

The Single Plan for Student Achievement

School: Jersey Avenue Elementary School
CDS Code: 19647176015036
District: Little Lake City School District
Principal: Michael Trimmel, Ed.D.
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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

Jersey Avenue Elementary School's Vision and Mission Statements

Mission / Vision Statement and Objectives: With a shared vision on learning, the Jersey community strives to create an environment that fosters and develops academic and social achievement for all students through a balanced and rigorous curriculum.

Objective #1: All students will meet or exceed grade level standards

Objective #2: All students will be prepared for their educational transitions.

School Profile

Jersey Avenue Elementary School is nestled in a small, industrious, suburb of Los Angeles. Over the years, Jersey has been awarded with many prestigious awards due in large part to the tremendous work of and collaboration between the teacher, the staff, the students, and the community. Jersey was named a California Distinguished School in 2010. Jersey has also been named a Title I Academic Achievement Award site multiple times (2009, 2010, 2011, and 2016). Further, we have received the Campaign for Business and Education Excellence Award nine of the past ten years (2007, 2008, 2009, 2010, 2011, 2013, 2014, 2015, and 2016). Most recently, Jersey was named a 2016 California Gold Ribbon and Title I Academic Achievement School. These awards are a manifestation of the hard work and dedication of the Jersey community on behalf of the students that we serve.

A key to success for Jersey is the collaboration that takes place between the teachers, the staff, and the community in developing a school plan that best meets the needs of all learners. This is done through an iterative process of collaboration. The school plan is drafted and reviewed by multiple stakeholder groups to ensure that the needs of all students are addressed. The groups that are consulted annually include: Certificated Staff, Classified Staff, the English Language Acquisition Committee (ELAC) and the School Site Council (SSC). Further, the school plan is reviewed multiple times per year to ensure that the plan is meeting the needs of all students. This is done during SSC and ELAC meetings which occur at a minimum of five times per school year. Over this past school year, the SSC and ELAC met on the following dates to review the school plan along with other important items: 9.7.16, 11.30.17, 1.25.17, 4.12.17, and 5.10.17. Each year, summative data is shared with all stakeholders to determine the most immediate needs of the students. Based on the needs assessment, plans are made to improve teaching and learning for all. Further, an annual parent survey of 1st, 4th, and 5th grade parents is conducted to ascertain real and perceived needs of the community. These results are discussed by teachers, staff, SSC, and ELAC groups to ensure that all stakeholders' voices are heard. Also, an annual review/survey of the current and future LCAP is conducted with each of these groups to ensure that spending is matched to the needs of the students and to the needs of the community at large.

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).

There are several surveys that are given throughout the school year to gather input from all stakeholders. Upper grade students participate in the annual LCAP survey to give input on how funds should be spent. Parent groups, teachers, and staff members are also apart of the annual LCAP survey. This survey gives all stakeholders the opportunity to review current LCAP spending as well as to give input for future spending. Parents are also given the opportunity to provide feedback through an annual parent satisfaction survey. The survey is given to the legal guardians of all first and fourth grade students. The survey asks eight questions ranging from satisfaction with campus cleanliness to overall satisfaction with the school. The overall satisfaction rate was 97.97%. The next survey given is to all the legal guardians of 5th grade students. The survey aims to ascertain the perceived level of and importance of parent involvement. Overall, parents state that they are involved in many different ways. From leadership opportunities on School Site

Council and the English Language Acquisition Committee, to lower levels of involvement including attending back to school night and open house. Fifth grade students are given the Healthy Kids Survey (HKS) each year. The HKS consists of 15 questions related to school connectedness and 2 questions related to safety. The results of the HKS show that 91% of students feel a positive connection to school and 98% of students feel safe at school. Teachers are also given a technology usage survey each year to determine their hardware and software needs. Jersey uses a variety of technology and the design of the survey is to find out if the current technology is applicable to their daily teaching. The survey results show that teachers are using Chromebooks on a daily basis to implement Raz-Kids and i-Ready to supplement core math and ELA instruction.

Classroom Observations

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

Classroom observations are conducted by the site principal and district administration. The principal conducts a minimum of two formal observations for those teachers on the formal evaluation cycle. All teachers are informally observed at least once per week. Prior to a formal observation, the teacher and the principal meet to discuss the lesson planned for the observation. Then, during the formal observation, the principal sits in for the entire lesson and looks for the four major areas found in the Stull evaluation form (subject matter knowledge, teaching strategies, classroom environment, and student control). Following the observation, the teacher and the administrator meet in a post-observation conference. During the conference, the principal praises the teacher for strengths and provides valuable feedback for areas of growth. These formal evaluations act as a way for teachers to better their practice in a safe environment.

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)

Jersey Avenue Elementary School utilizes the Data Reflection Session (DRS) / Response to Instruction and Intervention (RtI) model to modify instruction and to improve student achievement. The DRS / RtI model program benefits all students, but gives specific focus to unique populations within the community. This is achieved through the quadrant model (Intensive, Strategic, Benchmark, and Challenge). Intensive students receive 6:1 ratio instruction with specific focus on filling gaps that exist between their current level and grade level standards. Strategic through challenge groups are slightly larger (ranging from 10:1 to 20:1), yet they provide targeted support for all subgroups (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged). These students are targeted during data reflection sessions and specific strategies are put into place to support them during instruction. Further, the social-emotional and behavioral well-being of students is addressed during data reflection sessions. The school counselor frequents the data reflection sessions to provide support and strategies for teachers. Also, teachers can create referrals for students to see the counselor during data reflection if needed.

The goal of DRS and RtI is to provide laser-focused and targeted instruction based on the most current data available to us at the time of implementation. This is accomplished by asking and answering four questions each time we meet to discuss data:

- What do we want students to learn?
- How will we know when students have learned it?
- How will we respond if they do not learn it?
- How will we respond if they already know it?

