



Clark County School District

Goldfarb ES

School Performance Plan: A Roadmap to Success

Goldfarb ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: **Title I** **MRI** **CSI** **TSI** **ATSI**

Our SPP was last updated on 2/3/25



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/dan_goldfarb_elementary_school/2024/nspf/.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Dr. Jane Fernandez, Principal	Principal(s) <i>(required)</i>
Rick Crandall-Malone, Assistant Principal	Other School Leader(s)/Administrator(s) <i>(required)</i>
Norma Sonson, Learning Strategist	Teacher(s) <i>(required)</i>
Elisabeth Krzymowski, Counselor	Paraprofessional(s) <i>(required)</i>
Nicole Baxter, Teacher	Parent(s) <i>(required)</i>
Randy Weatherholt, Teacher	Student(s) <i>(required for secondary schools)</i>
Jennifer Horrocks, Support Staff	Tribes/Tribal Orgs <i>(if present in community)</i>
Gertrude Ramirez, Parent	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Tentative plan for the 24-25 school year Meet and Greet	8/9/24	Shared attendance regulations - most parents do not know about it.
Parent Teacher Conferences	Week of 10/12/24	Families are willing to help their children at home. Monthly family newsletter sends home tips on how to help at home.
Fall Festival	10/18/24	Families are willing to collaborate and support the school. We received help from families during this event.
SOT	Every 3rd Thursday of the month	Families who are not elected in the SOT are participating in the SOT meetings. They are excited that we are providing our students opportunities to go on field trips again.
Winter Jam	12/6/24	Families are willing to collaborate and support the school. We received help from families during this event.
Reading Week	3/2025	



Grade Level Family Engagement	5th Grade- 9/13/24, 4th Grade 9/27/24, 3rd Grade- 11/15/24, 2nd Grade- 1/24/25, 1st Grade -1/31/25, Kinder - 2/21/25, PreK - every 3rd Friday of the month	Families engaged with their children facilitated by grade level teams and in turn learned more strategies on how to help their children at home using those instructional games they learned during these events.
Spring Multicultural Festival	3/7/25	



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP Growth Assessments	Student Survey and Counselor Referrals	PLC Meeting Notes, Classroom Observations
	Areas of Strength: In MAP Reading from the Spring 21-22 to 23-24 second and third met projected growth . In WIDA for the 2022-2023, 11 students were exited.		
	Areas for Growth: MAP Math scores from winter 2022-23 to spring 22-23 decreased the number of students that met their projected growth from 54% to 50%. 5th grade had the highest percentage of students who did not meet their projected growth with 69 %.		
Problem Statement	The percentage of students performing below the 40th percentile increased throughout the 2022-2023 school year.		
Critical Root Causes	Teachers have only been using the EnVisions math program for three years. ALL students did not have instruction with teachers who were fully trained, there was a lack of common vocabulary used, 8 Mathematical Practices were not consistently discussed in all classrooms, and small group instruction was not provided consistently in all classrooms to remediate.		

Part B

Student Success	
School Goal: Increase the percentage of all students scoring above the 40th percentile in Math from 46 (Spring 2023) to 49% in (Winter 2024) to 51% (Spring	Aligned to Nevada’s STIP Goal: #3



2025)as measured by MAP Growth.	Aligned to Nevada’s STIP Goal: 3
<p>Improvement Strategy: <i>Implement a consistent curriculum for the fourth year in a row, use common vocabulary/CUBES math problem solving strategy, refer to the 8 Mathematical Practices consistently, provide students with manipulatives, conduct small groups, and get parents involved on how they can help their child at home.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff and provide professional development (1); EnVision Math 2020 Level 3; Exact Path (2).</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>95 Core Phonics (1)</i></p>	
<p>Intended Outcomes: <i>Students will build skills in operations and algebraic thinking and numbers and operations based on MAP Growth Assessment.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● Ensure the MTSS Tier 1 instruction is occurring● Utilize the EnVisions Math “Look For” to ensure students get the daily review, solve and share, visual learning, and use manipulatives etc.● Follow the CCSD pacing guides, aligned w/EnVisions long-range plans & ensure ALL math standards are taught during academic year● Professional Learning for new staff on the EnVision Math program● Ensure students are using common/proper math vocabulary● Ensure academic discourse is occurring, using number talks, and strategies that engage ALL students● Implement a rigorous fact fluency process across grade levels● Observe staff using the school wide math word problem strategy- CUBES● Model how students should be referring to the 8 Mathematical Practices throughout all math lessons so students know what “good math students do”	



