organized recess activities that promote safety and improve student relations, with support from a private vendor, Playworks; PBIS; Rosetta Stone; Ready Common Core books; One Glendale after school sports for 4th and 5th grade

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on an analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

The SSC reviewed the data from last year and revised the goals accordingly.

How were advisory committees involved in providing advice to the SSC?

Some members of the advisory committees are voting members of the SSC.

How was the plan monitored during the school year?

Data was monitored by the teachers and teacher specialist during the course of the year. The principal also met with individual teachers to discuss student performance in their classrooms. Grade level meetings were held every month where teachers from the same grade levels were able to review student performance and plan instruction.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

School-created student, parent and staff surveys to gather information.

Outcomes

Identify any goals in the current SPSA that were met.

English Language Arts (Goal 1) and Math (Goal 2) were met. ELD (Goal 3) was also met. However, there is no current CELDT data due to the transition to the ELPAC test, which is one piece of data required by the goal.

Identify any goals in the current SPSA that were not met, or were only partially met.

None.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

None.

Based on this information, what might be some recommendations for future steps to meet this goal?

None.

Form I - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I will:

- Come to school every day.
- Arrive at school before 8:15 (9:11 on Wednesdays).
- Follow the school's arrival and dismissal procedures:

? walking to the Justin Avenue gate

? driving to the Ruberta Avenue gate

- Follow the mandatory uniform and dress code policy.
- Bring nutritious snacks to school.
- Complete and return all homework on time.
- Give all returned work and school notices to my parents/guardians.
- Give my best effort and take responsibility for my learning and actions.
- Use all school and district property appropriately.
- Follow all school and classroom PBIS expectations.

? Be respectful, responsible, safe, and a team player.

Student's Signature: _____ Date: _____

Parents Pledge:

I will:

- Ensure my child is present for all scheduled instructional days and, in case of an absence, notify the school of the reason.
- Ensure my child arrives at school before 8:15 (9:11 on Wednesdays).
- Follow the school's arrival and dismissal procedures:

? walking to the Justin Avenue gate

? driving to the Ruberta Avenue gate

- Ensure my child follows the mandatory uniform and dress code policy.
- Remind my child to follow all school and classroom PBIS expectations.

? Be respectful, responsible, safe, and a team player.

- Ensure my child brings nutritious snacks to school.
- Ensure my child completes his/her homework by providing a quiet study space,
- Ensure my child completes the required amount of reading for his/her grade level.
- Ensure my child receives adequate sleep each night.
- Attend Back to School Night, Parent Conferences, and Open House and, for concerns regarding my child's performance, communicate with the teacher.

Parent's Signature: _____ Date: _____

Staff Pledge:

I will:

- Follow the designated District and school curriculum.
- Assign classwork and homework that support instruction.

- Consider individual strengths and learning styles of each student when planning instruction and intervention.
- Monitor each student's progress.
- Provide a safe and caring learning environment for all students.
- Support students in following all school and classroom PBIS expectations.

- ?
- Be respectful, responsible, safe, and a team player.
 - Hold parent/teacher conferences regularly/as needed.
 - Communicate academic and behavioral expectations to parents.
 - Provide parents/guardians with information on how to help their child with schoolwork at home.
 - Encourage parents/guardians to attend classroom and school functions.

Teacher's Signature: _____ Date: _____

Student: _____

Parent Signature: _____

Teacher Signature: _____

School and Student Performance Data

Table 1 - CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	101	95	90	97	92	87	97	92	87	95.1	96.8	96.7
Grade 4	95	104	92	92	98	90	92	98	90	90.1	94.2	97.8
Grade 5	85	91	102	80	88	101	80	87	101	88.9	96.7	99
Grade 6	86	87	77	83	83	75	83	83	75	95.4	95.4	97.4
All Grades	367	377	361	352	361	353	352	360	353	92.4	95.8	97.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2424.8	2430.6	2424.2	27	27.17	26.44	23	29.35	22.99	21	18.48	20.69	30	25.00	29.89
Grade 4	2464.4	2444.1	2469.2	24	17.35	31.11	27	22.45	23.33	17	23.47	17.78	32	36.73	27.78
Grade 5	2494.7	2494.9	2482.7	18	16.09	16.83	33	37.93	24.75	21	19.54	25.74	29	26.44	32.67
Grade 6	2560.8	2552.7	2534.4	25	28.92	17.33	37	32.53	44.00	29	26.51	18.67	8	12.05	20.00
All Grades	N/A	N/A	N/A	24	22.22	22.95	30	30.28	28.05	22	21.94	20.96	25	25.56	28.05

