



2008-2009  
School Site Plan  
For  
Thomas Jefferson

## School Plan 2008-2009 Checklist for NCLB Compliance/Plan Completion

Check <input checked="" type="checkbox"/> those that apply: <input checked="" type="checkbox"/> <b>Schoolwide Title 1</b> <input type="checkbox"/> <b>Targeted Assistance Title I</b> <input type="checkbox"/> <b>Program Improvement: Year 2008-9</b> <b>Does the Plan include...</b>	Page # <i>(s)</i>
<input checked="" type="checkbox"/> <b>Comprehensive Schoolwide Needs Assessment that...</b> - Involves all stakeholders and addresses each focus area - Includes findings formatted into statements that are based on data - Identifies possible reasons (within school control) - Lists clear needs identified to address each finding	4,6,8,10
<input checked="" type="checkbox"/> <b>Goal Statements that...</b> <input checked="" type="checkbox"/> are specific and quantifiable and based on multiple measures? <input checked="" type="checkbox"/> Include AYP goals	5,7,9,11
<input checked="" type="checkbox"/> <b>Action Plan/School Reform Strategies that...</b> <input checked="" type="checkbox"/> Address each need statement from needs assessment <input checked="" type="checkbox"/> Provide opportunities for all children to meet State's proficient and advanced levels of student academic achievement <input checked="" type="checkbox"/> Use effective methods and instructional strategies based on scientifically based research that: <ul style="list-style-type: none"> <li>○ Strengthen the core academic program</li> <li>○ Increase the amount and quality of learning time and helps provide an enriched and accelerated curriculum</li> </ul> <input checked="" type="checkbox"/> Include strategies for meeting the educational needs of historically underserved populations <input checked="" type="checkbox"/> Address how school will determine if such needs have been met (monitoring and evidence of success) <input checked="" type="checkbox"/> Include strategies to provide access for all students to the school library <input checked="" type="checkbox"/> Identify a process for ongoing school library collection development so students will have access to up-to-date, relevant resources <input checked="" type="checkbox"/> Provide instruction by highly qualified teachers <input checked="" type="checkbox"/> Include professional development for teachers, principal, paraprofessionals, parents and others <input checked="" type="checkbox"/> Increase parent involvement <input checked="" type="checkbox"/> Involve teachers in making decisions regarding academic assessments and instruction to improve student achievement <input checked="" type="checkbox"/> Include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance <input checked="" type="checkbox"/> Coordinate and integrate local and federal programs (Budget Resource Page) <input checked="" type="checkbox"/> Involve administrator, school staff, and parents who represent students to be served under the plan and other community or district personnel, in the development of the plan.	12-19
<input checked="" type="checkbox"/> <b>Data Summary Pages</b> <input checked="" type="checkbox"/> Summary Suspension Data <input checked="" type="checkbox"/> Student Achievement Data (Data Director)	21, 27-54
<input checked="" type="checkbox"/> <b>Addendum Pages</b> <input checked="" type="checkbox"/> School-Based Coordinated Program <input checked="" type="checkbox"/> Allocation of Resources <input checked="" type="checkbox"/> Recommendations and Assurances <input checked="" type="checkbox"/> School Site Council Roster	23-26

## Just For The Kids Best Practice Framework

MAJOR THEMES	DISTRICT	SCHOOL	CLASSROOM	
What is Taught and Learned <b>CURRICULUM AND ACADEMIC GOALS</b>	<b>Define and Unpack Specific Academic Objectives by Grade and Subject</b>	<b>Focus School Plan on Explicit Improvement of Performance on Academic Objectives</b>	<b>Ensure Teaching Content is based on Specified Academic Objectives</b>	
Selecting/Developing People <b>STAFF SELECTIONS AND CAPACITY BUILDING</b>	<b>Provide Strong Instructional Leaders, HQ Teachers, and Aligned PD</b>	<b>Select, Develop, And Allocate Staff Based on Student Learning</b>	<b>Collaborate in Grade/Subject Level Teams Focused on Student Work</b>	
The Right "Stuff"-Time and Tools <b>INSTRUCTIONAL PROGRAMS, PRACTICES AND ARRANGEMENTS</b>	<b>Provide Scientifically Based, Evidence-Based Instructional Programs</b>	<b>Ensure the Use of Scientifically Based, Evidence-Based Programs, Practices and Arrangements in Every Classroom</b>	<b>Use Scientifically Base, Evidence-Based Programs, Practices, and Arrangements</b>	
Knowing the Numbers <b>COMPILATION, ANALYSIS, AND USE OF DATA</b>	<b>Develop Student Assessment and Data Monitoring Systems: Monitor School Performance</b>	<b>Monitor Teacher Performance an Student Learning</b>	<b>Monitor Student Learning</b>	
Assuring ALL Children Learn <b>RECOGNITION, INTERVENTION, AND ADJUSTMENT</b>	<b>Recognize, Intervene, or Adjust Based on School Performance</b>	<b>Recognize, Intervene, or Adjust Based on Teacher and Student Performance</b>	<b>Recognize, Intervene, or Adjust Based on Student Performance</b>	

