



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JONAS SALK ELEMENTARY SCHOOL

2018-19

CDS Code
37683380132316

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Hardson, Deidre

Contact Person: Hardson, Deidre

Position: Principal

Telephone Number: 858-935-2100

Address: 7825 Flanders Drive, Jonas Salk Elementary, San Diego, CA, 92126,

E-mail Address: dhardson@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Jonas Salk ES

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

SITE CONTACT PERSON: Deidre Hardson

PHONE: 858-935-2100

FAX: 858-935-2101

E-MAIL ADDRESS: dhardson@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>2/28/2018</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2/28/2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Deidre E. Hardson


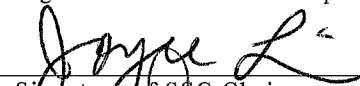

Type/Print Name of School Principal

Joyce Lin

Type/Print Name of SSC Chairperson

Lamont Jackson

Type/Print Name of Area Superintendent

	_____ Signature of School Principal	_____ 4/6/2018 Date
	_____ Signature of SSC Chairperson	_____ 4/6/2018 Date
	_____ Signature of Area Superintendent	_____ 4/4/2018 Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Jonas Salk Elementary is a relatively new school that opened in September 2015.

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has empowered schools to develop internal benchmark assessments for CCSS.

The contents of this SPSA include the 2018-19 SSC approved budget.

SCHOOL VISION AND REALITY

Jonas Salk Elementary is traditional school with a current enrollment of just over 600 students. Our school is an ideal setting in which to experience the values of people of different ethnic backgrounds and to practice essential human relations strategies. Our students will be prepared to become contributing members in the larger multi-cultural society because they will understand and appreciate the beauty in others. In our school community, all stakeholders are teachers and learners. We believe that creating successful students requires the best efforts of everyone on the team. Each learner is encouraged to achieve academic and social success, enjoy learning, celebrate diversity, develop analytical skills, and model exemplary behavior. We empower our learners to be responsible for their own inquiry and to “dare to make dreams into reality”. Our learners are active participants in their academic development and every individual has a responsibility not just to perform a task, but to do it to the best of their ability. We are committed to character building and embrace character education as an integral part of our curriculum. In order for learners to excel, they require an environment that encourages them to take risks. All members of the Jonas Salk Elementary School community work together to create a nurturing environment so that learners can take risks without anxiety, can think critically, and are encouraged to ask questions about their learning and their world.

Our Mission at Jonas Salk Elementary is to ensure that every student embraces learning to reach his or her potential in a safe, orderly, and nurturing environment.

Our essential goals are:

- To engage students in a high quality, standards based instructional program that inspires effort, critical thinking and problem solving
- To maximize opportunities for students to develop good character and use their actions and voice to make a positive difference in the world
- To provide opportunities for students, educators, and parents to enhance achievement through collaboration, communication and technology.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

Jonas Salk Elementary opened in September 2015. The bulk of the students articulating to Salk came from Mason ES and Hickman Elementary. With that being said, the Salk principal, in collaboration with the Mason and Hickman Principals, the Salk team and the SSC analyzed the academic performance of all incoming student groups. Then, the team considered the effectiveness of key elements of the instructional program for students failing to meet growth targets at their former schools using data from June 2015. This data served as the starting point and paired with the data from the 2015-16 and 2016-17 school year we are able to create the SMART goals and determine the major strategies and action steps to set forth in this plan for the 2018-19 school year. Advisory groups were surveyed/consulted during the SPSA development process as documented on the Recommendations and Assurances page. In February, 2018 our SSC discussed, adopted and outlined our actions and expenditures needed to raise the academic performance of student groups not meeting state standards. Our SBAC data used to make decisions is summarized in the table below.