Further, the goal is to provide enrichment, targeted support, or tier-3 intervention for every student at Jersey Avenue. The outcome of the model addresses the needs outlined by analysis of state and local assessment data. Parents and guardians also appreciate that students' needs are being met during the school day. Gone are the days of sending more work home, to be done by the parent. At Jersey Avenue, we have created a model to support the needs of all students during the school day. Finally, teachers are able to target specific needs, parents know their student is receiving extra support during the school day, and the community at large appreciate the focus given to support all students at all times (every student, every day).

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

Multiple measures are used in the classroom to ensure student success. These measures in curriculum-embedded assessments, or as we call them progress monitoring assessments (PMAs). These PMAs allow teachers to "take the temperature" of the learning going on in the classroom to better understand what steps to take in terms of instruction. This data is gathered and analyzed during DRS, as mentioned above. DRS serves as the time to reflect, to modify, and to plan instruction based on PMA results.

Staffing and Professional Development

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

All of the teachers at Jersey Avenue Elementary School are credentialed and appropriately placed.

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

All teachers at Jersey Avenue Elementary School are required to have the appropriate credential prior to entering the classroom. Teachers receive multiple professional development opportunities throughout the school year. Currently, the district provides three non-student days throughout the school year for professional development. The district also provided multiple days of ELD standards training. New teachers receive additional training in core instructional practices such as CELL/ExLL. Site-based professional development also occurs. At Jersey, teachers engaged in two days of team planning as well as a half day of i-Ready implementation training. Further, professional development occurs as needed during DRS.

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

CAASPP data, along with local assessment data, is used to decide areas of growth. These areas of growth become the basis for professional development. As a district, math has been the focus of professional development. Over the past two years, all teachers have received six full days of math professional development in concert with Math Solutions. Further, all teachers have received training on the new ELD/ELA standards from Dr. Ivannia Soto (Whittier College). At Jersey, we also provide on-going, site based, professional development. Last school year the focus was Number Talks. The year before that our focus was on EL strategies. These professional development sessions take place during staff meetings and during DRS.

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

Teachers receive multiple sources of support. First, they receive ongoing support at the school site from colleagues and from administration. Teachers are encouraged to collaborate and are given time to visit classrooms to improve their practice. Also, the district provides three math coaches, technology TOSAs, and CELL/ExLL support to all teachers. These supports visit classrooms to work with teachers. They also provide site specific staff development as well as district wide staff development.

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

Teacher collaboration is a strength in the Little Lake City School District. At Jersey, collaboration forms the basis for our Professional Learning Communities (PLC). Our PLC works as the umbrella framework for all of our instructional, behavioral, and social-emotional instruction. Collaboration takes place each Wednesday, which is our weekly early release day. Teachers also collaborate bi-weekly during DRS. DRS is a 90-minute session of collaboration in which all teachers of a specific grade level, all interventionists, the after school program coordinator, and the principal work to increase student achievement through student work and assessment analysis. Lesson and teaching strategy planning take place during DRS.

Teaching and Learning

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

Each grade level prescribes to an agreed upon curriculum pacing guide. This pacing guide is created by a team of grade level specialists from each school site. The agreed upon pacing guide is shared to all teachers district wide and is used for lesson planning throughout the school year. The pacing guides identify key standards and act as the planning guide for all common assessments (district benchmarks). Further, each grade level has developed a recommended materials list. All of the items listed on the recommendation list are provided to teachers for use during instruction.

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

Through the master schedule, language arts and math instruction are given between 1 hour and 1.5 hours daily. This is monitored via lesson plans and principal observation.

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

At Jersey, targeted populations benefit from a 3-tier intervention model as specific skills can be addressed in small class size settings (6 to 1 for our most intensive interventions). With this being a school-wide program, significant resources are needed to support and implement the model. The materials, resources, and staffing that are needed for the DRS / Intervention model to succeed include the following: release time for teachers during the school day (1.5 hours per grade level). This is achieved through the “Arts for All” program. Students participate in art, music, and physical education while teachers are released to meet with the principal and with the interventionists. The interventionists are certificated teachers that work with all grade levels for 45 minutes at a time. This creates a smaller class size ratio for 45 minutes four days a week where targeted instruction can take place. For example, there are 80 students in fourth grade. With three fourth grade teachers, the class size average is about 26:1. For 45 minutes each day, three interventionists come in creating an environment where the 80 students are divided amongst six teachers, lowering the class size ratio to 13:1. Further, the benchmark and challenge groups stay around 20:1 so that the intensive groups do not go higher than 6:1. This allocation of resources allows Jersey to target interventions based on the specific needs of each and every student.

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

In accordance with the Williams Act, every student at Jersey has access to district adopted textbooks, as well as additional supplemental materials.

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)

Students use district adopted textbooks and supplemental materials for daily instruction.

Opportunity and Equal Educational Access

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

The Professional Learning Community (PLC) model is the framework by which all instruction, assessments, data reflection, and interventions run at Jersey Avenue Elementary School. The program was developed to meet the academic needs of all learners at their level. Also, implementation of the Common Core State Standards (CCSS) required that a robust system be developed to increase rigor and support at all levels. The driving force behind the program’s development and ongoing refinement is at its core to support “Every Student, Every Day”. Further, targeted instruction at Jersey Avenue Elementary School is a 3-tiered academic approach. All students participate in the school-wide intervention model. Tier 1 includes participation in the core academic curriculum for all students. This includes English Language Arts, Mathematics, History/Social Science, Science, and Writing. All students participate in these classes and they take frequent benchmark and common assessments to gather data on performance. During the data reflection session, students are placed in quadrants based on achievement (Challenge, Benchmark, Strategic, and Intensive). These quadrants then determine student placement in targeted interventions (tier-2). The targeted interventions have two goals: preview the content for struggling students, and fill gaps that otherwise could not be filled during core instruction. Teachers and interventionists meet during DRS to discuss what will take place during intervention classes. All students participate in the 2nd-tier intervention program. For our most struggling students, a 3rd-tier intervention is provided during the school day. This is sometimes referred to as “2nd dose RtI”. These students are far below grade level. The focus of the tier-3 intervention classes is to fill “gaps” in learning that may be impeding students from accessing the grade level curriculum. Along with providing targeted support for struggling students, the RtI model allows for students working at and above grade level to receive “challenge” instruction. These “challenge” classes develop students’ reading, writing, and mathematic skills with a focus on extending learning.