## Focus Area: English Language Arts Reading, Writing and English Language Development School Wide Needs Assessment

<ul style="list-style-type: none"> <li>▪ 17% of kindergarten students attended a kinder readiness/ preschool program prior to the 2007/2008 school year(5/30)</li> <li>▪ 51% of all students scored at the proficient levels in ELA in 2007.</li> <li>▪ 44% Hispanic scored in the proficient levels in ELA 2007.</li> <li>▪ 43% African Americans scored in the proficient levels in ELA 2007.</li> <li>▪ 17%(Special Ed. Students scored in the proficient levels in ELA 2007.</li> <li>▪ 35%ELL students scored in the proficient levels in ELA 2007.</li> <li>▪ API score for 2007 is 806 up 21. (2006 API 785)</li> </ul> <p><u>Grade Level Scores</u></p> <ul style="list-style-type: none"> <li>▪ 15% of the students scored at FBB/BB in 2<sup>nd</sup> grade.</li> <li>▪ 33% students scored at FBB/BB in 3<sup>rd</sup> grade.</li> <li>▪ 28% students scored at FBB/BB in 4<sup>th</sup> grade.</li> <li>▪ 20% students scored at FBB/BB in 5<sup>th</sup> grade.</li> <li>▪ 6% students scored at FBB/BB in 6<sup>th</sup> grade.</li> </ul> <p><u>Benchmark 3 Scores</u></p> <ul style="list-style-type: none"> <li>▪ 59% students scored at PRO/ADV ,30% B, 11% at FBB/BB in 2<sup>nd</sup> grade.</li> <li>▪ 48% students scored at PRO/ADV, 33% B, 19% at FBB/BB in 3<sup>rd</sup> grade.</li> <li>▪ 60% students scored at PRO/ADV, 24% B, .15%FBB/BB in 4<sup>th</sup> grade</li> <li>▪ 75% students scored at PRO/ADV, 6% B., 20% FBB/BB in 5<sup>th</sup> grade.</li> <li>▪ 55% students scored at PRO/ADV, 28% B, 7% FBB/BB in 6<sup>th</sup> grade</li> </ul> <ul style="list-style-type: none"> <li>▪ 100% of Core Subject teachers have met NCLB "Highly Qualified Teacher" certification</li> <li>▪ 100% of paraprofessionals have met NCLB Qualifications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Registration Records</li> </ul> <p><u>2<sup>nd</sup> – 6<sup>th</sup> Grade-</u></p> <ul style="list-style-type: none"> <li>• CST</li> <li>• CST</li> <li>• CST</li> <li>• CST</li> <li>• CST</li> </ul> <p><u>2<sup>nd</sup> -6<sup>th</sup> Grade</u></p> <ul style="list-style-type: none"> <li>• CST</li> <li>• CST</li> <li>• CST</li> <li>• CST</li> <li>• Just for Kids</li> <li>• Benchmark tests</li> <li>• District HQT Data</li> <li>• District NCLB Paraprofessional data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of Kindergarten transition program for those students not attending preschool</li> <li>▪ Lack of mastery of previous grade level standards</li> <li>▪ Lack of student engagement and active participation during instruction time</li> <li>▪ Lack of knowledge, skills and time to differentiate and to modify instruction</li> <li>▪ Lack of access to appropriate grade level core curriculum for special education population</li> <li>▪ Lack of the use of practice in critical thinking (Bloom's taxonomy)</li> <li>▪ Lack of time for additional guided practice/ small group assistance</li> </ul> <p>n/a</p>	<p>There is a need:</p> <ul style="list-style-type: none"> <li>▪ To provide Kindergarten transition program.</li> <li>▪ To increase vertical articulation (K-6)</li> <li>▪ for staff training in active student engagement</li> <li>▪ for staff development in differentiated instruction</li> <li>▪ to utilize existing materials from various grade levels</li> <li>▪ for more staff development in Bloom's taxonomy</li> </ul> <p>There is a need:</p> <ul style="list-style-type: none"> <li>▪ For interventions to allow FBB and BB students additional guided practice and support</li> </ul> <p>There is a need:</p> <ul style="list-style-type: none"> <li>▪ For NCLB qualified long-term substitutes</li> <li>▪ For teachers from out-of -state to submit paperwork</li> <li>▪ n/a</li> </ul>
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## Focus Area: English Language Arts Reading, Writing and English Language Development Academic and Curriculum Goals

### Academic Goals

#### Schoolwide Achievement Goals (Reading, Writing, ELD)

- **Meeting AYP:** 51% of the students, schoolwide, will be at proficient and advanced levels in English Language Arts, as measured by the California Standards Test by Spring 2009.
- **NCLB Teacher and Paraprofessional Qualifications:**
  - 100% of teachers in core academic subjects are certified as a NCLB Highly Qualified Teacher by June 2008.
  - 100% of paraprofessionals met NCLB qualifications by June 2008. (met)

#### Closing the Achievement Gap Goals (Subgroups)

- **Meeting AYP:** 50% of all significant subgroups combined will be at proficient and advanced levels in English Language Arts, as measured by the California Standards Test by Spring, 2009.
- **Kindergarten Transition:** 20% of kindergarten students will take part in kindergarten transition program/preschool.
- 45% Hispanics will score in the advanced/proficient levels in ELA as measured by the California Standards Test by Spring, 2009.
- 44% African Americans will score in the adv/prof levels in ELA as measured by the California Standards Test by Spring, 2009.
- 20% Special Ed. Students will score in the adv/prof levels in ELA as measured by the California Standards Test by Spring, 2009.
- 34% ELL students will score in the adv/prof levels in ELA as measured by the California Standards Test by Spring, 2009.

### Curriculum Goals

#### Implementation Goals

- 100% of students will access materials in the school library as a means toward addressing the ELA standards for literature response and analysis, and reading and responding to a wide variety of children's literature, as shown by circulation statistics.
- 100% of teachers will implement consistently the California content and performance standards by articulating vertically (K-6) as measured by Principal records.
- 100% of teachers will utilize proven student engagement and differentiated instructional strategies to engage all students (ELL, GATE, Special Ed., FBB to Adv.) in learning as measured by lesson plans and Principal observation.
- 100% of teachers will provide timely and effective interventions that directly address the academic needs of students
- 100% of teachers will participate in professional development opportunities and on-going support throughout the school year as measured by teacher, Principal and Resource Teacher records.
- All teachers will utilize achievement data to inform instructional practice, monitor student achievement, provide direction in professional development and identify structural and organizational needs as measured by lesson plans and Principal observation.
- All K-3 teachers will implement *Moving Into English* and *Open Court ELD and 4-6* to implement *Avenues/Nat'l Geographic* 30 minutes/day as measured by lesson plans and Principal observation.
- All teachers to use SDAIE strategies during direct instruction to support EL students.
- All teachers will provide differentiated instruction to GATE identified/high achieving students.