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	29.35	19.54	39	41.30	55.17	34	29.35	25.29
Grade 4	27	21.43	30.00	38	42.86	40.00	35	35.71	30.00
Grade 5	15	19.54	18.81	54	56.32	49.50	31	24.14	31.68
Grade 6	37	25.30	28.00	45	54.22	48.00	18	20.48	24.00
All Grades	27	23.89	23.80	43	48.33	48.16	30	27.78	28.05

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	25.00	22.99	47	52.17	45.98	29	22.83	31.03
Grade 4	18	20.41	27.78	52	48.98	43.33	29	30.61	28.89
Grade 5	18	28.74	19.80	58	47.13	46.53	25	24.14	33.66
Grade 6	31	30.12	21.33	51	49.40	52.00	18	20.48	26.67
All Grades	23	25.83	22.95	52	49.44	46.74	26	24.72	30.31

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	21.74	20.69	66	63.04	65.52	13	15.22	13.79
Grade 4	13	13.27	16.67	75	55.10	68.89	12	31.63	14.44
Grade 5	15	17.24	11.88	60	64.37	66.34	25	18.39	21.78
Grade 6	27	21.69	18.67	69	67.47	70.67	5	10.84	10.67
All Grades	19	18.33	16.71	68	62.22	67.71	14	19.44	15.58

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	27.17	28.74	47	46.74	47.13	23	26.09	24.14
Grade 4	17	22.45	28.89	60	47.96	50.00	23	29.59	21.11
Grade 5	23	25.29	21.78	60	51.72	46.53	18	22.99	31.68
Grade 6	39	45.78	30.67	57	42.17	50.67	5	12.05	18.67
All Grades	27	29.72	27.20	56	47.22	48.44	17	23.06	24.36

Conclusions based on this data:

- 1.

School and Student Performance Data

Table 2 - CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	101	95	90	101	94	90	101	94	90	99	98.9	100
Grade 4	95	104	92	94	103	92	94	103	92	92.1	99	100
Grade 5	85	91	102	84	89	102	84	88	102	93.3	97.8	100
Grade 6	86	87	77	86	85	77	85	85	77	98.9	97.7	100
All Grades	367	377	361	365	371	361	364	370	361	95.8	98.4	100

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2450.3	2453.3	2443.8	28	35.11	21.11	28	23.40	30.00	30	25.53	31.11	15	15.96	17.78
Grade 4	2462.2	2463.6	2464.4	13	18.45	10.87	27	21.36	33.70	32	35.92	32.61	29	24.27	22.83
Grade 5	2498.8	2497.3	2486.0	24	23.86	15.69	19	20.45	21.57	26	17.05	24.51	31	38.64	38.24
Grade 6	2564.3	2564.7	2561.7	31	34.12	40.26	26	24.71	20.78	32	29.41	22.08	12	11.76	16.88
All Grades	N/A	N/A	N/A	24	27.57	21.05	25	22.43	26.59	30	27.30	27.70	21	22.70	24.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	43.62	38.89	36	34.04	41.11	23	22.34	20.00
Grade 4	27	30.10	20.65	34	31.07	43.48	39	38.83	35.87
Grade 5	26	31.82	19.61	39	29.55	32.35	35	38.64	48.04
Grade 6	40	41.18	50.65	44	41.18	27.27	16	17.65	22.08
All Grades	34	36.49	31.30	38	33.78	36.29	28	29.73	32.41

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	32.98	28.89	46	38.30	38.89	21	28.72	32.22
Grade 4	17	14.56	16.30	52	49.51	56.52	31	35.92	27.17
Grade 5	23	20.45	19.61	31	37.50	38.24	46	42.05	42.16
Grade 6	27	25.88	29.87	53	49.41	44.16	20	24.71	25.97
All Grades	25	23.24	23.27	46	43.78	44.32	29	32.97	32.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	37.23	26.67	49	44.68	53.33	19	18.09	20.00
Grade 4	18	21.36	18.48	45	45.63	44.57	37	33.01	36.96
Grade 5	14	25.00	17.65	48	37.50	40.20	38	37.50	42.16
Grade 6	29	36.47	36.36	52	43.53	37.66	19	20.00	25.97
All Grades	24	29.73	24.10	48	42.97	44.04	28	27.30	31.86

Conclusions based on this data:

1.