14. Research-based educational practices to raise student achievement

Jersey teachers and staff continually seek new research-based educational practices, while still maintaining proven evidence-based strategies. Some of the evidence-based strategies used include: Guided Reading, Close Reading, UNRAVEL, Interactive Editing, Interactive Writing, Math Talk, Number Talks, Socratic Seminar, Reciprocal Teaching, and a variety of EL strategies.

Parental Involvement

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

Jersey provides many parent involvement opportunities as well as outreach programs to support families. In conjunction with the district, Jersey provides parents of underperforming with a variety of supports. Jersey held multiple math trainings for parents, including a family math night. Teachers also provide support at back to school night, during parent conferences, and through constant communication via email, calls, and apps such as Class Dojo. The school counselor also provided parents with multiple trainings regarding child development and behavior management in the home. The counselor also worked one-on-one with many parents to support their individual needs.

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 stakeholders are involved in the decision making processes at Jersey. This is achieved through shared leadership and through specific decision making groups on campus. All stakeholders are represented on the School Site Council (SSC). The SSC is the main decision making body for the school plan. Further our English Language Acquisition Committee (ELAC) is very active at Jersey. We also have an active PTO as well as parent group called Coffee Club. In collaboration, teachers, staff, and parent groups support each other to create an climate of success for all students.

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

#1 Despite growth for all subgroups in both math and language arts, there continues to be an achievement gap for English Learners (EL) in both ELA and math.

Jersey Avenue Elementary School will provide each EL student with designated ELD support daily by a highly qualified teacher. Further, EL students will have first access to before and after school tutoring. Teachers will also receive training on EL strategies (both from the district and the school-site ELD coordinator).

#2 Despite growth for all subgroups in both math and language arts, there continues to be an achievement gap for Students with Disabilities (SwD) in both ELA and math.

Jersey Avenue Elementary School will provide each student with disabilities an individualized program designed to meet the student's individual needs. As part of this process, the RSP teacher will take part in data reflection sessions to better support students in the general education setting. Further, push-in vs. pull-out services will be provided based on the individual needs of each student. SwD will also participate in all interventions available to general education students on top of their IEP allotted time. This will provide additional supports to allow SwD to access the grade level curriculum.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	79	88	64	79	87	64	79	87	64	100.0	98.9	100
Grade 4	86	88	87	86	84	87	86	84	87	100.0	95.5	100
Grade 5	78	88	82	77	83	82	77	83	82	98.7	94.3	100
All Grades	243	264	233	242	254	233	242	254	233	99.6	96.2	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2430.4	2441.9	2451.5	25	24	28.13	22	34	31.25	29	24	31.25	24	17	9.38
Grade 4	2476.4	2482.3	2473.0	30	29	25.29	23	26	21.84	23	21	26.44	23	24	26.44
Grade 5	2521.9	2540.2	2539.5	21	27	30.49	39	43	34.15	21	24	26.83	19	6	8.54
All Grades	N/A	N/A	N/A	26	26	27.90	28	35	28.76	24	23	27.90	22	16	15.45

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	25	16	23.44	44	52	48.44	30	32	28.13	
Grade 4	20	21	19.54	47	51	57.47	34	27	22.99	
Grade 5	26	25	31.71	45	61	50.00	29	13	18.29	
All Grades	24	21	24.89	45	55	52.36	31	24	22.75	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	29	35.94	48	53	56.25	25	18	7.81
Grade 4	33	35	29.89	48	46	48.28	20	19	21.84
Grade 5	25	44	36.59	58	46	56.10	17	10	7.32
All Grades	28	36	33.91	51	48	53.22	21	16	12.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	22	14.06	78	69	75.00	10	9	10.94
Grade 4	19	20	11.49	63	68	72.41	19	12	16.09
Grade 5	26	19	26.83	60	67	67.07	14	13	6.10
All Grades	19	20	17.60	67	68	71.24	14	11	11.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	34	43.75	54	48	48.44	22	17	7.81
Grade 4	29	25	33.33	50	51	52.87	21	24	13.79
Grade 5	43	49	41.46	45	49	45.12	12	1	13.41
All Grades	32	36	39.06	50	50	48.93	18	14	12.02

Conclusions based on this data:

1. For the purposes of this analysis, all data will be presented in the form of a percentage of students or an actual number of students. The percentages and/or numbers of actual students will be presented as either being a positive (gain) number or a negative (drop) number as compared to the state definition of “proficient”. The designations “met standard” and “exceeded standard” are considered “proficient” by the state of California.

A detailed analysis of the 2017 CAASSP ELA data shows that there is much to celebrate at Jersey. There are also important areas for improvement. The data shows an overall growth in 3rd grade. There was a slight drop overall in both 4th and in 5th grade. That said, 5th grade was 12% points higher than the district average. 3rd grade was 6% higher than the district average and 4th grade was 6% lower than the district average.

A common practice is to disaggregate the data to check the performance of all subgroups. This was done and the subgroup data overall is positive. The socially-economically disadvantaged (SED) group increased by 9% in 3rd grade, dropped by 10% in 4th grade, and remained constant at 67% in 5th grade. The English Learner (EL) subgroup really excelled this year over the past two previous years in both 3rd grade (+38%) and in 4th grade (+21%). 5th grade has a slight drop of 13%. EL students were a focus last school year. This focus paid dividends in the form of increased student achievement for ELs. Students with disability (SwD) was another subgroup that excelled in both the 3rd and 4th grades. 3rd grade increased 44% and 4th grade 25%. 5th grade had a decline and neither of the 2 students scored met or exceeded.