## Focus Area: Mathematics School Wide Needs Assessment

Finding (Evidence)	Data Source	Possible Reason for Finding	Need Based on Finding
<ul style="list-style-type: none"> <li>• 68% of students scored at the proficient levels in Math in 2007</li> <li>• 62% Hispanic scored in the proficient levels in Math 2007</li> <li>• 57% African Americans scored in the proficient levels in Math 2007.</li> <li>• 33% Special Ed. Students (LH, RSP, DIS) scored in the proficient levels in Math 2007.</li> <li>• 62% ELL students scored in the proficient levels in Math 2007.</li> </ul> <p><u>Grade Level</u></p> <ul style="list-style-type: none"> <li>▪ 16% students scored at FBB/BB in 2<sup>nd</sup> grade.</li> <li>▪ 13% students scored at FBB/BB in 3<sup>rd</sup> grade.</li> <li>▪ 19% students scored at FBB/BB in 4<sup>th</sup> grade.</li> <li>▪ 23% students scored at FBB/BB in 5<sup>th</sup> grade.</li> <li>▪ 10% students scored at FBB/BB in 6<sup>th</sup> grade.</li> </ul> <p><u>Benchmark 3 Scores</u></p> <ul style="list-style-type: none"> <li>▪ 47% students scored at PRO/ADV, 31% B, 22% at FBB/BB in 2<sup>nd</sup> grade.</li> <li>▪ 58% students scored at PRO/ADV, 14% B, 28% at FBB/BB in 3<sup>rd</sup> grade.</li> <li>▪ 48% students scored at PRO/ADV, 31% B, 21% FBB/BB in 4<sup>th</sup> grade</li> <li>▪ 46% students scored at PRO/ADV, 30% B, 25% FBB/BB in 5<sup>th</sup> grade.</li> <li>▪ 36% students scored at PRO/ADV, 37% B, 27% FBB/BB in 6<sup>th</sup> grade</li> </ul> <ul style="list-style-type: none"> <li>• 100% of Core Subject teachers have met NCLB "Highly Qualified Teacher" certification</li> <li>• 100% of paraprofessionals have met NCLB Quali.</li> </ul>	<p><u>2<sup>nd</sup> -6<sup>th</sup> Grade-</u></p> <ul style="list-style-type: none"> <li>▪ STAR data</li> <li>▪ Just for Kids</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ STAR data</li> <li>▪ Benchmark tests</li> <li>▪ District HQT Data</li> <li>▪ District NCLB Paraprofessional data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of mastery of basic math concepts from previous grade levels</li> <li>▪ Lack of time for the use of manipulatives to support the math concepts</li> <li>▪ Lack of differentiated levels at the beginning of the year</li> <li>▪ Lack of parent understanding of the Saxon program</li> <li>▪ Lack of Saxon math manipulatives for upper grade classroom</li> </ul>	<p>There is a need:</p> <ul style="list-style-type: none"> <li>▪ For small groups and leveled math program to meet needs of individual students</li> <li>▪ For time management to support the use of manipulatives in the math instruction.</li> <li>▪ To identify student's levels immediately in September for appropriate placement in flexible groups.</li> <li>▪ To provide an opportunity for parents to participate in a Saxon Math training session.</li> <li>▪ To purchase Saxon math manipulatives to support the upper grade math program.</li> </ul> <p>There is a need:</p> <ul style="list-style-type: none"> <li>▪ For NCLB qualified long-term substitutes</li> <li>▪ For teachers from out-of-state to submit paperwork</li> </ul>

## Focus Area: Mathematics Academic and Curriculum Goals

### Academic Goals

#### Schoolwide Achievement Goals

- **Meeting AYP:** 69% of the students, schoolwide, will be at proficient and advanced levels in Mathematics, as measured by the California Standards Test by Spring 2009.
- **NCLB Teacher and Paraprofessional Qualifications:**
  - 100% of teachers in core academic subjects are certified as a NCLB Highly Qualified Teacher by June 2008.
  - 100 % of paraprofessionals met NCLB qualifications by June 2008. (met)
- The percent of students school wide scoring at or above proficient and advanced levels in Measurement and Geometry, as measured by the CST, will increase by 8% by Spring 2009

#### Closing the Achievement Gap Goals (Subgroups)

- **Meeting AYP:** 38% of the subgroup students will be at proficient and advanced levels in Mathematics, as measured by the California Standards Test by Spring, 2009.
- 67% Hispanics will score in the advanced/proficient levels in Math as measured by the California Standards Test by Spring, 2009.
- 57% African Americans will score in the adv/prof levels in Math as measured by the California Standards Test by Spring, 2009.
- 34% Special Ed. Students will score in the adv/prof levels in Math as measured by the California Standards Test by Spring, 2009.
- 63% ELL students will score in the adv/prof levels in Math as measured by the California Standards Test by Spring, 2009.

### Curriculum Goals

#### Implementation Goals

- 100% of teachers will implement consistently the California content and performance standards by articulating vertically (K-6) as measured by Principal records.
- 100% of teachers will utilize proven student engagement and differentiated instructional strategies to engage all students (ELL, GATE, Special Ed., FBB to Adv.) in learning as measured by lesson plans and Principal observation.
- 100% of teachers will provide timely and effective interventions that directly address the academic needs of students
- 100% of teachers will participate in professional development opportunities and on-going support throughout the school year as measured by teacher, Principal and Resource Teacher records.
- All teachers will utilize achievement data to inform instructional practice, monitor student achievement, provide direction in professional development and identify structural and organizational needs as measured by lesson plans and Principal observation.
- All 1<sup>st</sup> – 6<sup>th</sup> grade teachers will level their students for Saxon Math.
- All teachers will implement Saxon Math consistently as measured by lesson plans and Principal observation.
- All teachers will provide differentiated instruction to GATE identified/high achieving students

## Focus Area: Writing School Wide Needs Assessment

Finding (Evidence)	Data Source	Possible Reason for Finding	Need Based on Finding																								
<ul style="list-style-type: none"> <li>82% of 4<sup>th</sup> grade students scored at least 4 out of 8 on Writing Application.</li> <li><u>1st grade- Writing</u> Unit 2-81% students passing Unit 4- 81% students passing Unit 6 – 72 % students passing</li> <li><u>2<sup>nd</sup> – 6<sup>th</sup> grade – writing</u></li> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Gd.</th> <th>Unit 2</th> <th>Unit 3</th> <th>Unit 4</th> </tr> </thead> <tbody> <tr> <td>2<sup>nd</sup></td> <td>50%</td> <td>75%</td> <td>67%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>9%</td> <td>21%</td> <td>18%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>43%</td> <td>66%</td> <td>31%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>33%</td> <td>46%</td> <td>36%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>68%</td> <td>63%</td> <td>70%</td> </tr> </tbody> </table> <li>100% of Core Subject teachers have met NCLB "Highly Qualified Teacher" certification</li> <li>100% of paraprofessionals have met NCLB Qualifications</li> </ul>	Gd.	Unit 2	Unit 3	Unit 4	2 <sup>nd</sup>	50%	75%	67%	3 <sup>rd</sup>	9%	21%	18%	4 <sup>th</sup>	43%	66%	31%	5 <sup>th</sup>	33%	46%	36%	6 <sup>th</sup>	68%	63%	70%	<ul style="list-style-type: none"> <li>CST - 4<sup>th</sup> grade writing</li> <li>Open Court Unit assess. scores</li> <li>Open Court Unit assess. scores</li> <li>District HQT Data</li> <li>District NCLB Paraprofessional data</li> </ul>	<ul style="list-style-type: none"> <li>Lack of mastery of language conventions from previous years</li> <li>Lack of time for the writing process to produce a final piece</li> <li>Lack of consistent focus on the writing genres for the Standards within each unit</li> <li>Lack of time for oral reading to develop writing vocabulary</li> <li>Lack of a uniform grading rubric for weekly lesson assessments</li> <li>Lack of frequency of visits to Library.</li> <li>Met</li> <li>Met</li> </ul>	<p>There is a need for:</p> <ul style="list-style-type: none"> <li>Student mastery of language conventions from previous years</li> <li>Scheduling time for the writing process to produce a final piece</li> <li>Consistent focus on the writing genres for the Standards within each unit</li> <li>Scheduling time for oral reading to develop writing vocabulary</li> <li>A uniform grading rubric for weekly lesson assessments</li> <li>A part-time Library clerk to keep the Library open during recess/lunch and for classes to visit.</li> </ul> <p>There is a need:</p> <ul style="list-style-type: none"> <li>For NCLB qualified long-term substitutes</li> <li>For teachers from out-of-state to submit paperwork</li> <li>n/a</li> </ul>
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## Focus Area: Writing