- Provide **visuals** for students to see the 8 Mathematical Practices (book marks provided, anchor chart)
- Provide students with concrete opportunities to work with **manipulatives**
- Expect teachers to **conduct small group** math intervention with the students identified in data meetings with the strategies suggested with teammates, during math instruction
- Expect all K-5 students to engage **weekly** (45 minutes) on the differentiated **Exact Path** to fill in students' math gaps and on ST Math (60 minutes)
- Identify students who truly need the opportunity to attend an **after school tutoring**
- Provide **after school training** on site to support teachers with the implementation of the SPP
- Provide paid time for teachers to engage in **after school planning time**
- Continue with **weekly PLC's** to support implementation of the above action steps
- Support teams by having administrators and strategists attend grade-level Professional Learning Communities (PLC) /**data meetings**
- Conduct regular **classroom observation and walkthroughs** observing consistent implementation of EnVisions/CUBES/8 Mathematical Practices across grade levels
- Schedule **instructional rounds** with teacher groups to observe mathematical discourse, learning intentions and success criteria are evident in instructional practices
- Provide **parent workshops and after school events** that give parent strategies to support their children at home, especially in math
- Ensure teachers set MAP **Growth Goals**

Resources Needed:

- Continue to have ELL Strategist-help with ELL strategies
- Hire licensed CTT to assist with interventions
- Math strategists will work to schedule observations and model lessons
- Support teachers to create and manage math small groups
- Unwrapping standards format using Teacher Clarity Guide
- Data review format- use format to review data after unwrapping standard and conducting an assessment
- Consistent RTI system using schoolwide flowchart
- Funds for after-school tutoring

Challenges to Tackle:

- Lack of substitutes because of open positions/no subs available to provide time during the school day for many of our action steps; advertise within the community that we need subs, welcome and appreciate any new subs to the building.
- New teachers ability to manage new responsibilities; support new teachers with our strategists and team leaders
- Ensuring teachers are unwrapping math standards-5 for this school year; administration and strategists model how to unwrap standards and sit in on meeting to support



- *Teacher either reluctant or unfamiliar with providing/conducting meaningful small groups; strategists model small groups, take data on students who meet in small groups to share how smaller groups can improve student outcomes*
- *Implement RTI to be consistent throughout grade levels; ensure all grade levels and teachers attend the RTI meetings, ensure RTI facilitator meets 1-1 with each teacher as well*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

In addition to the school-wide goal and considered equity support, Goldfarb ES has adopted the following Student Success Action Plan in alignment to AB 219.

AB 219 Data Reviewed

ELL ELA Proficiency: 11.2%

ELL Math Proficiency: 13.7%

ELL WIDA Met AGP: 33.5%

AB 219 Student Success Root Causes: As evidenced by the SBAC and WIDA assessment, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to:

- 1) Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.
- 2) Teachers need to acquire additional knowledge and skills to deliver effective grade-level Tier 1 designed to provide ELLs access to content that develops the English language, vocabulary, and content simultaneously.
- 3) Teachers need to acquire additional knowledge and skills pertaining to research-based language development strategies.

Students need discourse structures to build their language proficiency and increase their content achievement. Teachers need professional learning to acquire additional knowledge and skills pertaining to research-based language development strategies.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment**
 - Focus on increasing the percent of ELLs **proficient** in Math from 13.7% in 2024 to 18% by 2025, as measured by SBAC Math.
- **Language Arts Summative Assessment**
 - Focus on increasing the percent of ELLs **proficient** in ELA from 11.2% in 2024 to 16% by 2025, as measured by SBAC ELA
- **Language Summative Assessment**
 - Goldfarb ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 33.5% (2023-2024 baseline data) to the **40%** quartile by May 2025.