2. Conclusion #1 - The focus on EL strategies helped to improve EL student's overall performance in both 3rd grade (+38%) and in 4th grade (+21%). A continued focus on EL strategies, which benefit all students, should remain to continue the positive growth seen this school year.
3. Conclusion #2 - The main focus last school year was in math instruction. While ELA is always important, the change in focus may be the reason that we saw a slight drop in ELA. A renewed focus on CELL/ExLL strategies should be the focus of the upcoming school year.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	79	88	64	79	87	64	79	87	64	100.0	98.9	100
Grade 4	86	88	87	86	85	87	86	85	87	100.0	96.6	100
Grade 5	78	88	82	77	83	82	77	83	82	98.7	94.3	100
All Grades	243	264	233	242	255	233	242	255	233	99.6	96.6	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2431.9	2426.9	2456.1	13	9	18.75	34	36	37.50	34	32	35.94	19	23	7.81
Grade 4	2445.8	2462.9	2475.6	5	14	14.94	21	26	24.14	47	35	45.98	28	25	14.94
Grade 5	2478.9	2497.6	2514.0	10	12	24.39	13	25	21.95	38	34	21.95	39	29	31.71
All Grades	N/A	N/A	N/A	9	12	19.31	23	29	27.04	40	34	34.76	29	25	18.88

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	23	24	42.19	47	45	43.75	30	31	14.06	
Grade 4	9	22	27.59	36	38	37.93	55	40	34.48	
Grade 5	12	16	34.15	26	40	30.49	62	45	35.37	
All Grades	14	21	33.91	36	41	36.91	49	38	29.18	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	17	21.88	52	53	56.25	27	30	21.88
Grade 4	3	19	13.79	63	38	58.62	34	44	27.59
Grade 5	13	20	25.61	47	52	43.90	40	28	30.49
All Grades	12	19	20.17	54	47	52.79	33	34	27.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	17	32.81	56	74	62.50	16	9	4.69
Grade 4	15	26	17.24	55	48	54.02	30	26	28.74
Grade 5	10	17	19.51	52	53	52.44	38	30	28.05
All Grades	18	20	22.32	54	58	55.79	28	22	21.89

Conclusions based on this data:

1. For the purposes of this analysis, all data will be presented in the form of a percentage of students or an actual number of students. The percentages and/or numbers of actual students will be presented as either being a positive (gain) number or a negative (drop) number as compared to the state definition of “proficient”. The designations “met standard” and “exceeded standard” are considered “proficient” by the state of California.

A detailed analysis of the 2017 CAASSP Math data shows that there is much to celebrate at Jersey. There are also important areas for improvement. The data shows an overall growth in 3rd grade (+12%) and in 5th grade (+9%). There was a slight drop overall in both 4th grade of just 1%. That said, 3rd grade and 5th grade were 3% and 9% points higher than the district average respectively. 4th grade was 9% lower than the district average, however, the subgroup data tells a different story.

A common practice is to disaggregate the data to check the performance of all subgroups. This was done and the subgroup data overall is positive. The socially-economically disadvantaged (SED) group increased by 18% in 3rd grade, remained constant at 34% in 4th grade, and increased by 6% in 5th grade. The English Learner (EL) subgroup really excelled this year over the past two previous years in all grade levels. 3rd grade saw an increase of 58%, 4th grade an increase of 13%, and 5th grade an increase of 6%. EL students were a focus last school year. This focus paid dividends in the form of increased student achievement for ELs. Students with disability (SwD) was another subgroup that excelled in both the 3rd and 4th grades. 3rd grade increased 80% and 4th grade increased 26%. 5th grade remained constant at 33%.

2. Conclusion #1 - Similar to ELA, the focus on EL strategies helped to improve EL student's overall performance in 3rd grade (+58%), in 4th grade (+13%), and in 5th grade (+6%). A continued focus on EL strategies, which benefit all students, should remain to continue the positive growth seen this school year.
3. Conclusion #2 - The main focus last school year was in math instruction. This focus proved fruitful as overall, math scores improved. The focus of math manipulatives as well as the use of the Number Talks strategy will remain in the upcoming school year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				25	43	50	50	43	25	25	14	25			
1	15	20	13	31	30	39	46	50	39			4	8		4
2	15	31	10	31	46	30	15	15	40	31	8	20	8		
3		11		46	22	60	54	44	30		22				10
4				57	60	17	29	40	67	7			7		17
5	29	43	27	43	29	45	29	21	27		7				
Total	9	21	11	41	38	41	36	33	38	9	8	6	5		5

Conclusions based on this data:

1. Four out of the six grade levels increased the number of students in the Early Advanced proficiency level over last school year.
2. Students participated in a CELDT "boot camp" at the beginning of the school year to prepare them for the assessment. The boot camp had positive effects overall on the number of students in the higher levels of the proficiency bands.
3. There was a focus on EL strategies during staff meetings (PD) which helped EL students succeed far more on the CAASPP state assessment than on the CELDT.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				27	21	19	27	36	25	20	30	13	27	12	44
1	15	20	12	31	30	44	46	50	36			4	8		4
2	15	27	9	31	40	27	15	13	36	31	7	18	8	13	9
3		11		46	22	60	54	44	30		22				10
4				57	55	17	29	36	67	7	9		7		17
5	29	43	27	43	29	45	29	21	27		7				
Total	7	14	9	37	30	37	32	33	34	12	16	6	12	7	14

Conclusions based on this data:

1.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Student Achievement
LEA/LCAP GOAL:
Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by: 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Redesignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

SCHOOL GOAL #1:

Student Achievement

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

Data Used to Form this Goal:

2016 CAASPP data and CELDT data.

Findings from the Analysis of this Data:

The findings of the data analysis conclude that there remains a need to increase student achievement in both ELA and mathematics. Smarter Balanced data indicated a decline in both grade 4 and grade 5 data in ELA. There was a decline in grade 4 in math. However, with the focus on math last year, considerable gains were made 3rd and 5th grades. ELA and Math will continue to be an overall area of focus for the upcoming school year. The CAST was given as a Field Test with data not made available this year. Jersey met its goals under AMAO 1 and AMAO 2 and redesignated 15 students this year.