### Academic and Curriculum Goals

#### Academic Goals

##### Schoolwide Achievement Goals

- 85% of 4<sup>th</sup> grade students will score at least 4 out of 8 on Writing Application
- **NCLB Teacher and Paraprofessional Qualifications:**
  - ° 100% of teachers in core academic subjects are certified as a NCLB Highly Qualified Teacher by June 2009. (met)
  - ° 100 % of paraprofessionals met NCLB qualifications by June 2009. (met)

##### Closing the Achievement Gap Goals (Subgroups)

- 50% of the subgroup students will be at proficient and/or advanced levels in ELA, as measured by the California Standards Test by Spring, 2009.
- 38% Hispanics will score in the advanced/proficient levels in ELA as measured .by the California Standards Test by Spring, 2009..
- 44% African Americans will score in the adv/prof levels in ELA as measured by the California Standards Test by Spring, 2009.
- 22% Special Ed. Students will score in the adv/prof levels in ELA as measured by the California Standards Test by Spring, 2009.
- 35.2% ELL students will score in the adv/prof levels in ELA as measured by the California Standards Test by Spring, 2009.

#### Curriculum Goals

##### Implementation Goals

- 100% of teachers will implement consistently the California content and performance standards by articulating vertically (K-6) as measured by Principal records.
- 100% of teachers will utilize proven student engagement and differentiated instructional strategies to engage all students (ELL, GATE, Special Ed., FBB to Adv.) in learning as measured by lesson plans and Principal observation.
- 100% of teachers will provide timely and effective interventions that directly address the academic needs of students
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- All teachers will utilize achievement data to inform instructional practice, monitor student achievement, provide direction in professional development and identify structural and organizational needs as measured by lesson plans and Principal observ.
- All K-3 teachers will implement *Moving Into English* and *Open Court ELD* and 4-6 to implement *Avenues/Nat'l Geographic* 30 minutes/day as measured by lesson plans and Principal observation.
- All teachers to use SDAIE strategies during direct instruction to support EL students.
- All teachers will provide differentiated instruction to GATE identified/high achieving students
- All teachers will discuss writing rubrics, read and score writing prompts at curriculum meetings.



**Focus Area: School Climate**  
**Parent Engagement, Family Support and Learning Environment**  
**School Wide Needs Assessment**

Finding (Evidence)	Data Source	Possible Reason for Finding	Need Based on Finding																
Attendance(sch.wide) → Sept.-Feb.: 96.38%	<ul style="list-style-type: none"> <li>Monthly SASI attendance report</li> </ul>		There is a need:																
Attendance trends: <ul style="list-style-type: none"> <li>Kdg.- 94%-91%(Sept.-Feb.)</li> <li>Sp. Ed.-92%-88%(Sept.-Feb.)</li> </ul>	<ul style="list-style-type: none"> <li>"</li> </ul>	<ul style="list-style-type: none"> <li>Kdg. Parents keep children home more often. (Kdg. Isn't mandatory-lack of legal support)</li> </ul>	<ul style="list-style-type: none"> <li>To communicate the importance of good attendance and its impact on learning to students and families.</li> </ul>																
SART data -2007-2008 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>#contracts</th> <th>Grade</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3rd</td> <td>C</td> </tr> <tr> <td>1</td> <td>5th</td> <td>H</td> </tr> </tbody> </table>	#contracts	Grade	Ethnicity	1	3rd	C	1	5th	H	<ul style="list-style-type: none"> <li>Thomas Jefferson Attendance Letter Log</li> </ul>	<ul style="list-style-type: none"> <li>Lack of knowledge/understanding of the SART(School Attendance Review Team) and SARB (School Attendance Review Board) process</li> </ul>	<ul style="list-style-type: none"> <li>To educate parents on the process of SART And SARB</li> </ul>							
#contracts	Grade	Ethnicity																	
1	3rd	C																	
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SART Carryover 2006-2007 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>#Parents</th> <th>Grade</th> <th>Ethnicity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2nd</td> <td>H</td> </tr> <tr> <td>1</td> <td>2nd</td> <td>C</td> </tr> <tr> <td>1</td> <td>2nd</td> <td>C</td> </tr> <tr> <td>1</td> <td>4th</td> <td>H</td> </tr> </tbody> </table>	#Parents	Grade	Ethnicity	1	2nd	H	1	2nd	C	1	2nd	C	1	4th	H	<ul style="list-style-type: none"> <li>"</li> </ul>	<ul style="list-style-type: none"> <li>Lack of consistency of class meeting school wide</li> </ul>	<ul style="list-style-type: none"> <li>To have consistent class meeting school wide</li> </ul>	
#Parents	Grade	Ethnicity																	
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Referrals→April: 24 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> <th>LHP</th> <th>LHI</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>5</td> <td>1</td> <td>8</td> <td>4</td> <td>0</td> <td>4</td> </tr> </tbody> </table>	1st	2nd	3rd	4th	5th	6th	LHP	LHI	1	1	5	1	8	4	0	4	<ul style="list-style-type: none"> <li>Office Log</li> </ul>	<ul style="list-style-type: none"> <li>Lack of consistency of character education program across all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>To have character education program all year across all grade levels</li> </ul>
1st	2nd	3rd	4th	5th	6th	LHP	LHI												
1	1	5	1	8	4	0	4												
<ul style="list-style-type: none"> <li>Suspensions→Sept-Apr. - 2-AA, 0-C, 0-H</li> <li>SST meetings- Sept.- April Total - 63</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Initial referrals</th> <th>Follow-up meetings</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">35</td> <td style="text-align: center;">28</td> </tr> </tbody> </table>	Initial referrals	Follow-up meetings	35	28	<ul style="list-style-type: none"> <li>Office Log</li> </ul>	<ul style="list-style-type: none"> <li>Lack of consistency of bullying prevention across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>To have a bullying prevention program in effect all year across all grade levels</li> </ul>												
Initial referrals	Follow-up meetings																		
35	28																		
<ul style="list-style-type: none"> <li>Parent Conference attendance:</li> <li>1st Conf: 98.3% / 2nd Conf.: 98.7%</li> <li>Increased attendance meetings (advisory –SSC, ELAC, PTA)</li> </ul>	<ul style="list-style-type: none"> <li>Office Log</li> <li>PTA sign-in</li> <li>SSC/ELAC sign-in</li> </ul>	<ul style="list-style-type: none"> <li>Lack of parent involvement/ attendance at school functions within all subgroups</li> <li>Parents feel disconnected/lack of transportation</li> </ul>	<ul style="list-style-type: none"> <li>For more parent involvement within all subgroups</li> <li>To find ways to “connect” with parents/to outreach to all communities/ to enhance access to parent-school communication</li> </ul>																