School and Student Performance Data

Table 3 -CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	1	6		8	19		38	32		25	16		28	28	
1	16	34		42	41		27	18		10	1		4	7	
2	22	29		39	29		26	25		9	5		4	12	
3	13	42		21	21		38	24		13	9		13	4	
4	20	11		31	29		20	33		7	9		22	18	
5	24	17		49	31		7	20		2	11		17	20	
6	25	18		36	29		14	12		4	3		21	38	
Total	16	24		31	28		26	24		11	8		15	16	

Conclusions based on this data:

1.

School and Student Performance Data

Table 5 -Demographic Data Summary (School Data)

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.0%	0%	1	0	0
African American	0.9%	0.8%	0.73%	6	5	5
Asian	2.9%	2.3%	2.78%	19	15	19
Filipino	1.7%	1.8%	1.61%	11	12	11
Hispanic/Latino	10.6%	9.2%	8.49%	69	61	58
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	83.2%	85.8%	86.38%	541	566	590
Multiple/No Response	0.5%	0.0%	0%	3	0	0
Total Enrollment:				650	660	683

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	95	88	111
Grade 1	92	96	92
Grade 2	93	92	99
Grade3	96	93	90
Grade 4	101	106	102
Grade 5	88	95	107
Grade 6	85	90	82
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment:	650	660	683

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
683	76.6%	51.8%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	354	51.8%
Foster Youth	2	0.3%
Homeless	55	8.1%
Socioeconomically Disadvantaged	523	76.6%
Students with Disabilities	58	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.7%
Asian	19	2.8%
Filipino	11	1.6%
Hispanic	58	8.5%
White	590	86.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1.

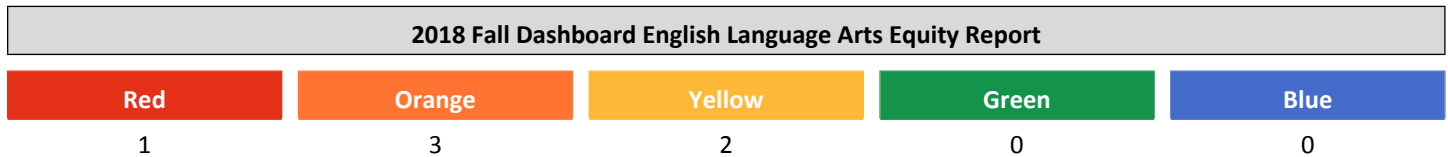
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 6.9 points below standard Maintained -2.7 points 348 students	 Orange 10.9 points below standard Maintained -0.1 points 270 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 30.4 points below standard Increased 16.4 points 32 students	 Orange 15.8 points below standard Maintained -1.9 points 283 students	 Red 112.3 points below standard Declined -17.5 points 34 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.7 points below standard Increased 8.3 points 32 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 6.8 points below standard Declined -3.9 points 303 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard Declined -14.2 points 101 students	38.1 points above standard Maintained -2.6 points 169 students	9.3 points below standard Declined -6 points 63 students

Conclusions based on this data:

1. Percentage of students who met grade level standards according to the CAASPP ELA report dropped by 2%, from 53% in 2016-2017 to 51% in 2017-2018. With the new textbook adoption in the fall, which is advertised to be aligned to the California State Standard, we should see an increase in the number of students meeting standards during the next 2 years.
2. On the i-Ready test, percentage of students who tested at grade level in January 2019 increased by an average of >10%: 1st grade increased by 28%; 2nd grade increased by 21%; 3rd grade increased by 12%; 4th grade increased by 16%; 5th grade increased by 9%; 6th grade increased by 20%

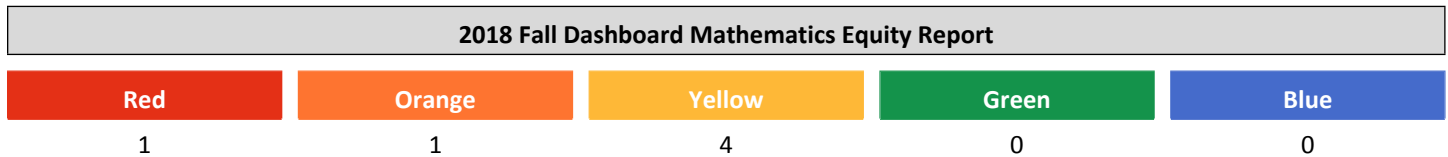
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 10.7 points below standard Declined -7.3 points 348 students	 Yellow 12.6 points below standard Maintained -2.1 points 270 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 37.1 points below standard Increased 4.8 points 32 students	 Yellow 17.8 points below standard Declined -4.5 points 283 students	 Red 107.8 points below standard Declined -7 points 34 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.4 points below standard Declined -4.1 points 32 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 9.2 points below standard Declined -9.2 points 303 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80 points below standard Declined -12.8 points 101 students	27.7 points above standard Declined -4.8 points 169 students	15.5 points below standard Declined -15.4 points 63 students

