

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Jordan Elementary School
Address	10654 Jordan Road Whittier, CA 90603
County-District-School (CDS) Code	19647666020150
Principal	Marikate Wissman
District Name	Lowell Joint School District
SPSA Revision Date	10/22/2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

Jordan Elementary School's Mission

At Jordan Elementary School we are a community that strives for excellence in all we do and demonstrate respect for all through our words and actions.

Jordan Elementary School's Vision

The Jordan staff believes there are several factors that contribute to the success of students in school and in life.

For students to succeed they need:

1. Quality teachers with a passion for teaching who make the needs, both academically and emotionally, their top priority.
2. A safe and positive environment, where students can learn and grow.
3. Dedicated staff members who serve as role models.
4. Staff members and parents, who have high expectations for students.
5. Motivation and a desire to learn.
6. Clear communication between home and school.
7. A well-balanced academic program, including technology, art, music, and physical education.

School Profile

Jordan Elementary School is a recognized California Gold Ribbon School and Title I Academic Achievement School which serves students from both Los Angeles and Orange Counties in Southern California. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one junior high school. The Lowell Joint School District is a traditional district which maintains a strong emphasis on academics, character education, and patriotism. Jordan School has an average enrollment of 420 students in grades TK-6. The school population includes 74% Hispanic, 17% Caucasian, 3% Asian and 6% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides the following categorical services: Title I, and English Language Development. Special education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, students attend library and receive music instruction weekly as well as art instruction, from an art specialist, monthly. . Students in grades three through six have individual Chromebooks for use at school, while students in grades TK through second attend computer lab three times a week.

The school enjoys a very high degree of parent and community involvement. We have a strong PTA and School Site Council that support vital programs, materials, and services. Jordan School is an excellent place for children to develop and mature under the nurturing influence of a devoted staff and dedicated faculty.

Teaching and Learning

The educational focus and belief is that all Jordan students can learn and have access to the core curriculum. Reading/Language Arts and Mathematics are the primary academic focus at Jordan School. All teachers participate in regular PLC (Professional Learning Community) meetings to examine student achievement data to continually monitor student progress toward mastery of California State Standards. At-risk students receive interventions designed to remediate areas of academic or social need within the school day. Support systems to promote academic success include: targeted reading intervention within the school day, bilingual para educators, peer and cross-age tutoring, and flexible grouping of students for instructional purposes, Explicit Direct Instruction (EDI) lesson design and Lesson Norms implementation, Specially Designed Academic Instruction for English (SDAIE), and Guide Language Acquisition Design (GLAD) strategies to meet the needs of all learners, and the use of supplementary instructional materials. Classroom technology supports instruction in the classroom. School assemblies are made available through PTA. Study trips with instructional focus are all afforded TK-6 students. The Resource Specialist offers support to students eligible for special education services; a Speech services are available for qualifying children.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek on going input. Additionally, ELAC meetings are held three times during the year to gather input from the families of Jordan's English language learners. Staff is consulted on regularly at weekly staff meetings. In addition, to meeting with Jordan's stakeholders in person, results of the parent stakevey were analyzed to determine how the needs of our students can better be met.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0%	0	0	0
African American	0.5%	0.5%	0%	2	2	0
Asian	3.1%	1.9%	2.60%	12	7	11
Filipino	1.0%	0.8%	0.71%	4	3	3
Hispanic/Latino	71.2%	73.7%	75.18%	275	278	318
Pacific Islander	0.3%	0.3%	0%	1	1	0
White	19.7%	18.6%	17.73%	76	70	75
Multiple/No Response	2.6%	2.1%	1.89%	10	8	8
Total Enrollment				386	377	423

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	52	70	87
Grade 1	57	46	54
Grade 2	48	52	47
Grade 3	63	47	52
Grade 4	50	61	55
Grade 5	49	50	67
Grade 6	67	51	61
Grade 7	NA		0
Grade 8	NA		0
Grade 9	NA		0
Grade 10	NA		0
Grade 11	NA		0
Grade 12	NA		0
Total Enrollment	386	377	423