**Focus Area: School Climate**  
**Parent Engagement, Family Support and Learning Environment**  
**Goals**

**Goals**

**Schoolwide Goals**

- To increase school wide attendance to 97%
- To increase school-parent communication school wide by 5%
- To increase parent participation in all aspects of school by 10%
- To increase knowledge of emergency procedures

**Closing the  
Achievement Gap  
Goals  
(Subgroups)**

- To decrease incidences of bullying by 90%
- To increase involvement of parents from all subgroups in the school by 10%
- To increase communication with parents from all subgroups in the school by 10%

School Action Plan  
**Instructional Programs, Practices & Arrangements**  
*The Right "Stuff"—Time and Tools*

English Language Arts

Focus Area	Actions to Support Goal	Timeline	Evidence of Success
<b>Schoolwide Actions</b>  <b>Closing the Achievement Gap Actions(Subgroups)</b>	<p>Students will be provided access to up-to-date relevant library books and resources. The school will provide staff training on Accelerated Reader Program (if program purchased). The school will hire a part-time Library clerk .</p> <p>Teachers will meet once a trimester for grade level/vertical planning during curriculum meetings. The school will provide staff training in <i>Standards Plus</i> planning/ calendaring.</p> <p>The school will continue to utilize active student engagement and differentiated instr.</p> <p>The school will continue to utilize Bloom's Taxonomy                      The school will continue to collaborate and discuss strategies                      All teachers will utilize <i>Standards Plus for Lang. Arts</i> daily.</p> <p>All teachers will utilize assessment data to monitor student progress, inform instruction, and identify program needs for <b>all</b> students and Intervention materials                      All teachers will use support/training in workshop "Best Practices" –continue to preteach, reteach, etc.</p> <ul style="list-style-type: none"> <li>• After-school tutoring for students not at grade level will be provided.</li> </ul>	<p>Ongoing Ongoing Sept.-June</p> <p>Aug.-June</p> <p>Aug. - June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Oct.-June</p>	<p>100% of students are checking out materials from the school library on a regular basis. AR reports/school records</p> <ul style="list-style-type: none"> <li>▪ Staff training sign-in/agendas</li> <li>▪ Staff training sign-in/agendas</li> <li>▪ Teacher lesson plans/Principal Observation</li> <li>• Teacher lesson plans/Principal Observation</li> <li>• Teacher lesson plans/Principal Observation</li> <li>● Teacher lesson plans/Principal Observation</li> <li>▪ Open Court Data collection/ Benchmarks</li> <li>▪ Principal Observation/lesson plans</li> </ul> <p>• Principal Observation</p>
	<ul style="list-style-type: none"> <li>▪ The Principal will provide Academic Conferences each trimester to collaborate on intervention strategies for targeted students. (2<sup>nd</sup> Trimester- 2<sup>nd</sup>-6<sup>th</sup> Sp.Ed all day conferences)</li> <li>▪ The school will provide a part-time Resource Teacher to assist teachers with instructional resources and to provide intervention support for students.</li> <li>▪ The school will provide materials, resources, training, support and technology to supplement district-provided materials</li> <li>▪ All teachers will utilize existing core materials and provide integration in regular ed. Classes for the Special Education population. – Utilize Response to Intervention(RTI)</li> <li>▪ All teachers will provide Intervention strategies for struggling students (FBB,BB).</li> <li>▪ All teachers provide ELD and SDAIE instruction to EL students.</li> <li>▪ All teachers will increase student engagement by implementing active student participation strategies</li> <li>▪ Instruction will be provided at all grade levels to meet the needs of the Advanced and GATE students.</li> <li>▪ Teachers(K-6<sup>th</sup> &amp;Sp.Ed.) will continue to implement an exchange program based on leveling students w/flexible grouping betw. all appropriate classrooms, including LH classes(LH to graded classes and visa versa)</li> <li>▪ All teachers will provide "Progress notes" for all students for the first Trimester.</li> </ul>	<p>Each trimester</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Academic conference agendas</li> <li>▪ District/school records</li> <li>▪ Budget records</li> <li>▪ Special ed. records</li> <li>▪ Principal observation/lesson plans</li> <li>▪ Principal observation/lesson plans</li> <li>▪ Principal observation/lesson plans</li> <li>▪ Principal observation/lesson plans</li> <li>▪ Principal observation/lesson plans</li> <li>▪ Principal observation/lesson plans</li> </ul>





School Action Plan  
**Instructional Programs, Practices & Arrangements**  
*The Right "Stuff"—Time and Tools*