How the School will Evaluate the Progress of this Goal:

The instructional program and the data listed above will be monitored and evaluated by the site administrator, teachers through staff meetings and data reflection sessions, and community stakeholders through School Site Council on an ongoing basis throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 All teachers will adhere to District pacing guides that reflect the California Standards across the curriculum and work collaboratively to plan and modify instructional units in the areas of ELA, Math, Science, and History.	2017 - Ongoing	Principal Teachers Interventionists	Data Reflection Sessions: Teachers, Admin, Interventionists, and THINK Together Coordinator will meet on a weekly basis to discuss student achievement, classwork, level or rigor, and to plan for upcoming units and assessments.	1000-1999: Certificated Personnel Salaries	District Funded	
			Arts for All: A music, physical education, and art teacher will be funded to enrich the learning for students while teachers are in DRS.	1000-1999: Certificated Personnel Salaries	District Funded	
			Supplemental materials will be purchased as needed.	4000-4999: Books And Supplies	LCFF - Supplemental	
			Professional Development: Teachers will be provided with one day of planning time to collaboratively plan and modify instructional units in the areas of ELA, Math, Science, and History.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2623
			The Jersey library will be staffed with a 3.5 hour/day Library Media Specialist	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 All teachers will utilize evidence-based strategies with a focus on CELL/ExLL and Close/Critical Reading in ELA, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development will be provided as needed in ELA, math and science.	2017 - Ongoing	Principal Teachers Math TOSAs	Math TOSAs: Teachers will have access to the math TOSAs during DRS. Further, teachers will have access to subs to meet with math TOSAs to plan, implement, and receive feedback on lesson design and implementation.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,312
			New teachers will attend four days of professional development put on by the district office. The four days will focus on CELL/ExLL and Close/Critical Reading in ELA, Math Talks/Number Talks in mathematics.	1000-1999: Certificated Personnel Salaries	Title I	
			All teachers will attend three days of Next Generation Science Standards (NGSS) training with the UCLA science project.	1000-1999: Certificated Personnel Salaries	Other	
			Attend the CMC South math conference. A group of teachers and the principal will attend a math conference to learn of new evidence-based teaching strategies. The group will then return and share their learning with the staff and provide professional development in agreed	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,140

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 A system of interventions will be fully implemented to ensure that all students are receiving instruction based on the most recent formative data available. The interventions will be systematic, timely, and directive based on student's specific needs.	2017 - Ongoing	Principal Teachers Interventionists	Four full-time interventionists will be hired to assist with Response to Intervention (RtI) instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	78,696.
			Teachers and interventionists will plan together to align core instruction with targeted interventions. This planning will take place during DRS.	1000-1999: Certificated Personnel Salaries		
			After School Interventions: Before school / after school tutoring will be offered to EL students, socio-economically disadvantaged students, foster youth, and other students struggling to meet grade level standards.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,100
			After School Interventions: The computer lab will remain open after school for one hour, four days a week, to provide students with technology interventions.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,550
			Supplemental materials will be purchased as needed to fulfill a targeted intervention program.	4000-4999: Books And Supplies	LCFF - Supplemental	1,000
			Provide additional time for planning between	1000-1999: Certificated	LCFF - Supplemental	2,345

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 English Learners will be supported through a variety of instructional practices. This will be accomplished primarily through the implementation of daily systematic designated and integrated ELD. Further, evidence-based teaching strategies will be implemented across the curriculum (i.e. - Think-Write-Pair-Share, Sentence Frames, Talking Stick, Lines of Communication, and Clock Appointments, etc.).	2017 - Ongoing	Principal Teachers	English Learners (EL) will be grouped according to grade level span and CELDT level. Designated English Language Development (ELD) will be provided for 30 minutes per day.	1000-1999: Certificated Personnel Salaries	None Specified	
			Students that meet the district redesignation criteria will be resigned to Redesignated Fluent English Proficient (R-FEP) status on an ongoing basis.	1000-1999: Certificated Personnel Salaries	None Specified	
			After School Interventions: Before school / after school tutoring will be offered to EL students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,140
			Provide a tutoring attendance incentive to all EL students. All EL students with 95% tutoring attendance will be able to go on a fieldtrip, which will be tied directly to the EL tutoring content.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
			Supplemental materials will be purchased as needed to fulfill the designated ELD program.	4000-4999: Books And Supplies	LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Educational technology will be used to enhance the core instructional program.	2017 - Ongoing	Principal Teachers Technology TOSAs	Purchase i-Ready online supplemental math and reading program for 2nd - 5th grade students. This program will support core instruction and provide students with experience working in an online testing environment.	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
			Purchase Learning A-Z online reading program for TK - 2nd Grade students. This program provides access to thousands of e-books. It gives students the opportunity to listen to a book, then to read the book, and finally to take a quiz on the content of the book.	4000-4999: Books And Supplies	LCFF - Supplemental	3,500
			Teachers will have access to the technology TOSAs twice per month. The technology TOSAs will teach a lesson in the classroom to students with the teacher present so that the learning can be continued by the classroom teacher.	1000-1999: Certificated Personnel Salaries	District Funded	
			After School Interventions: After school tutoring will be offered to 3rd - 5th grade students in the area of technology. The focus will be on coding.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Physical education lessons will be implemented for 200 minutes every ten days to increase students' level of physical fitness.	2017 - Ongoing	Principal Teachers PE Teachers	1st - 5th grade teachers will provide 200 of physical education instruction every 10 days. This will be monitored through observation, lesson plans, and collection of PE minute verification forms.	1000-1999: Certificated Personnel Salaries	None Specified	
			Students will receive specialized physical education instruction on days when teachers meet for data reflection sessions.	1000-1999: Certificated Personnel Salaries	District Funded	