Jonas Salk Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

JONAS SALK ES SBAC DATA SUMMARY FORM DATA FROM 2016-17							
Target Groups	DUPLICATED COUNT			UNDUPLICATED COUNT			
	EL	Special Ed	Soc. Dis.	Other	Latino (500)	African Am. (600)	ALL
Grade 4	26	8	33	57	14	4	75
Grade 5	25	4	38	63	13	8	84
Total in each category	51	12	71	120	27	12	159
ELA SBAC GRADE 4							
Standard Exceeded (4)	10	1	15		7	2	9
Standard Met (3)	4	0	6	40	2	0	42
# Proficient	14	1	21	40	9	2	51
% Proficient	54%	13%	64%	70%	64%	50%	68%
Standard Nearly Met (2)	4	2	7		1	2	3
Standard Not Meet (1)	8	5	5		4	0	4
ELA SBAC GRADE 5							
Standard Exceeded (4)	10	0	13		5	1	6
Standard Met (3)	5	1	6	44	3	2	49
# Proficient	15	1	19	44	8	3	55
% Proficient	60%	25%	50%	70%	62%	38%	65%
Standard Nearly Met (2)	5	0	9		3	1	4
Standard Not Meet (1)	5	3	10		2	4	6
JONAS SALK ES SBAC DATA SUMMARY FORM 2016-17							
Target Groups	DUPLICATED COUNT			UNDUPLICATED COUNT			
	EL	Special Ed	Soc. Dis.	Other	Latino (500)	African Am. (600)	ALL
Grade 4	26	8	33	57	14	4	75
Grade 5	25	4	38	63	13	8	84
Total in each category	51	12	71	120	27	12	159
MATH SBAC GRADE 4							
Standard Exceeded (4)	11	1	16		5	2	7
Standard Met (3)	7	1	7	45	4	2	51
# Proficient	18	2	23	45	9	4	58
% Proficient	69%	25%	70%	79%	64%	100%	77%
Standard Nearly Met (2)	4	3	5		1	0	1
Standard Not Meet (1)	4	3	5		4	0	4
MATH SBAC GRADE 5							
Standard Exceeded (4)	6	0	9		4	0	4
Standard Met (3)	13	0	15	47	4	5	56
# Proficient	19	0	24	47	8	5	60
% Proficient	76%	0%	63%	75%	62%	63%	71%
Standard Nearly Met (2)	5	1	8		3	0	3
Standard Not Meet (1)	1	3	6		2	3	5

JONAS SALK ES SBAC DATA from 2016-17/SMART GOALS FOR 2017-18

SBAC	Grade level	End of 6/2015		% of students Prof. 6/2016	% of students Prof. 6/2017	% students Near Prof. 6/2017	High Goal (Prof + "Near")	SMART GOAL All Prof.+ 80% Near
	TK	No Test	JONAS SALK ES OPENS SEPT 2015					
	K	No Test		No Test				
	1	No Test		No Test	No Test			
ELA	2	No Test		No Test	No Test			TBD
	3	62%		64%	68%	Near 19%		
	4	58%		85%	65%	Near 24%	68%+19%=87%	68%+15%=83%
	5	Hick.; Mason; Other		86%	82%	Near 11%	65%+24%=89%	65%+19%=84%
				N/A 15-16	Gone 2016-17 @Challenger		Gone- to Challenger (82%+11%=93%)	Gone- to Challenger (82%+9%=91%)
	Gr. 3-5	All 60%		All 78%	All 71%	All grades Near 18%	90% if capture ALL of Near	86% if capture 80% of Near
	TK	No Test						
	K	No Test		No Test				
	1	No Test		No Test	No Test			
MATH	2	No Test		No Test	No Test			
	3	55%		70%	77%	Near 18%	80%	%
	4	58%		70%	72%	Near 22%	77%+18%=95%	77%+14%=91%
	5	Hick.; Mason; Other	58%	75%	Near 12%	72%+22%=94%	72%+18%=90%	
			N/A 15-16	Gone 2016-17 @Challenger		Gone- to Challenger (75%+12%=87%)	Gone- to Challenger (75%+10%=85%)	

LCFF COMMUNITY AND STAFF ENGAGEMENT

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

Group	Date of Presentation
Staff/Site Governance Team (SGT)	2/218/2018
SSC	2/28/2018

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Shannon Hampton Garcia	Parent, DAC REP. ALT, 2016-18
Paij Collins	Parent, 2016-18
Arlinda Cagle	Parent, 2016-18
Joyce Lin	Classroom Teacher, SSC CHAIR, 2016-18
Jerrye Ross	Classroom Teacher, SSC VICE CHAIR, 2016-18
Donna Talner	Classroom Teacher, 2016-18
Maria Gonzalez	Other School Representative 2017-19
Katie Scieurba	Parent, DAC REP., 2017-19
Sonia Minassian	Parent, SSC Secretary, 2017-19
Yvette Murillo	Parent, 2017-19
Amber Redmerski	Classroom Teacher, 2017-19
Deidre Hardson	Principal, ex officio member