**Writing**

Focus Area	Actions to Support Goals	Timeline	Evidence of Success
<p><b>Schoolwide Actions</b></p>           <p><b>Closing the Achievement Gap Actions</b> (Subgroups)</p>	<ul style="list-style-type: none"> <li>▪ The school will provide an inservice to develop a uniform grading rubric for Open Court assessment school wide.</li> </ul>	August, 2006	<ul style="list-style-type: none"> <li>▪ Staff training sign-in/agendas</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will provide practice in writing journals with prompts on a daily basis using various genres.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will provide students with exposure to literature with rich vocabulary daily.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will provide students with the opportunity to practice the Writing Process, beginning to end, on a regular basis.</li> </ul>	August - June	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Staff will read various grade level Open Court assessments using district rubric.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Staff/Curriculum meeting agendas</li> </ul>
	<ul style="list-style-type: none"> <li>▪ The school will provide staff development/training in the "write Tools".</li> </ul>	Aug.- June	<ul style="list-style-type: none"> <li>▪ Staff training sign-in /agendas</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will utilize proven research-based instructional strategies to address the identified needs of the student population and deliver engaging, rigorous instructional sequences.</li> </ul>	July-June	<ul style="list-style-type: none"> <li>▪ Agendas/sign-in forms</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will utilize proven research-based instructional strategies to address the identified needs of the student population and deliver engaging, rigorous instructional sequences.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans, Principal observation</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will provide these techniques appropriate to their grade level: Writer's workshop, small group instruction, differentiated instruction, scaffolding, peer tutoring/critiques, flexible grouping, varied product assignment, tiered assignments</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans, Principal observation</li> </ul>
	<ul style="list-style-type: none"> <li>▪ All teachers will provide visual materials (picture dictionaries, realia, etc.)for vocabulary development for all students.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans</li> </ul>
<ul style="list-style-type: none"> <li>▪ Teachers will provide students with shorter writing pieces aligned with the Standards.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Staff training sign-in/agendas/teacher lesson plans</li> </ul>	
<ul style="list-style-type: none"> <li>▪ All teachers will discuss writing rubrics, read and score writing prompts at curriculum meetings.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Staff/Curriculum meeting agendas</li> </ul>	
<ul style="list-style-type: none"> <li>▪ All teachers will be provided with Inquiry Journal BLMs for students to continue the writing process for each unit.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Teacher lesson plans, Principal observation</li> </ul>	

School Action Plan  
**Recognition, Intervention & Adjustments**  
*Assuring All Children Can Learn*

Focus Area	Actions to Support Goals	Timeline	Evidence of Success
<b>Refining, and Adjusting First Teaching</b>	<ul style="list-style-type: none"> <li>▪ Academic conferences will take place to ensure that standards will be consistently taught by all teachers. (2<sup>nd</sup> Trimester-all day conferences 2<sup>nd</sup>-6<sup>th</sup>)</li> </ul>	Each trimester	<ul style="list-style-type: none"> <li>▪ Academic Conference agendas/notes</li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>▪ Students (3<sup>rd</sup>-6<sup>th</sup>) will receive <i>Read Naturally</i> intervention by the Resource Teacher on a revolving group basis.</li> <li>▪ Students "far below and below basic" (1<sup>st</sup>+2<sup>nd</sup>) will receive pull-out and/or in class support in small groups on a revolving basis from the Resource Teacher</li> <li>▪ Intermediate grade Math students who are functioning far below/below basic grade level will receive small group instruction with the Resource Teacher</li> <li>▪ CELDT tests to determine EL levels will be administered by a teacher on-site or from the District and groupings will be made to meet the students English language needs.</li> <li>▪ Student Study Team (SST) meetings will be held as early as possible to determine the best support to be given to individual students behaviorly or academically (Response to Intervention-RTI).</li> <li>▪ Special Education students will be provided access to appropriate grade level core curriculum in collaboration with general ed.</li> </ul>	<p>Oct.- June</p> <p>Oct,- June</p> <p>Sept.- June</p> <p>Sept- June</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Resource Teacher records</li> <li>▪ Resource Teacher records</li> <li>▪ Resource Teacher records</li> <li>▪ CELDT Teacher records</li> <li>▪ SST records</li> <li>▪ Teacher lesson plans/Principal observation</li> </ul>
<b>Recognition</b>	<ul style="list-style-type: none"> <li>▪ Achievement Awards will be given to students at the end of each trimester</li> <li>▪ Attendance Awards will be given to students monthly and at the end of each trimester.</li> <li>▪ Perfect/outstanding attendance celebrations are given at the end of the year.</li> <li>▪ "Gotcha" awards are given to students to reward behavior/work and are drawn weekly for "Gotcha" prizes.</li> <li>▪ The school will provide CST incentives and have a CST reception for students who score Proficient/Advanced or show growth.</li> </ul>	<p>trimester</p> <p>trimester</p> <p>June</p> <p>monthly</p> <p>Sept.-April</p>	<ul style="list-style-type: none"> <li>▪ Principal / Office records</li> <li>▪ Office records</li> <li>▪ Office records</li> <li>▪ teacher records</li> <li>▪ Principal/ Office records</li> </ul>

School Action Plan  
**Monitoring, Compilation, Analysis, and Use of Data**  
*Knowing the Numbers*

Focus Area	Actions to Support Goals	Timeline	Evidence of Success
<p><b>Use of Data to Inform Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>▪ The staff will analyze and interpret STAR testing results, disaggregate data – grade level/ school wide – for the instructional intervention purposes.</li> <li>▪ Continue to implement curriculum embedded assessments/ Benchmarks in both Mathematics and English/Language Arts. These assessments will be aligned to state standards to monitor student growth toward mastery of the standards.</li> <li>• A CST/ACE Liason (STAR Test Coordinator) will be paid to monitor the testing process.</li> </ul>	<p>August &amp; Ongoing</p> <p>Ongoing</p> <p>March-May</p>	<ul style="list-style-type: none"> <li>▪ Staff Development, staff meeting and Academic conference agendas</li> <li>▪ Teacher lesson plans/Benchmarks</li> <li>• Office records</li> </ul>
<p><b>Monitoring Teaching</b></p>	<ul style="list-style-type: none"> <li>▪ Principal will collect class schedules to identify instructional times for Open Court (workshop), Saxon and ELD</li> <li>▪ Principal will collect curriculum assessment data according to District calendar</li> <li>▪ Principal will review report cards and progress notices</li> <li>▪ Principal will conduct walk-throughs.</li> </ul>	<p>Sept. + Ongoing</p> <p>Ongoing</p> <p>Each trimester</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Principal</li> <li>▪ Principal</li> <li>▪ Principal</li> </ul>