Conclusions based on this data:

1. Percentage of students who met grade level standards according to the CAASPP Math report dropped by 3%, from 51% in 2016-2017 to 48% in 2017-2018. With the Envision program now in its 2nd year of adoption, we should see an increase in the number of students meeting standards during the next 2 years.
2. On the i-Ready test, percentage of students who tested at grade level in January 2019 increased by an average of >10%: 1st grade increased by 38%; 2nd grade increased by 11%; 3rd grade increased by 32%; 4th grade increased by 7%; 5th grade increased by 17%; 6th grade increased by 26%

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
307	40.4%	37.5%	11.7%	10.4%

Conclusions based on this data:

1. ELD goal was revised to reflect the ELPAC results and approved by the SSC on 10-2-18. By June 2019, eighty percent (80%) of all EL students will progress one level in Oral Language Score on the ELPAC test. Sixty percent (60%) of students tested will progress one level in Written Language Score on the ELPAC test. Fifteen percent (15%) of all EL students will reclassify. At this time, only 1 set of data is available from the state. Therefore, progress as far as performance on the ELPAC test will be measured next school year.
2. At this time, only 6.42% of EL students have reclassified this school year. The state did not provide appropriate guidelines in a timely manner to consider other EL students for reclassification. We anticipate the number of reclassified students to be around 15% now that the guidelines have been set.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

Conclusions based on this data:

1.

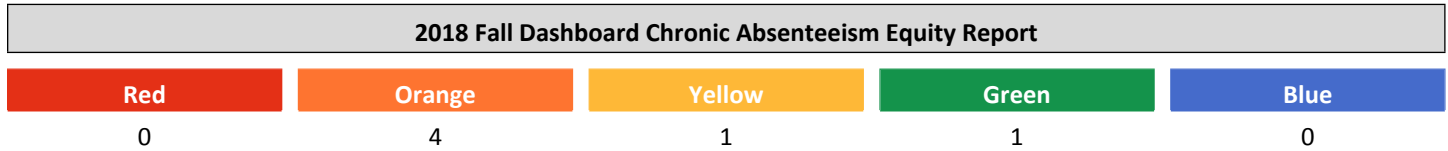
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>7.1% chronically absent</p> <p>Maintained 0%</p> <p>700 students</p>	<p>English Learners</p>  <p>Orange</p> <p>8.6% chronically absent</p> <p>Increased 1.5%</p> <p>395 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>Orange</p> <p>13.2% chronically absent</p> <p>Increased 7.1%</p> <p>68 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>7.9% chronically absent</p> <p>Maintained 0.3%</p> <p>557 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>10.6% chronically absent</p> <p>Increased 0.6%</p> <p>66 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 10% chronically absent Increased 10% 20 students	 No Performance Color 9.1% chronically absent Increased 1.9% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.2% chronically absent Increased 3.4% 61 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 6.8% chronically absent Declined 0.6% 603 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

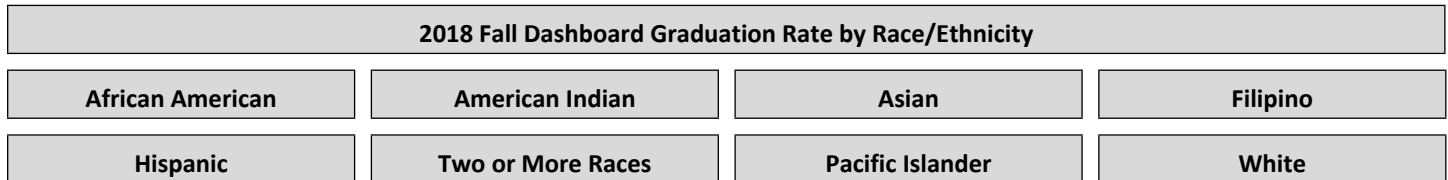
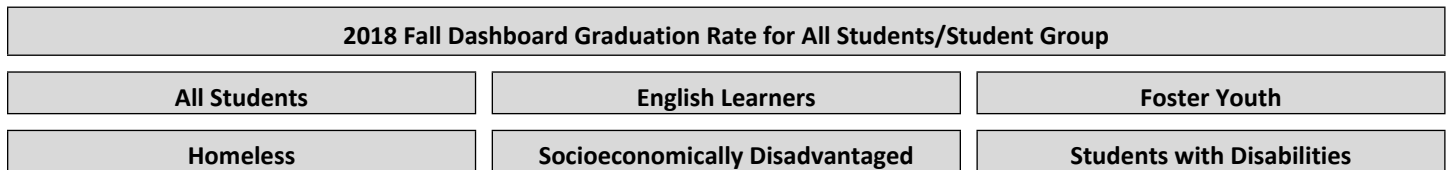
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