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 83% (approx. 62/75 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 84% (approx. 71/84 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 69% (approx. 18/26 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 79% (approx. 20/25 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 79% (approx. 11/14 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 81% (approx. 11/13 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Socio-Disadvantaged

By June 2019, 79% (approx. 26/33 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 69% (approx. 26/38 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

To form these goals, we used SBAC data from June 2017 and current school summative assessment which measures student understanding of standards.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 91% (approx. 68/75 fourth graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90% (approx. 76/84 fifth graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 83% (approx. 22/26 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 94% (approx. 23/25) fifth graders will meet or exceed standards in ELA on the SBAC exam. (*No Gap*)

Subgroup: Hispanic/Latino students

By June 2019, 78% (approx. 10/14 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 11/13 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Socio-Disadvantaged

By June 2019, 84% (approx. 28/33 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 81% (approx. 31/38 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

To form these goals, we used SBAC data from June 2017 and current school summative assessment which measures student understanding of standards.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 80% (approx. 60/75 third graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 80% (approx. 67/84 fourth graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):
 DRA, Teacher running records and conferences.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (families of approx. 600 students) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% (families of approx. 480 students) will attend training on Grade level Common Core Standards to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of English Learners are least represented at school events.

By June 2017, a minimum of 100% of parents of English Learners will participate in at least three (3) school events to support their child's learning in activities such as parent conferences, Family Literacy, Math /Science nights, Family Fridays, ELAC/SSC or SGT, parent trainings, CBET classes and Parent Institute as documented by sign in sheets.

What data did you use to form these goals?

As indicated by sign in sheets, approximately 95% of parents participated in at least three (3) school sponsored events.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 2 times per year to analyze student progress using site developed criteria. Families are contacted based on progress as needed.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the Lucy Calkins Units of Study in English Language Arts to support California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Teachers will work with targeted students to improve language development.

Blended learning approaches will be used to re-teach or front-load as needed

- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema when funds are available.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in core subjects
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students and families
- Support by available support staff and team to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Teachers use Lucy Calkins as one resource to unfold Common Core Standards to guide their instructions for Language Arts

Teachers use math concepts as a resource to support their use of the Common Core Standards to guide their instruction.

Grade level team planning is used to build capacity and analyze student needs.

Teacher are supplementing and using technology to address the variability of learners as needed

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

. Teachers are meeting in grade levels during collaboration time to discuss and analyze data

. Teachers are LASW and grade-level performance tasks

Teachers submit performance and reading data

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

We have a focus on building language and ensuring we are planning for collaborative conversations throughout the day. The school has implemented accommodations and modifications for students with disabilities as outlined in each child's IEP.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Teachers are meeting at grade level to discuss and analyze data

Teachers are LASW and grade-level performance tasks

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

We believe that additional time needs to be invested since sharing effective instructional practices that will increase proficiency. We also wish to increase our knowledge of effective vocabulary instruction and strategies for English Learners. There is substantial facilitation and use of meeting time however collaboration is dependent upon all participants and adhering to schedule. Teachers fully use common planning time or release days to plan lesson pacing and assessments. We have established grade level and school wide non-negotiables/expectations in September for instruction, support for Focus students, classroom environment and a continuum of expectations for grade level PLC meetings. We will continue to collaborate to support the variability of learners in our school.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Principal will participate in meetings to facilitate learning. Teachers are meeting at grade level to discuss and analyze data
Teachers are LASW and grade-level performance tasks

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

We will continue to reach out to parents to share the importance of coming to school every day, on time. We will also recognize classes and students for positive attendance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

School attendance percentages provided by pupil attendance.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