School Action Plan  
**Leadership and Capacity Building**  
*Developing People*

Focus Area	Actions to Support Goals	Timeline	Evidence of Success
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>▪ The school will provide staff training in Pre-Academic data Review and Analysis.</li> <li>▪ The school will provide Culturally and Linguistically Responsive Training and materials/ activities if appropriate .</li> <li>▪ The school will provide staff training in <i>Standards Plus</i> planning/ calendaring.</li> <li>▪ The school will provide staff training in 2006-2008 SCUSD Strategic Plan (review milestones).</li> <li>▪ The school will provide staff training on Accelerated Reader Program.</li> <li>▪ The school will provide staff training in ELD.</li> <li>▪ The school will provide training in the new Science program.</li> <li>▪ The school will provide training in the Rapid Response program.</li> </ul>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>August-June</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Staff training sign-in/agendas</li> <li>▪ Staff training sign-in/agendas</li> <li>▪ Staff training sign-in/agendas</li> <li>▪ Staff training sign-in/agendas</li> <li>• Staff training sign-in/agendas</li> <li>▪ Staff training sign-in/agendas</li> <li>▪ Principal records</li> <li>▪ Staff training sign-in/agendas</li> <li>▪ Principal/Resource Teacher records</li> <li>▪ Principal/Resource Teacher records</li> </ul>
<p><b>Teacher Articulation/ Collaboration</b></p>	<ul style="list-style-type: none"> <li>▪ The Principal and Resource Teacher will monitor participation in and implementation of professional development training practices (including teaching and modeling).</li> <li>▪ Staff will participate in ongoing staff development in language arts, math, writing, ELL, school climate and closing the achievement gap.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Academic Conference agendas</li> <li>▪ Grade level agendas</li> </ul>
<p><b>Strategies to Recruit &amp; Retain Highly Qualified Teachers</b></p>	<ul style="list-style-type: none"> <li>▪ The school will provide Academic Conferences each trimester to collaborate on intervention strategies for targeted students</li> <li>▪ Teachers will participate in grade level meetings incorporating data and intervention strategies</li> <li>▪ While the Sacramento City Teacher's Association contract prohibits schools from recruiting and hiring teachers, the district Human Resource Departments is taking steps to recruit and ensure that teachers placed in Title I schools are Highly Qualified.</li> <li>▪ An effort will be made to recruit Highly Qualified long -term substitutes if needed.</li> </ul>	<p>Each trimester</p> <p>Ongoing</p> <p>On-going</p>	<ul style="list-style-type: none"> <li>▪ District records</li> </ul>

School Action Plan  
School Climate

Parent Engagement, Family Support and Learning Environment

Focus Area	Actions to Support Goals	Timeline	Evidence of Success
<b>Parent Engagement</b>	<ul style="list-style-type: none"> <li>▪ Administration and staff will communicate the importance of good attendance and its impact on learning to students and families. Maintain attendance at 97%.</li> <li>▪ Teachers will increase communication on lack of achievement toward standards to families clearly and frequently through phone calls, face to face meetings, weekly reports and trimester conferences and <i>Connect Ed</i>.</li> <li>▪ The school will make efforts to Increase parent participation in all aspects of school (SSC/ELAC, PTA, student performances, class events, field trips, <i>Connect Ed</i>, food, postage, childcare.)</li> <li>▪ The Title 1 Parent Night will be held during the 1<sup>st</sup> Trimester in conjunction with a PTA meeting. All parents will be made aware of the Title 1 Parent Involvement Policy.</li> <li>• Home visits will be made by Staff to improve the Home-School connection.</li> <li>• The school will purchase a "Talksystem" device to translate for EL parents at meetings.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall/Ongoing</p> <p>Sept.- June</p> <p>Aug.-June</p>	<ul style="list-style-type: none"> <li>▪ Back to School Night, Home/school compact</li> <li>▪ Monthly newsletters, Office records</li> <li>▪ SSC/ELAC/PTA minutes/sign-ins/budget records</li> <li>▪ Title 1 records</li> <li>• Home Visit Program records</li> <li>• Office records</li> </ul>
<b>Family Support</b>	<ul style="list-style-type: none"> <li>▪ The Staff will make efforts to involve parents from all subgroups in the school.</li> <li>▪ The Staff will implement Home/school compact (teachers, parents, students)</li> <li>▪ The Staff will provide opportunities for learning opportunities for families throughout the year with Family Reading, Math or Science Nights, Parent Education Nights and PTA events.</li> <li>▪ The school will provide Parent Conference translation.</li> <li>▪ A clerk will be hired to monitor attendance and collect data in order to maintain/improve attendance and to provide Home visits when necessary.</li> <li>▪ The school will provide a Multicultural Harvest Festival in the Fall to introduce the school community.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>1<sup>st</sup> &amp; 2<sup>nd</sup> trimester</p> <p>Each trimester</p> <p>Ongoing</p> <p>Fall</p>	<ul style="list-style-type: none"> <li>▪ Committee enrollment</li> <li>▪ Office/clerk records</li> <li>▪ Resource Teacher /PTA records</li> <li>▪ Resource Teacher records</li> <li>▪ Office/clerk records</li> <li>▪ Office/committee records</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>▪ Teachers will continue to Implement Character Education school wide/ year.</li> <li>▪ The Staff/CSUS students will continue to implement bullying prevention school wide all year.</li> <li>• The school will continue to implement the START After-School program that is available for all students who are able to participate.</li> </ul> <p>Teachers will continue to implement class meetings school wide weekly. The school will continue to support the recycling program. The Staff will continue to implement TJ Safety Plan and monthly Morning Sing.</p> <p>The Staff will continue to implement awards assemblies (coordinate w/PTA mtgs.)/ Intro. "PRO"awards The Staff will continue to implement attendance recognition(monthly)-(flags, picnic, postage, incentives- including food) The Staff will implement a Career Day for Intermediate (4-6) students. The school will support outdoor learning using the garden boxes. The school will provide materials, supplies and equipment to support art, music and p. e. .</p> <p>Staff will be trained in the Rapid Response program.</p> <p>The school will provide one field trip per grade level per year.</p>	<p>Sept.- June</p> <p>Sept.- June</p> <p>Sept.-June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Each trimester</p> <p>Each trimester</p> <p>June</p> <p>On-going</p> <p>August</p> <p>Sept.- June</p>	<ul style="list-style-type: none"> <li>▪ Lesson Plans/Principal observation</li> <li>▪ Principal records/ CSUS sign-in logs</li> <li>▪ START records</li> <li>▪ Teacher lesson plans</li> <li>▪ Office records</li> <li>▪ Office records</li> <li>▪ Office/budget records</li> <li>▪ Office records</li> <li>▪ Office/budget records</li> <li>▪ Office records</li> <li>▪ Office/budget records</li> <li>▪ Office records</li> <li>▪ Office records</li> </ul>