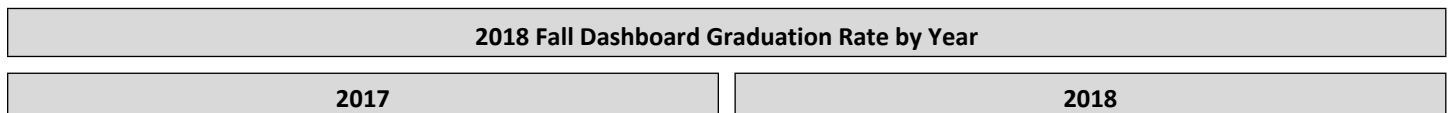
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1.

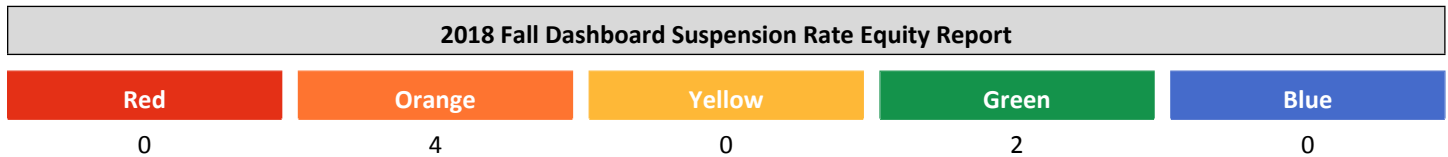
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.3% suspended at least once Increased 0.4% 709 students	 Green 1.5% suspended at least once Declined -0.3% 399 students	 No Performance Color Less than 11 Students - Data Not 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 2.9% suspended at least once Declined -1.7% 68 students	 Orange 2.5% suspended at least once Increased 0.3% 565 students	 Orange 5.9% suspended at least once Increased 3.1% 68 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 20 students	 No Performance Color 0% suspended at least once Maintained 0% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.8% suspended at least once Increased 3.2% 63 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 2.1% suspended at least once Increased 0.3% 610 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.7% suspended at least once	1.9% suspended at least once	2.3% suspended at least once

Conclusions based on this data:

- 1.