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Conditions for Learning
LEA/LCAP GOAL:
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
SCHOOL GOAL #2:
Conditions for Learning Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services
Data Used to Form this Goal:
The Office of School Construction Facilities Tool (FIT), Parent Survey Results, and Observations
Findings from the Analysis of this Data:
The data shows that overall, parents are happy with the facilities at Jersey Avenue Elementary School. Jersey recently underwent bathroom and field modernizations. These modernizations have vastly improved the facilities at Jersey. Few parents do continue to have concerns over the cleanliness of restrooms, however, this concern dropped following the bathroom modernization.
How the School will Evaluate the Progress of this Goal:
The facilities will be monitored by the site administrator and the Director of Maintenance and Operations through ongoing observation, and through community stakeholder engagement via the annual parent survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Students will have access to standards-aligned textbooks and/or instructional materials as well as to highly qualified teachers.	2017 - Ongoing	Principal District Admin	We will ensure that highly qualified teachers are in each classroom.	1000-1999: Certificated Personnel Salaries	District Funded	
			Every student will have access to the standards-aligned textbooks and/or instructional materials	4000-4999: Books And Supplies	District Funded	
2.2 The school will provide a clean and safe learning environment for all students.		Principal Custodians Director of M&O	School facilities will be clean and safe. This will create the appropriate learning environment for students.	None Specified	District Funded	
			The school principal and the director of maintenance and operations will do periodic facility walk-throughs to ensure that the facilities are meeting FIT standards	None Specified	None Specified	

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Stakeholder Engagement
LEA/LCAP GOAL:
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Student School Connectedness Rate (Grades 5 and 7)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate
SCHOOL GOAL #3:
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none">1. Parent Survey Response Rate2. Parent Satisfaction Survey Rate3. Parent Engagement Rate (District and Site SMART Goals)4. Student School Connectedness Rate (Grades 5 and 7)5. Attendance Rate6. Chronic Absenteeism Rate7. Middle School Dropout Rate
Data Used to Form this Goal:
Annual parent satisfaction survey results (APSS), parent engagement survey results (PES), and the healthy kids survey (HKS).

Findings from the Analysis of this Data:

The findings from the analysis are as follows:

- APSS:

97% of parents feel that the schoolwide discipline policy is effective.

99% of parents feel that the school provides a safe environment for students.

98% of parents feel that the school buildings and grounds are clean and kept in good condition.

97% of parents feel welcomed by staff when visiting the school.

98% of parents are pleased with the progress that their child is making towards meeting the state standards.

98% of parents feel that they are adequately informed about their child's learning progress.

95% of parents feel that there is good school-parent communication.

98% of parents, in general, are satisfied with their child's school.

- PES:

87% of parents felt that their degree of engagement with communication with the teacher or other school personal was high to moderate.

90% of parents felt that their degree of engagement with attendance at school events was high to moderate.

53% of parents felt that their degree of engagement in parent education opportunities was high to moderate.

62% of parents felt that their degree of engagement with awareness of opportunities for parent leadership was high to moderate.

98% of parents felt that communication regarding their child's learning progress was the most important to them.

- HKS:

91% of students feel a positive connection to the school.

98% of students feel safe at school.

How the School will Evaluate the Progress of this Goal:

The level of parent engagement will be evaluated through the use of multiple parent surveys. In addition, it will be evaluated through observation and attendance rates at school functions.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide opportunities for parents to get involved in the school at multiple levels. This will include a three-tier model (parent involvement at school, parent involvement at after school activities, and parent leadership opportunities). Further, multiple parent surveys will be used to evaluate levels of parent involvement.	2017 - Ongoing	Principal Teachers	Purchase weekly communication folders.	0000: Unrestricted	Unrestricted	544
			Send weekly communication folders home every Wednesday.			
			Create and send home a monthly newsletter to all parents in both English and Spanish	None Specified	None Specified	
			Hold a minimum of five School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. The purpose of the meetings will be to gain community engagement for school programs and expenditures.	None Specified	None Specified	
			Continue "Coffee Club" weekly on Wednesdays. Provide food for volunteers.	None Specified	LCFF - Supplemental	458
			Hold a family math night. This includes multiple stations with math games that students and parents play together to increase number sense and other math concepts.	4000-4999: Books And Supplies	LCFF - Supplemental	1500
				None Specified	Title I Part A: Allocation	600
			Administer the healthy kids survey (HKS).	None Specified	LCFF - Supplemental	
Administer the Annual parent satisfaction survey (APSS).	None Specified	None Specified				
		Administer the parent engagement survey (PES).	None Specified	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Staff will be trained in Positive Behavior Interventions and Supports (PBIS) to increase levels of student connectedness to school. Further, staff will be trained in Growth Mindset to create positive relationships with all students.	2017 - Ongoing	Principal Teachers Classified Staff Interventionists	Participate in County PBIS training.	1000-1999: Certificated Personnel Salaries	District Funded	
			Create PBIS posters and banners with school-wide and location specific expectations.	4000-4999: Books And Supplies	LCFF - Supplemental	2000
			Purchase student incentives for PBIS implementation.	None Specified	LCFF - Supplemental	848
3.3 The school will strive to maintain a minimum daily attendance rate of 97% by closely monitoring daily attendance, providing frequent parent communication, and by using the Jersey Lanyard Reward System.	2017 - Ongoing	Principal Teachers	Implement the Jersey Lanyard Reward System. Students will receive a lanyard and earn tags for perfect attendance as well as other social and academic achievements which will lead to three positive reinforcement activities (3 parties)	None Specified	LCFF - Supplemental	1152
			Provide a monthly class trophy for the lower grade class and the upper grade class with the highest monthly attendance rate.	None Specified	None Specified	
			Share monthly attendance data with the community via the monthly newsletter	None Specified	None Specified	
			Encourage attendance for students with multiple attendance by participating the the Abolish Chronic Truancy (ACT) program.	None Specified	District Funded	