# Suspensions - Sept, 2007 - April, 2008

4-30-08

## Caucasian:

Caucasian	African American	Hispanic	1 <sup>st</sup> Susp.	2 <sup>nd</sup> Susp.	3 <sup>rd</sup> Susp.	4 <sup>th</sup> Susp.
		<b>0 students</b> <b>0 susp/0 days</b>				

## African American:

Caucasian	African American	Hispanic	1 <sup>st</sup> Susp.	2 <sup>nd</sup> Susp.	3 <sup>rd</sup> Susp.	4 <sup>th</sup> Susp.	5 <sup>th</sup> Susp.
	<b>1 student</b>						
	Student 1		1 day	1 day			

## Hispanic:

Caucasian	African American	Hispanic	1 <sup>st</sup> Susp.	2 <sup>nd</sup> Susp.	3 <sup>rd</sup> Susp.	4 <sup>th</sup> Susp.	5 <sup>th</sup> Susp.
		<b>0 students</b> <b>0 susp/0 days</b>					

# Thomas Jefferson Elementary School Data Pages from Data Director

Sacramento City Unified School District  
**School Plan 2009**  
**School-Based Coordinated Program**

**School: Thomas Jefferson Elementary**

The following state categorical funding source(s) will be a part of the School-Based Coordinated Program (SCCP) at the school:

- School Improvement Program (SIP)
- EIA/State Compensatory Education (SCE)
- EIA/bilingual Education
- Gifted and Talented Education (GATE)
- Special Education
  - Unchanged from previous year    Changed from previous year

The overall purpose of our school's participation in the School-Based Coordinated Program (SBCP) will be the utilization of the Professional Development Days, as allowed in the School-Based Coordination Act, for in-service training.

Programs included in the School Plan:

- School-Based Coordinated Program/School Improvement Program
- Programs for English Learners
- Title I (Schoolwide Project)
- Title I (Targeted Assistance)
- State Compensatory Education
- Voluntary Integration Programs
- Program Improvement (PI)
- English Language Acquisition Program (ELAP)

This School Plan has been reviewed by the school staff and the School Site Council (SSC). It is approved to be submitted to the SCUSD Board of Education for approval and implementation in the 2006-2007 school year.

SSC Chairperson's Signature	Date	Candice Burney
ELAC Chairperson's Signature	Date	SSC Chairperson's Name Typed Julio Parada
Principal's Signature	Date	ELAC Chairperson's Name Typed Angelia Jones
	Principal's Name Typed	

Sacramento City Unified School District  
**School Plan 2008-2009**  
**Recommendations and Assurances**

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed to accordance with district governing board policy and state law
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (list) \_\_\_\_\_
4. This school plan is based upon 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
5. This school plan was adopted by the school site council on April 30, 2008.

Attested:

Mrs. Angelia Jones \_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Ms. Candice Burney \_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

## 2008-2009 Allocation of Resources

<b>Resource Allocations</b>	SIP: \$20,473	*NCLB: \$ 60,885	EIA-LEP: \$ 33,280	SCE: \$	ELAP: carryover
	SAIT:	HPSG:	CSR: \$	II-USP:	Other:

\*Note: 1% of NCLB Title I funds must be allocated to Parent Engagement

Focus Area	Expenditure	Resource	Amount	Justification	Plan Page #
ELA, MATH, ELD Intervention	0.5025 Resource Teacher	NCLB	\$42,210	Resource Teacher will assist teachers with instructional resources and will provide intervention support for students. Stipend for CELDT testing Stipend for translating Stipend for after-school tutoring and grade level planning-extended day	12 & 13
	0.1675 Resource Teacher	BIL	\$14,070		
	CELDT testing	BIL	\$2000		
	Translating	BIL	\$1000		
	Extended Day	NCLB/BIL	\$3000/\$4000		
School Climate	0.4375 Clerk II	SIP	\$14,472	A clerk will monitor attendance and collect data in order to maintain or to improve attendance. Library clerk will maintain the Library and service students. Technology assistant will help maintain computer assisted learning.	12 & 19
	0.0397 Library Clerk	BIL	\$2500		
	0.188 Library Clerk	NCLB	\$500		
	Technology assistant	SIP	\$1000		
ELA, MATH,ELD, Writing, Student Engagement Intervention, Leadership and Capacity Building	Academic Conferencing staff development Art, Music and PE materials, equipment, supplies and professional development.	NCLB BIL/NCLB ELAP Block Grants One Time funds	\$3800 \$500/\$3700 carryover carryover carryover	All teachers will participate in Academic Conferencing each trimester. Staff will also participate in on-going staff development. Art, Music and PE materials, supplies, and professional development will be provided.	12-19
ELA Math School Climate Recognition, Intervention & Adj.	Instructional materials, supplies, equipment, resources, support, stamps, duplicating, food, attendance incentives, transportation(field trips)	NCLB SIP BIL ELAP	\$9867 \$5001 \$7710 carryover	Instructional and administrative materials, personnel, supplies and equipment, stamps, SART/SARB contracts, duplication services, attendance incentives(materials, food, prizes, awards,ribbons) and transportation will be purchased to support core instruction and school attendance.-1 field trip/grade level + Sly Park	12-19
Parent Engagement	Child care, food supplies (parent meetings), translators, Parent conferences and or workshops	NCLB BIL	\$1008 \$1000	Staff will encourage parent attendance at meetings and in school activities by providing food, child care and translators.	16, 18.19

Sacramento City Unified School District  
**School Site Council Roster**  
**Governance and Administration**

**School: Thomas Jefferson**

The school site council is the representative body responsible for development of the school plan and related expenditures at schools operating School Improvement Programs, School Improvement and Pupil Achievement and Block Grant Programs, and School-Based Coordinated Programs. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Candice Burney				✓	
McKinley Lewis				✓	
Kamilah Jones				✓	
Nekesha Bell de Castanon				✓	
Nancy Garcia				✓	
Angelia Jones	✓				
Kathy Leipham			✓		
Jennifer Sparks		✓			
Karen Wortendyke		✓			
Michael Stunz		✓			

Total number in each representative group

1

3

1

5