Conclusions based on this data:

1. Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. The second largest group ethnic group represented in Jordan's student population is White. Both groups have remained fairly consistent in size over the last three years.
2. Jordan's student population has increased 9.6% from 2015/2016 school year to the 2017/2018 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	61	43	53	15.8%	11.4%	12.5%
Fluent English Proficient (FEP)	20	47	50	5.2%	12.5%	11.8%
Reclassified Fluent English Proficient	4	29	7	6.1%	47.5%	16.3%

Conclusions based on this data:

1. The percentage of students who were reclassified fluent English proficient decreased significantly from 47.5% in the 2016-2017 school year to 16.3% in the 2017-2018. This was due largely in part to under reclassification prior to the 2016-2017 school year.
2. The English Learner sub-group has remained fairly consistently over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	62	49	51	62	49	51	62	49	51	100	100	100
Grade 4	51	61	55	50	61	55	50	61	55	98	100	100
Grade 5	47	54	67	47	52	67	47	52	67	100	96.3	100
Grade 6	66	50	61	64	50	61	64	50	61	97	100	100
All Grades	226	214	234	223	212	234	223	212	234	98.7	99.1	100

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.	2431.	2452.	15	20.41	31.37	37	38.78	31.37	27	22.45	25.49	21	18.37	11.76
Grade 4	2485.	2475.	2488.	28	18.03	34.55	38	32.79	25.45	10	26.23	25.45	24	22.95	14.55
Grade 5	2515.	2495.	2493.	19	13.46	11.94	38	40.38	34.33	21	15.38	25.37	21	30.77	28.36
Grade 6	2571.	2537.	2536.	30	18.00	19.67	42	40.00	39.34	22	26.00	18.03	6	16.00	22.95
All Grades	N/A	N/A	N/A	23	17.45	23.50	39	37.74	32.91	21	22.64	23.50	17	22.17	20.09

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	16	28.57	37.25	60	51.02	41.18	24	20.41	21.57
Grade 4	34	21.31	27.27	48	63.93	61.82	18	14.75	10.91
Grade 5	28	19.23	11.94	43	48.08	67.16	30	32.69	20.90
Grade 6	33	20.00	24.59	53	62.00	47.54	14	18.00	27.87
All Grades	27	22.17	24.36	52	56.60	55.13	21	21.23	20.51

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	15	32.65	31.37	53	42.86	43.14	32	24.49	25.49
Grade 4	30	26.23	36.36	48	52.46	41.82	22	21.31	21.82
Grade 5	32	32.69	20.90	45	42.31	49.25	23	25.00	29.85
Grade 6	45	22.00	16.39	48	48.00	55.74	6	30.00	27.87
All Grades	30	28.30	25.64	49	46.70	47.86	21	25.00	26.50

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	18	12.24	15.69	68	73.47	76.47	15	14.29	7.84
Grade 4	20	14.75	23.64	64	62.30	69.09	16	22.95	7.27
Grade 5	17	25.00	14.93	68	57.69	68.66	15	17.31	16.42
Grade 6	23	14.00	16.39	70	72.00	73.77	6	14.00	9.84
All Grades	20	16.51	17.52	68	66.04	71.79	13	17.45	10.68

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	21	8.16	33.33	61	73.47	60.78	18	18.37	5.88
Grade 4	24	22.95	27.27	56	60.66	56.36	20	16.39	16.36
Grade 5	38	25.00	26.87	49	38.46	52.24	13	36.54	20.90
Grade 6	45	32.00	37.70	53	50.00	49.18	2	18.00	13.11
All Grades	32	22.17	31.20	55	55.66	54.27	13	22.17	14.53

Conclusions based on this data:

1. Writing schoolwide is an area of need as evidenced by an average of 26.5% of students in grades 3rd through 6th scoring Below Standard.
2. Reading schoolwide is an area of need as evidenced by an average of 20.5% of students in grades 3rd through 6th scoring Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	62	49	51	62	49	51	62	49	51	100	100	100
Grade 4	51	61	55	50	61	55	50	61	55	98	100	100
Grade 5	47	54	67	47	52	67	47	52	67	100	96.3	100
Grade 6	66	50	61	64	50	61	64	50	61	97	100	100
All Grades	226	214	234	223	212	234	223	212	234	98.7	99.1	100

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	2449.	2443.	2442.	18	26.53	11.76	44	22.45	45.10	23	32.65	21.57	16	18.37	21.57
Grade 4	2477.	2489.	2489.	18	19.67	18.18	28	29.51	29.09	40	37.70	43.64	14	13.11	9.09
Grade 5	2488.	2507.	2509.	17	17.31	16.42	11	19.23	16.42	40	36.54	46.27	32	26.92	20.90
Grade 6	2569.	2527.	2543.	22	22.00	26.23	39	18.00	24.59	33	30.00	29.51	6	30.00	19.67
All Grades	N/A	N/A	N/A	19	21.23	18.38	32	22.64	27.78	33	34.43	35.90	16	21.70	17.95

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	31	32.65	23.53	47	46.94	50.98	23	20.41	25.49
Grade 4	30	34.43	30.91	40	34.43	45.45	30	31.15	23.64
Grade 5	21	25.00	25.37	30	28.85	46.27	49	46.15	28.36
Grade 6	38	26.00	40.98	50	40.00	27.87	13	34.00	31.15
All Grades	30	29.72	30.34	43	37.26	42.31	27	33.02	27.35

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	24	28.57	19.61	56	53.06	52.94	19	18.37	27.45
Grade 4	12	22.95	18.18	56	54.10	60.00	32	22.95	21.82
Grade 5	9	28.85	13.43	47	42.31	49.25	45	28.85	37.31
Grade 6	20	20.00	24.59	64	42.00	44.26	16	38.00	31.15
All Grades	17	25.00	18.80	57	48.11	51.28	26	26.89	29.91

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	31	26.53	39.22	56	55.10	47.06	13	18.37	13.73
Grade 4	20	29.51	23.64	48	45.90	60.00	32	24.59	16.36
Grade 5	13	19.23	11.94	47	63.46	65.67	40	17.31	22.39
Grade 6	28	26.00	34.43	63	38.00	37.70	9	36.00	27.87
All Grades	24	25.47	26.50	54	50.47	52.99	22	24.06	20.51

Conclusions based on this data:

1. In grades 3rd through 6th, an average of 53.85 % are not meeting standard in mathematics overall which demonstrates in area in need of improvement.
2. In grades 3rd through 6th, an average of 29.91% are scoring Below Standard in the area of problem solving and modeling/data analysis which demonstrates in area in need of improvement.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1440.7	1459.9	1395.6	19
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	1537.6	1530.3	1544.5	11
Grade 6	*	*	*	*
All Grades				56

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	19
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*					*
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6	*	*			*	*	*	*	*
All Grades	21	37.50	22	39.29	*	*	*	*	56

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	19
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*			*	*	*
Grade 4			*	*					*
Grade 5	*	*	*	*			*	*	11
Grade 6	*	*			*	*	*	*	*
All Grades	25	44.64	22	39.29	*	*	*	*	56

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	19
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*					*
Grade 5	*	*	*	*	*	*	*	*	11
Grade 6					*	*	*	*	*
All Grades	17	30.36	15	26.79	13	23.21	11	19.64	56

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	19
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*			11
Grade 6	*	*	*	*	*	*	*
All Grades	28	50.00	24	42.86	*	*	56

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	57.89	*	*	*	*	19
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	11
Grade 6	*	*	*	*	*	*	*
All Grades	30	53.57	21	37.50	*	*	56

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	12	63.16	*	*	19
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	11
Grade 6			*	*	*	*	*
All Grades	19	33.93	28	50.00	*	*	56

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	19
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*					*
Grade 5	*	*	*	*	*	*	11
Grade 6			*	*	*	*	*
All Grades	19	33.93	29	51.79	*	*	56

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. For the 2017-2018 school year,

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2018 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2018 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Pacific Islander

Two or More Races

White

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Goal - English Language Arts-Writing

Goal Statement

By August of 2019, the percentage of students in grades three through six scoring below standards in writing will decrease from 26.5% to 21.5% as measured by the Spring 2019 CAASSP test results.

LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Basis for this Goal

The basis for this goal is over one fourth of the students in grades three through six are currently scoring below standards in the area of writing.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Spring 2019 CAASPP data	The baseline percentage is 26.5% of students are scoring below standard.	The expected outcome is a 5% decrease in the number of students scoring in the below standard band.

Planned Strategies/Activities

Strategy/Activity 1

During PLC and teacher planning time staff will analyze student writing to identify the gap between standard proficiency and current levels of performance. Once the gap has been identified, teachers will develop short and long term objectives and lessons to address the needs of the students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, teaching staff in grades three through sixth, RSP teacher

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 2

During PLC, planning time and staff meetings, teachers in grades TK-6th will work to develop a learning progression for writing, grade level writing exemplars, and grade level rubrics for each genre of writing in the California State Standards

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-May 2019

Person(s) Responsible

Principal and teaching staff

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 3

Teachers will work through the entire writing process with students a minimum of 1x/6 weeks

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-May 2019

Person(s) Responsible

Teaching staff

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 4

Teachers will provide students clear success criteria for writing activities in the form of exemplar papers along with rubrics for students to self assess their writing.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-may 2019

Person(s) Responsible

Teaching staff and principal

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Goal - English Language Arts - Reading

Goal Statement

By August of 2019, the percentage of students in grades three through six scoring below standards in reading will decrease from 20.5% to 15.5% as measured by the Spring 2019 CAASSP test results.

LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Basis for this Goal

The basis for this goal is over one fifth of the students in grades three through six are currently scoring below standards in the area of reading.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Spring 2019 CAASPP data	Currently 20.5% of students in grades three through six are scoring below standard in reading.	The expect outcome is 5% decrease in the number of students scoring below standard.

Planned Strategies/Activities

Strategy/Activity 1

Students in grades first through sixth will participate in the Accerated Reader program

Students to be Served by this Strategy/Activity

All students

Timeline

October 2018-May 2019

Person(s) Responsible

Principal, teaching staff, school librarian, and students

Proposed Expenditures for this Strategy/Activity

Amount	5935.00
Source	Title I

Strategy/Activity 2

Students in grades first through sixth will set monthly reading goals for points earned within the Accelerated Readers program and students in grades, and students in grades TK and Kindergarten will set reading goals to get three bingo's each month in the PTA sponsored "Reading Bingo" program. As an incentive for reaching or exceeding monthly reading goals, the principal and teaching staff established the "Lucky Ducky Reading Club". Students meeting monthly reading goals are called down to the "duck pond" to select a rubber duckie award.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2017-May 2018

Person(s) Responsible

Principal, teaching staff and students

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I

Strategy/Activity 3

With the intent of promoting an interest in reading, students will be recognized for reading three books in the same series. As an incentive for reading a series of books, students are awarded "Brag Tags" for reading one series, five series, 10 series, etc. Students reaching this goal are acknowledged during morning announcements.

Students to be Served by this Strategy/Activity

All students

Timeline

October 2017-May 2018

Person(s) Responsible

Principal, teaching staff and students

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Title I

Strategy/Activity 4

Books in a series will be available to students in classroom libraries and the school library.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-May 2019

Person(s) Responsible

Principal, teaching staff and school librarian.

Proposed Expenditures for this Strategy/Activity

Amount

2000.00

Source

Title I

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Academic Goal - Mathematics

Goal Statement

By August of 2019, the percentage of students scoring below standard in problem solving, in grades three through sixth, will decrease from 29.91% to 24.91% as measured by Spring 2019 CAASPP data.

LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Basis for this Goal

For the 2017-2018 school year, approximately one third of students in grades third through sixth scored below standard on Spring 2018 CAASPP test.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Spring 2019 CAASPP data	In Spring of 2018, 29.91% of students scored below standard in the area of mathematical problem solving.	By August of 2019, the percentage of students scoring below average will decrease by 5%.

Planned Strategies/Activities

Strategy/Activity 1

Students will participate in daily problem solving activities using the "CUBE" strategy for solving mathematical word problems using a math journal to record student responses.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-May 2019

Person(s) Responsible

Principal, teaching staff, and students

Proposed Expenditures for this Strategy/Activity

Amount 250.00

Source Title I

Strategy/Activity 2

Teachers will regularly review student work samples involving word problems to identify skill gaps and address student misconceptions of mathematical processes.

Students to be Served by this Strategy/Activity

All Students

Timeline

December 2018 - May 2019

Person(s) Responsible

Principal and teaching staff

Proposed Expenditures for this Strategy/Activity

Amount 00.00

Strategy/Activity 3

Teachers will regularly assess students in the area of mathematical problem solving to identify students needing reteaching or remediation of targeted skills. During P.A.W.S. time, teachers in grades fourth through sixth will provide in class remediation for students identified by the regular formative assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal and teaching staff

Proposed Expenditures for this Strategy/Activity

Amount 00.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

November 2017

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Conditions and Climate - Suspension Rates

Goal Statement

By August of 2019, the average suspension rate for students at Jordan Elementary will decrease 1.6% from 2.8% to 1.2%.

LCAP Goal

Goal #3 Stakeholders, including parents and students, will be engaged in supporting student learning a positive and safe school climate.

Basis for this Goal

The suspension rate at Jordan Elementary increased in the 2017-2018 school year which impacts the access students have to instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of the year suspension rates for the 2018-2019 school year.	The baseline rate for 2017-2018 is 2.8%.	The suspension rate for students at Jordan Elementary will decrease by 1.6%.

Planned Strategies/Activities

Strategy/Activity 1

Principal and staff will develop alternatives for suspension which keep the student in the learning environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

December 2018-2019

Person(s) Responsible

Principal and teaching staff

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 2

.Staff will referring students displaying chronic problem behaviors for school counseling services with the counseling intern and/or school psychologist.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, teaching staff, school psychologist and school counseling intern.

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Source

District Funded

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Academic Engagement - Chronic Absenteeism

Goal Statement

By August of 2019, the percentage of students who are chronically absent will decrease by 1% from 6.4% to 5.4%.

LCAP Goal

Goal #3 Stakeholders, including parents and students, will be engaged in supporting student learning a positive and safe school climate.

Basis for this Goal

The chronic absentee rate at Jordan increased by .8% in the 2017-2018 school year from the previous year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of year chronic absentee data	The baseline is 6.4% for the 2017-2018 school year.	The expected outcome is the chronic absentee rate will drop by .8% for the 208-2019 school year.

Planned Strategies/Activities

Strategy/Activity 1

Principal will meet with parents of students who accumulate nine unexcused absences.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Strategy/Activity 2

School will provide information to parents basis regarding the importance of regular attendance on monthly basis via the school website and notices home.

Students to be Served by this Strategy/Activity

All students

Timeline

December 2018 - 2019

Person(s) Responsible

Principal and office manager

Proposed Expenditures for this Strategy/Activity

Amount

100.00

Source

Site Formula Funds

Strategy/Activity 3

School will recognize students earning perfect attendance at the end of each trimester during monthly awards assembly.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

00.00

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

Increase academic achievement and language proficiency of English learners by 3% as measured by CAASPP, ELPAC, and ELLA.

LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

The school will offer one ten week session of Latino Family Literacy.

Students to be Served by this Strategy/Activity

Timeline

October 2017 - May 2018

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction.

Students to be Served by this Strategy/Activity

Timeline

August 2017- May 2018

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

EL students will be invited to attend an after-school Homework Help Club.