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: School Climate
LEA/LCAP GOAL:
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
SCHOOL GOAL #4:
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
Data Used to Form this Goal:
School-wide PBIS tiered-fidelity inventory 2.0 (TFI), suspension rates, and parent satisfaction rates.
Findings from the Analysis of this Data:
The findings of the TFI show that Jersey is right where it needs to be in its first year of PBIS implementation. As we move into year two, full yet preliminary implementation is expected. The suspension rate was zero again for the school year. Finally, the overall parent satisfaction rate was 98%
How the School will Evaluate the Progress of this Goal:
This goal will be monitored via the TFI, the suspension rate, by the use of the No Bully program, and through parent satisfaction ratings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Student safety and well-being will be closely monitored through an analysis of the Health Kids Survey (HKS) and by providing students in need with additional social-emotional support via the school counselor.	2017 - Ongoing	Principal Teachers Counselor	Administer the Healthy Kids Survey annually and monitor the data to ensure students feel safe and connected to the school.	None Specified	None Specified	
			Follow the district adopted Alternatives to Suspension chart.	None Specified	None Specified	
			Provide counseling services to students with additional needs	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Student safety and well-being will be closely monitored through the implementation of Positive Behavior Interventions and Supports (PBIS).	2017 - Ongoing	Principal Teachers Counselor	Participate in the County PBIS trainings.	None Specified	District Funded	
			Create a PBIS Leadership Team to lead the PBIS efforts at Jersey.	None Specified	District Funded	
			Provide release time for PBIS team to create PBIS plan and to meet monthly to discuss data from the ODRs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000
			Host a PBIS launch event outlining school-wide expectations for all students.	None Specified	None Specified	
			Implement the Eagle Eye ticket reward system. Students receive Eagle Eye tickets for positive behaviors.	None Specified	None Specified	
			Implement the Golden Eagle ticket. Classrooms can earn the Golden Eagle ticket collectively to earn incentives for positive behavior.	None Specified	None Specified	
			Administer the PBIS TFI to ensure fidelity to the PBIS program.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 Student safety and well-being will be closely monitored through the implementation of the No Bully Program	2017 - Ongoing	Principal Teachers Counselor	Train new staff on the No Bully system	None Specified	District Funded	
			Host a refresher meeting for all No Bully Solution Coaches	None Specified	None Specified	
			Fully implement the No Bully program	None Specified	None Specified	
			Hold Solution Team meetings as needed to address bullying concerns.	None Specified	None Specified	