JEFFERSON / 01000.0-SUPPLEMENTAL PROGRAM

2018 - 2019

BUDGET WORKSHEET

RESOURCE NUMBER	ACCOUNT NUMBER	DESCRIPTION	2017 - 2018EXPENDITUR ES	REVISED BUDGET	
				FTE	ALLOCATION
		ALLOCATION FOR SUPPLEMENTAL PROGRAM			103,104
		BASE ALLOCATION		=	\$103,104
		CARRY FORWARD FROM 2017 - 2018		+	\$24,858
		ONE TIME ALLOCATIONS		+	\$4,511
		TOTAL ALLOCATION 2018-2019		=	\$132,473
1000 CERTIFICATED SALARIES					
01000.0	1110	TEACHER SALARIES, FULL TIME	\$32,244.85	0.30000	\$31,802
01000.0	1130	TEACHERS, HOURLY/DAILY	\$0.00		\$3,480
01000.0	1160	TEACHERS SALARIES, SUBSTITUTES	\$0.00		\$0
	1000 TOTAL		\$32,244.85	0.30000	\$35,282
2000 CLASSIFIED SALARIES					
01000.0	2110	INSTR. AIDE SAL, FULL TIME	\$0.00	0.00000	\$0
01000.0	2130	INSTR. AIDE SAL, HOURLY/DAILY	\$0.00		\$0
01000.0	2140	INSTR. AIDE SAL, OT	\$0.00		
01000.0	2160	INSTR. AIDE SAL., SUBSTITUTES	\$0.00		
01000.0	2410	CLERICAL, TECHNICAL & OFFICE SAL, FULL TIME	\$7,453.30	0.37500	\$10,331
01000.0	2430	CLERICAL, TECHNICAL & OFFICE SAL, HOURLY/DAILY	\$2,448.80		\$1,592
01000.0	2440	CLERICAL, TECHNICAL & OFFICE SAL, OVERTIME	\$0.00		\$0
01000.0	2460	CLERICAL, TECHNICAL & OFFICE SAL, SUBSTITUTES	\$0.00		\$0
01000.0	2910	OTHER CLASS SAL, FULL TIME	\$0.00	0.00000	\$0
01000.0	2930	OTHER CLASS SAL, HOURLY/DAILY	\$7,848.17		\$2,723
01000.0	2940	OTHER CLASS SAL, OVERTIME	\$0.00		\$0
	2000 TOTAL		\$17,750.27	0.37500	\$14,646
3000 EMPLOYEE BENEFITS					
01000.0	3111	STRS, CERTIFICATED (TEACHERS)	\$4,642.44		\$5,744
01000.0	3211	PERS EMPLOYER CONTRIBUTION,CERTIFICATED (TEACHERS)	\$0.00		
01000.0	3212	PERS EMPLOYER CONTRIBUTION,CLASSIFIED (INSTRUCT. AID	\$146.05		\$492
01000.0	3212	PERS EMPLOYER CONTRIBUTION, CLASSIFIED (CLERICAL)	\$1,386.76		\$2,154
01000.0	3311	OASDI, CERTIFICATED (TEACHERS)	\$0.00		
01000.0	3312	OASDI, CLASSIFIED (INSTRUCTIONAL ASSISTANT)	\$486.56		\$169
01000.0	3312	OASDI, CLASSIFIED (CLERICAL)	\$588.33		\$740
01000.0	3331	MEDICARE, CERTIFICATED (TEACHERS)	\$467.50		\$511
01000.0	3332	MEDICARE, CLASSIFIED (INSTRUCTIONAL AIDE)	\$113.80		\$39
01000.0	3332	MEDICARE, CLASSIFIED (CLERICAL)	\$143.57		\$173
01000.0	3411	H & W, CERTIFICATED (TEACHERS)	\$5,636.80		\$5,886
01000.0	3412	H & W, CLASSIFIED (INSTRUCTIONAL AIDE)	\$0.00		\$0
01000.0	3412	H & W, CLASSIFIED (CLERICAL)	\$0.00		\$5,900
01000.0	3511	SUI, CERTIFICATED (TEACHERS)	\$16.09		\$18
01000.0	3512	SUI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$3.93		\$1
01000.0	3512	SUI, CLASSIFIED (CLERICAL)	\$4.90		\$6
01000.0	3611	W/C INSURANCE, CERTIFICATED (TEACHERS)	\$773.55		\$788
01000.0	3612	W/C INSURANCE, CLASSIFIED (INSTRUCTIONAL AIDE)	\$188.29		\$61
01000.0	3612	W/C INSURANCE, CLASSIFIED (CLERICAL)	\$234.88		\$267
01000.0	3711	RETIREE BENEFITS (TEACHERS)	\$418.58		\$458
01000.0	3712	RETIREE BENEFITS (INSTRUCTIONAL AIDE)	\$101.87		\$35
01000.0	3712	RETIREE BENEFITS (CLERICAL)	\$128.54		\$155
01000.0	3811	PERS REDUCTION, CERTIFICATED (TEACHERS)	\$0.00		
01000.0	3812	PERS REDUCTION CLASSIFIED (INSTRUCTIONAL AIDE)	\$0.00		\$0
01000.0	3812	PERS REDUCTION CLASSIFIED (CLERICAL)	\$0.00		\$0
	3000 TOTAL		\$15,482.44		\$23,597
PERSONNEL TOTAL:			\$65,477.56	0.67500	\$73,525
4000 - 7000 OTHER					
01000.0	4210	BOOKS & OTHER REFERENCE MATERIALS	\$447.16		\$1,000
01000.0	4310	INSTRUCTIONAL MATERIALS & SUPPLIES	\$9,331.82		\$13,217
01000.0	4312	INSTRUCTIONAL PERIODICALS & MAGAZINES	\$0.00		\$0
01000.0	4350	OFFICE & OTHER SUPPLIES	\$332.36		\$2,000
01000.0	4353	EDIBLE SUPPLIES	\$0.00		\$2,000
01000.0	4420	NON-CAP EQUIPMENT-UNTAGGED	\$892.24		\$6,000
01000.0	4430	NON-CAP EQUIPMENT-TAGGED	\$0.00		\$10,000
01000.0	5220	TRAVEL & CONFERENCES	\$0.00		\$0
01000.0	5630	REPAIRS BY VENDORS AND NON-CAPITALIZED CONST.	\$1,900.00		\$6,331
01000.0	5811	PERSONAL SERVICES	\$0.00		\$0
01000.0	5812	NON-PSA	\$25,000.00		\$0
01000.0	5814	TRANSPORTATION	\$961.31		\$8,400
01000.0	5815	OPERATING SERVICES	\$0.00		\$0
01000.0	6490	EQUIPMENT TAGGED-CAPITALIZED	\$0.00		\$10,000
OTHER SUB-TOTAL:			\$38,864.89		\$58,948
TOTAL ENCUMBERED:			\$104,342.45	0.67500	\$132,473
TOTAL AVAILABLE:					(\$0)