Students to be Served by this Strategy/Activity

Timeline

August 2017-May 2018

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Teachers will analyze District Trimester Benchmark Tests for proficiency levels and identify focus areas for reteaching.

Students to be Served by this Strategy/Activity

Timeline

October 2017-May 2018

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Long-term EL students will be evaluated for reclassification.

Students to be Served by this Strategy/Activity

Timeline

October 2017-May 2018

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By August of 2018 grade level cohorts in grades 4th, 5th, and 6th will increase the percentage of students scoring "Standards Exceeded/Met" in ELA by 3%. 4th grade will increase from 51% to 54%, 5th grade will increase from 53% to 56%, and 6th grade will increase from 58% to 61%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2018 CAASPP data	It is expected that student achievement will increase by 3% as stated in the goal across all grades.	Students in grade four exceeded the goal with a grade level average of 60% of students meeting or exceeding standards on the ELA portion of the Spring 2018 CAASPP test. Students in grade five did not meet the goal. The number of students meeting or exceeding standard decreased from 53% in Spring 2017 to 46% in Spring of 2018. The percentage of students meeting or exceeding standard in sixth increased by 1%, which fell short of the target increase of 3%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will participate in professional development sessions monthly for 45 minutes to increase their understanding of the formative assessment process.	Teachers participated in two sessions 45-60 minute sessions per month targeted at increasing their understanding of the formative assessment process.	Teacher resources: Formative Assessment in Practice a Process of inquiry and Action by Margaret Heritage purchased for each member of the teaching staff. 600.00	Teacher resources: Formative Assessment in Practice a Process of inquiry and Action by Margaret Heritage purchased for each member of the teaching staff. 600.00
During PLC time, teachers will analyze student performance data including, district benchmarks, DIBELS results, teacher made assessments and student work samples. They will determine focus standards based on student need, development short cycle formative assessments to monitor student mastery,	Each grade level team was given 1/2 day release per trimester to analyze student data and plan based on the results of the data. In addition, teachers met on Monday early release days to review students' short term weekly progress and plan accordingly.	Substitute Cost grade level data analysis and planning. 2400.00	Substitute Cost grade level data analysis and planning. 2400.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
identify target students, and develop plans to teach and reteach for mastery.			
Teachers will administer the DIBELS assessment each trimester to track students' progress in reading. Teachers will use results to assist in the development of schoolwide intervention groups.	The DIBELS assessment was administered each trimester during the school year.	Substitute Cost for coverage for DIBELS testing team 1180.00	Substitute Cost for coverage for DIBELS testing team 1180.00
Based on regularly collected assessment data, the principal will establish and maintain a list of at-risk students to target them for appropriate interventions.	The principal maintained a list of students who were at risk and communicated regularly (weekly) with the invention teacher(s) as to student progress in the Leveled Literacy program, P.A.W.S. intervention program and Lexia reading programs.	Part of administrator's salary 00.00	Part of administrator's salary 00.00

Analysis

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

At the beginning of the 2017-2018 school year staff created a schedule for release time for data analysis and DIBELS testing. The schedule was modified throughout the year to best meet the needs of students and staff.

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

The effectiveness of the plan yielded mixed results. Some grade levels met improvement targets while others fell short.

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

There were not significant differences in expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the Spring 2018 CAASPP results, staff determined that Language Arts remains an area of in need of improvement for many of our students. While staff agrees DIBELS is an effective measure of progress it does not provide an instructional or motivational component for students. Working from the premise the more students read the better readers they become the staff discussed ways to motivate students to read more and provide opportunities for students to read during the school day. The changes to this goal can be found in the Planned Improvement Goal #1 I for the 2018-2019