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 academic performance index (API) and adequate yearly progress growth (AYP) 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/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Mathematics, Science, HSS, ELD SBAC CELDT, ELPAC
SCHOOL GOAL #1:
<p>Student Achievement</p> <p>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:</p> <ol style="list-style-type: none"> 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Resignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 The district will provide Arts for All instructors to provide music, art, and PE for students while teachers participate in DRS collaboration in order to plan differentiated instruction for students.	Sep. 2017- May 2018	Educational Services Dep.	a team of Arts for All instructors will provide music, art and PE instruction to students at all elementary sites. Each school will have a team at their site one day per week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,516.
				2000-2999: Classified Personnel Salaries		7,936.
				3000-3999: Employee Benefits		36,048.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 The district will support Data Reflection Sessions at the middle schools in order to review student work and most current assessments. Interventionist will place students in either support or enrichment courses for the following six weeks based based on their specific needs.	August 2017-June 2018	Middle School Interventionist 40% FTE at Lakeside 60% FTE at Lake Center Middle School	Interventionist will review ELA and Math assessment data every six weeks. Based on most current information, students will be place on a Targeted ELA or Mathematics course for six weeks. Students that do not need the additional support will be placed in a Science or HSS Enrichment course for the following six weeks. This process is completed five times per year. Interventionist will also meet with students individually to set goals and monitor progress.	2000-2999: Classified Personnel Salaries	Title I	116,009.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.3 Common Planning time	Sep. 2017 - February 2018	Educational services	The district will provide three days of training for all teachers. Elementary teachers will focus NGSS, Middle school teachers will focus on Writing Across the Disciplines, Special Education teachers will focus on writing across all content areas. all Music and PE teachers will receive PD in their specific content. Dates will be September 1, 2017, October 13, 2017 and February 9, 2018.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	238,670.77	
				1000-1999: Certificated Personnel Salaries		86,329.23	
1.4 Instructional Technology	Sep. 2017- June 2018	Ed. Services / Business and Technology Departments	The district will coordinate instructional technology instruction as well as coordination of purchases of technology devises to support instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	83,653.	
				3000-3999: Employee Benefits		LCFF - Supplemental	35,509.
				4000-4999: Books And Supplies		LCFF - Supplemental	55,838.
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,193.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Grade Level Collaboration	Sep. 2017-June 2018	Educational Services Dep.	The district will provide Itinerant PE teachers to provide PE instruction to students while teachers are given time to collaborate with their grade level peers. Each site will be assigned a PE teacher to work with students all day. Principals will create a schedule for them to follow.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	190,019.
				1000-1999: Certificated Personnel Salaries		63,805.
1.6 Summer School	Feb. 2018-July 2018	Educational Services Dep.	Educational Serv. Department staff will plan and implement summer school program for targeted students in grades 2nd-7th grade	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	69,020.
				2000-2999: Classified Personnel Salaries		4,010.
				3000-3999: Employee Benefits		18,036.
				4000-4999: Books And Supplies		8,325.
				5000-5999: Services And Other Operating Expenditures		25,609.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.7 Instructional Coaches	Aug. 2017-June 2018	Educational Services Dep.	Mathematics Instructional Coaches will provide support to teachers and principals and provide training for teachers, administrators, Interventionist, THINK Together staff and parents	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	261,005.	
				3000-3999: Employee Benefits		LCFF - Supplemental	108,375.
1.8 Technology Specialist	August 2017-June 2018	Educational Services Dep.	Technologist Specialist will provide technology instruction to elementary students and teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	214,115.	
				3000-3999: Employee Benefits		LCFF - Supplemental	81,158.
1.9 AVID EL	July 2017- June 2018	Middle School Principals	AVID Excel teachers will provide specially designed instruction to Long Term English Learners in 7th and 8th grade students at Lake Center and Lakeside	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,111.	
				3000-3999: Employee Benefits		LCFF - Supplemental	3,889.
				5000-5999: Services And Other Operating Expenditures		Title III Part A: Language Instruction for LEP Students	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 ELD Specialist / ELD Support Plan	August 2017-June 2018	Educational Services Dep.	ELD Training and support will be given to all teachers as they implement integrated and designated ELD	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59,292
			EL Monitoring Doc. Preparation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	40,158
			ELD Training - Ivannia Soto	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	15,000
1.11 Science Specialist	August 2017-June 2018	Educational Services Dep.	Teachers will receive training and support as from the district Science Specialist as they implement the NGSS standards	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	85,437.
				3000-3999: Employee Benefits	LCFF - Supplemental	34,563.
1.12 RSP Teachers	August 2017-June 2018	Director of Special Education Principals	RSP teachers will provide additional support for targeted students in all core content area	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	201,661.
				3000-3999: Employee Benefits	LCFF - Supplemental	90,620.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Interventionist and Support for Elementary Sites	Sep. 2017-June 2018	Educational Services Dep. Personnel Department Principals	Certificated interventionist will provide support in ELA and Math to targeted students in all elementary students Budgets for interventionist reflected in each site school plan			
Library Access for Students	August 2017-June 2018	Principals	Students will have access to check out books from their school library	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	157,584.
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,396.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
<p>Conditions for Learning</p> <p>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:</p> <ol style="list-style-type: none"> 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff. 3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Maintenance of Facilities	July 2017- June 2018	Director of Maintenance	Facilities will be maintained and monitored using the FIT tool	1000-1999: Certificated Personnel Salaries	General Fund	338,658.
				3000-3999: Employee Benefits	General Fund	173,000.
				4000-4999: Books And Supplies	General Fund	148,000.
				5000-5999: Services And Other Operating Expenditures	General Fund	138,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Qualified Staff	July 2017-June 2018	Assistant Superintendent of Personnel Principals	Appropriately qualified staff will be hired for all positions necessary throughout the school year	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Base LCFF - Base LCFF - Base	17,236,491. 4,426,994. 8,448,844.
2.3 Basic Supplies and Services	July 2017-June 2018	Assistant Superintendent of Business Principals	Students will have access to school supplies as needed throughout the year	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Fund General Fund	396,551. 3,514,966.
2.4 School Transportation	July 2017-June 2018	Director of Special Education Educational Services Dept.	Selected students will receive home to school transportation	5000-5999: Services And Other Operating Expenditures	General Fund	922,368.
2.5 Standards Aligned Materials	July 2017-June 2018	Assistant Superintendent, Educational Services	All students will have access to all core content adopted textbooks, and supplemental materials	4000-4999: Books And Supplies	General Fund	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:
<p>Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):</p> <ol style="list-style-type: none"> 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Rate 3. Parent Engagement Rate (District and Site SMART Goals) 4. Student School Connectedness Rate (Grades 5 and 7) 5. Attendance Rate 6. Chronic Absenteeism Rate 7. Middle School Dropout Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Parent Involvement	August 2017-June 2018	Educational Service Department	Parents will be provided multiple opportunities for participation in: Courses through Cerritos College, such as ESL, GED and Technology. as well as many parent training workshops throughout the year	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,400
				4000-4999: Books And Supplies	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Parent Surveys	February 2017-May 2018	Educational Service Department	Parent Surveys will measure parent satisfaction as well as parent engagement. Surveys will be collected from parents throughout the district			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
<p>School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics):</p> <ol style="list-style-type: none"> 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
4.1 Elementary/Middle School Counselors	August 2017-June 2018	Director of Special Education	Counseling services will be provided for targeted students at all schools	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	362,373.	
				3000-3999: Employee Benefits		LCFF - Supplemental	132,782.
4.2 Alternatives to Suspension	August 2017-June 2018	Director of special Education and Pupil /services	all schools will participate in Positive Behavior Interventions and Supports training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,009	
				3000-3999: Employee Benefits		LCFF - Supplemental	4,791
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,200

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

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
LCFF - Supplemental	127,449.00
Title I Part A: Allocation	58,623.00
Unrestricted	544.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	544.00
1000-1999: Certificated Personnel Salaries	159,929.00
4000-4999: Books And Supplies	20,885.00
5000-5999: Services And Other Operating Expenditures	2,000.00
None Specified	3,058.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	101,906.00
4000-4999: Books And Supplies	LCFF - Supplemental	20,885.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
None Specified	LCFF - Supplemental	2,458.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58,023.00
None Specified	Title I Part A: Allocation	600.00
0000: Unrestricted	Unrestricted	544.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	177,314.00
Goal 3	7,302.00
Goal 4	2,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Trimmell, Ed.D.	X				
Sonia Flores			X		
Jessica Staine		X			
Dennis Gordon		X			
Gloria Lleonart		X			
Sonia Popa				X	
Anabel Meza				X	
Lorraine Vidales				X	
Carmen Ibarra				X	
Cecilia DeLaCruz				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed 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)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

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 .

Attested:

Michael Trimmel, Ed.D.

Typed Name of School Principal

Signature of School Principal

Date

Anabel Meza

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date