GLENDALE UNIFIED SCHOOL DISTRICT
Special Projects and Intercultural Education
JEFFERSON / 30100.0 TITLE I
2018 - 2019

3000000

BUDGET WORKSHEET

RESOURCE NUMBER	ACCOUNT NUMBER	DESCRIPTION	2017- 2018	REVISED BUDGET	
			PEOPLESFT REPORT EXPENDITURES	FTE	ALLOCATION
		FREE AND REDUCED LUNCH STUDENTS			511
		ALLOCATION PER STUDENT		x	\$682.00
		BASE ALLOCATION		=	\$348,502
		CARRY FORWARD FROM 2017- 2018		+	\$96,019
		TOTAL FUNDING 2018 - 2019		=	\$444,521
INFORMATION ONLY		PARENT INVOLVEMENT/INCLUDED BASE ALLOCATION			\$3,485
		ALTERNATIVE SUPPORT-CHOICE (9.78%)		-	\$34,083
		CENTRALIZED SERVICES (11.47% OF BASE ALLOCATION)		-	\$39,555
		INDIRECT COSTS (3.65% OF TOTAL FUNDING)		-	\$15,654
		HOMELESS/PROF DEV (6.5% BASE ALLOCATION)		-	\$22,653
		TOTAL ALLOCATION FOR 2018 - 2019		=	\$332,576
1000 CERTIFICATED SALARIES					
30100.0	1110	TEACHER SALARIES, FULL TIME	\$75,237.69	0.70000	\$74,205
30100.0	1130	TEACHERS, HOURLY/DAILY	\$105.81		\$12,900
30100.0	1160	TEACHERS SALARIES, SUBSTITUTES	\$18,475.00		\$20,460
30100.0	1214	NURSES SALARIES, FULL TIME	\$0.00	0.00000	\$0
	1000 TOTAL		\$93,818.50	0.70000	\$107,565
2000 CLASSIFIED SALARIES					
30100.0	2110	INSTR. AIDE SAL, FULL TIME	\$0.00	0.18750	\$0
30100.0	2130	INSTR. AIDE SAL, HOURLY/DAILY	\$0.00		\$0
30100.0	2160	INSTR. AIDE SAL., SUBSTITUTES	\$0.00		\$0
30100.0	2410	CLERICAL, TECHNICAL & OFFICE SAL, FULL TIME	\$7,453.29	0.37500	\$9,859
30100.0	2430	CLERICAL, TECHNICAL & OFFICE SAL, HOURLY/DAILY	\$0.00		\$0
30100.0	2440	CLERICAL, TECHNICAL & OFFICE SAL, OVERTIME	\$0.00		\$0
30100.0	2910	OTHER CLASS SAL, FULL TIME	\$15,693.87	0.50000	\$16,330
30100.0	2930	OTHER CLASS SAL, HOURLY/DAILY	\$392.03		\$1,500
30100.0	2940	OTHER CLASS SAL, OVERTIME	\$0.00		\$0
	2000 TOTAL		\$23,539.19	1.06250	\$27,689
3000 EMPLOYEE BENEFITS					
30100.0	3111	STRS, CERTIFICATED (TEACHERS)	\$13,234.55		\$17,512
30100.0	3111	STRS, CERTIFICATED (NURSES)	\$0.00		\$0
30100.0	3211	PERS EMPLOYER CONTRIBUTION (ITEACHERS)	\$38.45		
30100.0	3212	PERS EMPLOYER CONTRIBUTION (INSTRUCTIONAL AID)	\$2,445.97		\$3,221
30100.0	3212	PERS EMPLOYER CONTRIBUTION (CLERICAL)	\$1,006.37		\$1,781
30100.0	3311	OASDI, CERTIFICATED (TEACHERS)	\$81.85		\$0
30100.0	3312	OASDI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$994.78		\$1,105