AB 219 Student Success Improvement Strategy: HMH Into Reading K-5, 95 Phonics Core Program



AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1

AB 219 Student Success Action

- **Action Step 1:** Implement HMH Into Reading program across all grade levels during Tier 1 instruction to develop ELLs foundational and comprehension skills so that students can apply decoding skills when engaging with printed text.
 - **Monitoring Plan:** Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.
 - **Person Responsible:** Teachers, learning strategists, and administration

- **Action Step 2 :** Implement 95 Phonics Core program across all grade levels during Tier 2 instruction to develop ELLs foundational skills so that students can apply decoding skills when engaging with printed text.
 - **Monitoring Plan:** Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.
 - **Person Responsible:** Teachers, learning strategists, Certified Temporary Tutors (CTTs), and administration

- **Action Step 3:** After-school tutoring will be offered to all ELLs Monday through Thursday for an hour a day.
 - **Monitoring Plan:** Daily attendance and observations
 - **Person Responsible:** Tutoring leads and teachers

- **Action Step 4:** Provide newcomer ELL students the opportunity to engage in Lexia English and Focused Language Study activities after school four days a week.
 - **Monitoring Plan:** Daily attendance by learning strategist, weekly observations by administration
 - **Person Responsible:** Administration and learning strategist

AB 219 Student Success Professional Learning

- **Professional Learning for teachers:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
 - Provide professional learning opportunities for all teachers to engage in instructional rounds with a focus on the opportunities that students are provided to engage in productive discourse to make meaning of content.

Foster/Homeless: Sending resources and manipulatives home with students.

Free and Reduced Lunch: provide after school tutoring

Migrant: Ensuring digital access to instructional resources, tier 2 interventions



Racial/Ethnic Minorities: embed the growth mindset philosophy and promote the student pledge to create a sense of community.

Students with IEPs: Utilizing a full time SEIF and highly qualified staff.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>MAP Growth Assessments and SBAC</i>	<i>PLC Observation Tool, Tier 1 Instruction Monitoring Tool</i>	<i>PLC Meeting Notes, Classroom Observations</i>
	<i>Areas of Strength: Staff willing to collaborate on the new math program and reflect and adjust instruction as needed.</i>		
	<i>Areas for Growth: More time using program, using CCSD simple format for unwrapping standards consistently.</i>		
Problem Statement	<i>Common PLC unwrapping and data structures are not being used consistently across grade levels.</i>		
Critical Root Causes	<i>Staff needed more exposure and experience with following the schoolwide structure of data analysis during PLC meetings to fully understand the cycle of continuous improvement and how to unwrap standards.</i>		

Part B

Adult Learning Culture	
<p>School Goal: By the end of the school year 2025, all grade level teams will collaborate during Professional Learning Community using the Goldfarb ES PLC Protocol of unwrapping standard , designing assessments, analyzing data, and determining next action steps for 5 “hard to teach, hard to learn” Math standards.</p>	<p>STIP Connection: #3</p> <p>Aligned to Nevada’s STIP Goal: 2</p>
<p>Improvement Strategy: <i>Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction.</i></p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2)*

Intended Outcomes: *Teachers will have 5 cycles of unwrapping standards, reviewing data and adjusting instruction. Specifically, they will unwrap a standard, give pre-assessment, analyze data using simple form, set goals, individually and collaboratively plan, implement strategies/interventions, monitor, assess, and adjust practices. Student outcomes will improve significantly.*

Action Steps:

- *Continue all staff participate in the MTSS training, to include referring to the unwrapping standards video*
- *Utilize Teacher Clarity guide during PLC discussion in unwrapping standards*
- *Ensure new staff receive a Playbook and a review on it content*
- ***Data Review of assessment on standards teachers unwrapped (5 for this school year)***
- *Use the CCSD format for unwrapping standards, data review and grade level meeting to capture the valued conversations*
- ***Unwrap standards to ensure staff are meeting all the components (5 for this school year).***
- *Attend weekly PLC's and morning meetings, as needed, to complete the unwrapping and data review*
- *Admin and strategists attending morning PLC data and grade level meetings to support grade-level goals*
- *Implement strategies/interventions discussed during all meetings, PD's, and support/collaborative conversation*
- *Monitor student progress*
- *Assess students and adjust practices*

Resources Needed:

- *Time allocated for Professional Learning on PLC, unwrapping standards*
- *Weekly PLC meeting*
- *Prep Buyout*
- *Teacher Clarity Playbook for each teacher*
- *Data from (Envision Topic test, Exact Path, Map Assessment, etc.)*
- *Minutes collected from all PLCs and meetings*
- *Support, substitutes and creative scheduling as needed*

Challenges to Tackle:

- *Equal participation in meetings by members; facilitate meetings to use interaction strategies allowing everyone to have a voice.*
- *Teachers regularly inputting their data for everyone to review; provide time, give a deadline and follow up-provide support as needed*
- *Teachers not valuing the processes; ensure purpose is stated, invite questions and discuss outcomes*
- *Teachers learning the unwrapping standards process using the Teacher Clarity Playbook; provide time and modeling on using the playbook*



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

In addition to the school-wide goal and considered equity support, Goldfarb ES has adopted the following Adult Learning Culture Action Plan in alignment to AB 219.