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

By August of 2018 grade level cohorts in grades 4th, 5th, and 6th will increase the percentage of students scoring "Standards Exceeded/Met" in Mathematics by 3%. 4th grade will increase from 44% to 47%, 5th grade will increase from 36% to 39%, and 6th grade will increase from 38% to 41%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Spring 2018 CAASPP data	It is expected that student achievement will increase by 3% as stated in the goal across all grades.	Students in grade four met the goal with a grade level average of 47% of students meeting or exceeding standards on the ELA portion of the Spring 2018 CAASPP test. Students in grade five did not meet the goal. The number of students meeting or exceeding standard decreased from 36% in Spring 2017 to 33% in Spring of 2018. The percentage of students meeting or exceeding standard in sixth increased by 12%, which exceeded the target increase of 3%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will participate in daily problem solving activities using the "CUBE" strategy for solving mathematical word problems.	Students participate in daily problem solving activities using the "CUBES" and other strategies.	Cost part of the teachers' salaries. 00.00	Cost part of the teachers' salaries. 00.00
During PLC time, teachers will analyze student performance district benchmarks, teacher made assessments, and student work samples to identify gaps in students' skills. Teachers will provide targeted instructions as needed.	Teachers met during Monday PLC time to review student work samples and assessment data to identify students who failed to meet learning targets. Students not meeting targets were offered remediation of the targeted skills in a small flexible group setting within the school day.	Cost part of the teachers' salaries. 00.00	Cost part of the teachers' salaries.
Students will participate in daily fluency activities to build mastery of math facts in the four basic operations.	Students used a variety of fluency activities including ST Math, rocket math,	Cost part of the teachers' salaries.	Cost part of the teachers' salaries.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School will recognize "Math Club" students (those students who have hit monthly targets for basic fact mastery) at monthly awards assemblies.	Students were recognized at monthly awards assemblies. The incentive of "Math Club" recess (10 minutes) was offered to students to meet their goals.	00.00	00.00
School will recognize students making monthly targets in the ST Math program at monthly awards assemblies	Students were recongnized at monthly award assemblies.	00.00	00.00

Analysis

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

Implementation of the "CUBES" strategy began at the beginning of the academic year.

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

The actions taken were effective overall for students in grades four and sixth; however, students in grades five did not experience the growth set forth in the goal.

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

There were no differences in the proposed and estimated expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

On the annual parent survey, ratings for questions regarding parent involvement will improve from 2.27% to 6.82% percent strongly disagreeing to 0% strongly disagreeing.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Lowell Joint School District annual parent survey.	The percentage of parents reporting they strongly disagree Jordan offers opportunity for parent involvement will be 0%.	The results of the district annual survey show that 0% of parents report the strongly disagree there is opportunity for parent involvement.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parents will be invited to participate in monthly schoolwide STEM challenges.	October through April, students participated in STEM		
Parents will be provided with opportunities to volunteer via monthly comminques.	During the 2017-2018, parents were notified via the school website, flyers sent home, and PTA weekly emails of opportunities to volunteer in classrooms and school wide events.		
School website will be modified to include a section to include monthly opportunities to participate in school events.			
Principal and school librarian will work to develop and implement a "Library Volunteer Program"	During the 2017-2018 school year discussions took place between the principal and librarian about developing a		

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 8

Increase academic achievement and language proficiency of English learners by 3% as measured by CAASPP, ELPAC, and ELLA.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will offer one ten week session of Latino Family Literacy.			
Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction.			
EL students will be invited to attend an after-school Homework Help Club.			
Teachers will analyze District Trimester Benchmark Tests for proficiency levels and identify focus areas for reteaching.			
Long-term EL students will be evaluated for reclassification.			

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$38,214.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$38,214.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
Site Formula Funds	100.00
Title I	8,985.00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	Site Formula Funds	100.00
	Title I	8,985.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Marikate Wissman	Principal
Ana Mena	Parent or Community Member
Cynthia Castillo	Parent or Community Member
Norma Martinez	Parent or Community Member
Rick Montanez	Parent or Community Member
Jonathan Cooke	Parent or Community Member
Amy Liles	Classroom Teacher
Allison Fonti	Classroom Teacher
Leslie Felton	Classroom Teacher
Adriana Ponce	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Marikate Wissman on

SSC Chairperson, Jonathan Cooke on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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