30100.0	3312	OASDI, CLASSIFIED (CLERICAL)	\$436.44		\$611
30100.0	3331	MEDICARE, CERTIFICATED (TEACHERS)	\$1,360.46		\$1,560
30100.0	3331	MEDICARE, CERTIFICATED (NURSES)	\$0.00		\$0
30100.0	3332	MEDICARE, CLASSIFIED (INSTRUCTIONAL AIDE)	\$232.71		\$259
30100.0	3332	MEDICARE, CLASSIFIED (CLERICAL)	\$108.08		\$143
30100.0	3411	H & W, CERTIFICATED (TEACHERS)	\$13,152.60		\$13,734
30100.0	3411	H & W, CERTIFICATED (NURSES)	\$0.00		\$0
30100.0	3412	H & W, CLASSIFIED (INSTRUCTIONAL AIDE)	\$14,678.10		\$15,560
30100.0	3412	H & W, CLASSIFIED (CLERICAL)	\$3.72		\$5,895
30100.0	3511	SUI, CERTIFICATED (TEACHERS)	\$47.01		\$53
30100.0	3511	SUI, CERTIFICATED (NURSES)	\$0.00		\$0
30100.0	3512	SUI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$8.07		\$9
30100.0	3512	SUI, CLASSIFIED (CLERICAL)	\$178.81		\$5
30100.0	3611	W/C INSURANCE, CERTIFICATED (TEACHERS)	\$2,250.69		\$2,401
30100.0	3611	W/C INSURANCE, CERTIFICATED (NURSES)	\$0.00		\$0
30100.0	3612	W/C INSURANCE, CLASSIFIED (INSTRUCTIONAL AIDE)	\$385.90		\$397
30100.0	3612	W/C INSURANCE, CLASSIFIED (CLERICAL)	\$0.00		\$220
30100.0	3711	RETIREE BENEFITS (TEACHER)	\$1,217.74		\$1,396
30100.0	3711	RETIREE BENEFITS (NURSES)	\$0.00		\$0
30100.0	3712	RETIREE BENEFITS (INSTRUCTIONAL AIDE)	\$208.80		\$231
30100.0	3712	RETIREE BENEFITS (CLERICAL)	\$96.75		\$128
	3000 TOTAL		\$52,167.85		\$66,221
PERSONNEL TOTAL:			\$169,525.54	1.76250	\$201,475
4000 - 7000 OTHER					
30100.0	4210	BOOKS OTHER THAN TEXTBOOKS	\$0.00		\$0
30100.0	4310	INSTRUCTIONAL MATERIALS & SUPPLIES	\$10,089.58		\$50,286
30100.0	4312	INSTRUCTIONAL PERIODICALS & MAGAZINES	\$0.00		\$0
30100.0	4350	OFFICE SUPPLIES	\$0.00		\$0
30100.0	4351	PRINTING & REPRODUCTION	\$3,401.30		\$5,000
30100.0	4420	NON-CAP EQUIPMENT-UNTAGGED	\$15,612.59		\$34,855
30100.0	4430	NON-CAP EQUIPMENT-TAGGED	\$6,802.47		\$6,054
30100.0	5220	TRAVEL & CONFERENCES	\$2,794.90		\$10,000
30100.0	5630	REPAIRS BY VENDORS AND NON-CAPITALIZED CONST.	\$0.00		\$5,906
30100.0	5811	PERSONAL SERVICES	\$0.00		\$0
30100.0	5815	OPERATING SERVICES	\$0.00		\$0
30100.0	6490	EQUIPMENT TAGGED-CAPITALIZED	\$0.00		\$19,000
OTHER SUB-TOTAL:			\$38,700.84		\$131,101
TOTAL ENCUMBERED:			\$208,226.38	1.76250	\$332,576
TOTAL AVAILABLE:					\$0

NOTE: These figures are estimates only, subject to change.