AB 219 Data Reviewed

- **PLC Observation Tool Data:** Reviewed weekly to identify supports needed in each grade level team in unwrapping standards, identifying learning intentions and success criteria, designing assessments, planning for initial instruction, and in analyzing and responding to students' assessment data.
- **Classroom Observations:** Reviewed weekly, using the Tier 1 Monitoring Tool, to identify trends and supports needed in each class.

AB 219 Adult Learning Culture Root Causes:

As evidenced by observed weekly PLC instructional conversations and Tier 1 instruction classroom observations, the problem is that ELL students have not been provided with ample opportunities to develop their language proficiency. A root cause of the low performance of English language learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of ELLs. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.

AB 219 Adult Learning Culture Goals: Professional Learning and Collaboration

- Professional learning will be delivered to all teachers on LETRS by the end of the 24-25 school year. Teachers will provide ELL students with access to standards-based instruction as well as targeted instruction aimed at increasing proficiency in ELA and math, as measured by PLC observations and attendance.
- During the 2024-2025 school year, 100% of grade-level teams will participate in ELA Tier I instruction professional learning during weekly grade level meetings. All grade level teams will engage in Professional Learning Communities to unwrap standards, identify learning intentions and success criteria, determine learning progression, design formative and summative assessments, and analyze student data to plan for enrichment and intervention.

AB 219 Adult Learning Culture Improvement Strategy: HMH into reading K-5 (4), Professional Learning Communities (PLC) (2)LETRS (Language Essentials for Teachers of Reading and Spelling)(3)

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1,3

AB 219 Adult Learning Culture Action

- **Action Step 1:** Provide opportunities for teachers to participate in LETRS and Tier 1 training to enhance instruction and student engagement for ELL students
 - **Monitoring Plan:** Weekly, during classroom observations using Tier 1 Monitoring Tool



- **Person Responsible:** Administration, teachers, and learning strategists
- **Action Step 2:** Set clear expectations for PLC grade level teams to purposefully plan instruction that includes embedded ELL strategies.
 - **Monitoring Plan:** Weekly, during PLCs using PLC Observation Tool
 - **Person Responsible:** Administration, grade-level leads, and learning strategists

AB 219 Adult Learning Culture Professional Learning

Professional Learning for teachers: *What professional learning does the site need around instructional practice for ELL students?*

- Professional learning on quality Tier I instruction with embedded ELL strategies and LETRS.

Foster/Homeless: use counselors and Impact staff to support students in need. Provide resources as needed.

Free and Reduced Lunch: CCT to support Tier 2 and Tier 3 instruction to meet the needs of the struggling students

Migrant: N/A

Racial/Ethnic Minorities: educate staff on the importance of believing in all students, supporting all students and recognizing and embracing similarities as well as differences

Students with IEPs: Limit inclusion classrooms and support co teaching with special education staff to provide the least restrictive environment.

For all staff to meet everyone's needs: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Attendance Daily Rate Data, Chronic Absenteeism Data,</i>	<i>Attendance Daily Rate Data, Chronic Absenteeism Data,</i>	<i>Observations around the campus-classroom, lunch room, playground</i>
	<i>Areas of Strength: 2023-2024 Chronic Absenteeism rate decreased from 2022-2023 of 32.4% to 31.3 a decrease of 1.1%.</i>		
	<i>Areas for Growth: Students can improve achievement data and growth when they are at school learning.</i>		
Problem Statement	<i>Students are not learning when they are not at school. Achievement data demonstrates that students who are not regularly attending school have low achievement or growth.</i>		
Critical Root Causes	<i>About 1 / 3 of the whole student population have high absences because some families go on vacation for weeks, some families do not send their children to school even if they are just home or not sick, and some students are not motivated to come to school due to lack of student agency.</i>		

Part B

Connectedness	
School Goal: <i>Decrease the percentage of ELL students who are chronically absent from 22.5% in the school year 2024- 2025 to 17.5p% in the school year 2024-2025.</i>	STIP Connection: #6
Improvement Strategy: <i>Establish a schoolwide system including attendance, behavior, and acknowledgement matrices to motivate students to come to school regularly.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 3</i>	
Intended Outcomes: <i>Daily average student attendance will increase.</i>	
Action Steps:	



- *Establish schoolwide House System to improve the culture of sense of belongingness*
- *Implement behavior , attendance, and acknowledgment matrices*
- *Monthly House Rallies*
- *Attendance Board to celebrate daily attendance rate in each class*
- *Provide daily 15 -minutes instruction on the “ROAR” (Respect Overcome Achieve Radiate)way of life.*
- *Counselor focused lessons in small groups or in classrooms*
- *Home visits, TPOP*
- *Attendance meeting with parents during Meet and Greet*
- *Conduct family workshops and family engagement nights to strengthen partnerships with parents/families*

Resources Needed:

- *Calendar of House Rallies, House celebrations, counselor’s monthly lessons*
- *ROAR (Respect Overcome Achieve Radiate) building lessons to conduct with class*
- *Professional development*
- *Sharing of strategies and ideas of what staff are already doing*
- *Attendance Contracts, Attendance Boards, Attendance Incentives*
- *Schedule parent workshops*

Additional Resources:

- *Teaching and Learning Expectations for Tier II Instruction*
- *Student assessment and progress monitoring data*
- *Monitoring tool data*

Challenges to Tackle:

- *Staffing, substitutes and attendance*
- *Limit dedicating time to focus on SEL of students and the importance of a family classroom atmosphere.*
- *All staff to embrace the system*
- *Staff to closely monitor attendance*
- *Parents coming to the workshops*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

In addition to the school-wide goal and considered equity supports, Goldfarb ES has adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed



Districtwide Climate Survey
Panorama Survey
FocusEd Data: Behavior and Attendance

AB 219 Connectedness Root Causes: As evidenced by the Chronic Absenteeism Data, the problem is that ELLs are not regularly attending school. Students need to be present consistently in order to continually learn the standards.

AB 219 Connectedness Goals:

- Decrease the percent of ELL students who are chronically absent from 22.5% in the school year 2023- 2024 to 17.5% in the school year 2024-2025.

AB 219 Connectedness Improvement Strategy: Counselor, Wrap-Around Services

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):1, 4

AB 219 Connectedness Action

- **Action Step 1:** Establish the house system to be proactive with attendance issues.
 - **Monitoring Plan:** Schedules of one House Assemblies and Rewards
 - **Person Responsible:** PBIS Team
- **Action Step 2:** Monitor attendance through attendance boards and attendance rewards
 - **Monitoring Plan:** Daily attendance board, OUTSTANDING ATTENDANCE reward, Attendance Contracts
 - **Person Responsible:** Wraparound team, PBIS Team

AB 219 Connectedness Professional Learning

- **Professional Learning is needed:** *What professional learning does the site need around Connectedness for ELL students?*
 - Professional Learning for all staff on PBIS to reinforce positive behavior.

Foster/Homeless: Small group mindset meetings with the School counselor, use all staff- custodians, lunch staff, office staff to build up students' sense of community.

Free and Reduced Lunch: use all staff- custodians, lunch staff, office staff to build up students' sense of community.

Migrant: N/A

Racial/Ethnic Minorities: use all staff- custodians, lunch staff, office staff to build up students' sense of community.



Students with IEPs: use all staff- custodians, lunch staff, office staff to build up students' sense of community.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Funds</i>	<i>Total 5,269,464</i>	<i>Unified staff, Licensed staff, support staff, strategists, professional learning, supplies and services</i>	<i>Gold 1, Goal 2 and Goal 3</i>
<i>Title Funds</i>	<i>288,990</i>	<i>Title 1 Pre-K Teacher and an Instructional Assistant, class size reduction for 4, and 5, technology:chromebooks for students</i>	<i>Goal 1 and Goal 2</i>
<i>At Risk</i>	<i>327,391</i>	<i>Teacher, extra duty, Incentives</i>	<i>Goal 1 and Goal 2</i>
<i>ELL</i>	<i>732,193</i>	<i>Teacher, extra duty licensed</i>	<i>Goal 1 and Goal 2</i>
<i>Read By Grade 3</i>	<i>120.813</i>	<i>RBG3 Representatives</i>	<i>Goal 1 and Goal 2</i>
<i>G.A.T.E., T.A.G.S.</i>	<i>56,768</i>	<i>G.A.T.E. Teacher</i>	<i>Gold 1, Goal 2 and Goal 3</i>