We will continue to reach out to parents for support and engagement. We will continue to seek translation support to parents who speak languages other than English. We have parent meeting once a month with the Principal. We have an SSC, Governance, and PTA where parents can be informed and involved in decision making. Mira Mesa Cluster will continue to work as a team to keep our families and parents informed through parent nights. We have partners with community businesses to for support.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Parent and family attendance and sign in sheets.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Reduction of class size</p> <p>Identified Need:: There are students at each grade level not meeting grade level standards. These students would benefit from class size reduction.</p> <p>Target Group:: Students TK-5, not meeting grade level standards.</p> <p>Monitoring:: Monthly Fountas and Pinnel reading levels, DRA scores and results of site-developed assessments.</p> <p>Personnel Responsible:: Teachers, Principal, ILT</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Units of Study in Writing by Lucy Calkins materials and online supports will be provided to enhance student achievement.</p> <p>Identified Need:: Professional development to support writing instruction that are common core aligned by Lucy Calkins.</p> <p>Target Group:: Students in TK-5 classrooms</p> <p>Monitoring:: Data collection, writing pieces, assessments, planning notes</p> <p>Personnel Responsible:: Teachers and administrator</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>
<p>Professional Development Goal: Professional Development within the PLC collaborative model. Provide time to strengthen teacher's knowledge around writing standards and Units of Study. Provide time for teachers to analyze student work and design lessons with a strong focus to ensure student learning in all content areas.</p>

Identified Need::
To strengthen teacher's knowledge in designing lessons to address the instructional shifts in common core across the curriculum through writing.

Target Group::
All students and teachers in TK-5th Grade

Monitoring::
Monitoring of progress is conducted through the PLCs notes and agendas. Scheduled collaboratives will have agendas, evidence of planning in classrooms and participation with the principal (when practical/possible).

Personnel Responsible::
Teacher and administrator

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Attendance Asst	0.1000	\$2,869.40	\$6,033.44	0200-09800-00-2404-2700-0000-01000-0000	LCFF Intervention Support	04, LCFF 1	Student attendance is linked to student achievement and improved graduation rates.
Elem Prep Teacher/Pe	0.2000	\$16,326.40	\$23,343.49	0200-09800-00-1118-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 3	Teacher collaboration is essential to student achievement. This funding provides additional physical education time for students while teachers are able to collaborate, observe instruction, and unwrap Common Core Standards in English Language Arts, ELD, and Math. Teachers collaborate to identify interventions to equitably support learners. In addition, PE is required by Ed Code and helps ensure healthier students who better attend school.
Prof&Curriclm Dev Vist Tchr		\$8,000.00	\$9,631.20	0200-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 3	Professional Development and teacher collaboration is essential to student achievement. This funding provides substitutes so teachers are able to collaborate, observe instruction, and unwrap Common Core Standards in English Language Arts, ELD, and Math.
Supplies		\$12,900.77	\$12,900.77	0200-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Funds for instructional supplies and materials, student attendance incentives, technology, intervention programs (such as Razz Kids, Learning A-Z, Story Works, Starfall. In addition, parent/student engagement materials such as Schoology, in-service materials, etc.
Clerical OTBS Hrly		\$1,000.00	\$1,284.10	0200-09800-00-2451-3160-0000-01000-0000	LCFF Intervention Support	01, 03, LCFF 1	ELPAC testing support and organization for annual evaluation of English Learners.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jonas Salk
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	0	-	202	78.2	229	71.2	-	-7.0	0	-	203	67.0	234	75.2	-	8.2
Female	0	-	98	87.8	110	79.1	-	-8.7	0	-	99	64.6	113	77.0	-	12.4
Male	0	-	104	69.2	119	63.9	-	-5.3	0	-	104	69.2	121	73.6	-	4.4
African American	0	-	16	50.0	11	45.5	-	-4.5	0	-	16	31.3	11	63.6	-	32.3
Asian	0	-	17	82.4	20	65.0	-	-17.4	0	-	17	82.4	22	77.3	-	-5.1
Filipino	0	-	54	83.3	58	86.2	-	2.9	0	-	55	74.5	59	83.1	-	8.6
Hispanic	0	-	32	75.0	46	69.6	-	-5.4	0	-	32	40.6	47	61.7	-	21.1
Indochinese	0	-	27	81.5	31	64.5	-	-17.0	0	-	27	85.2	31	80.6	-	-4.6
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	4	-	3	-	-	-	0	-	4	-	3	-	-	-
White	0	-	17	70.6	21	71.4	-	0.8	0	-	17	64.7	21	71.4	-	6.7
Multiracial	0	-	35	85.7	38	68.4	-	-17.3	0	-	35	77.1	39	82.1	-	5.0
English Learner	0	-	38	44.7	31	38.7	-	-6.0	0	-	39	48.7	36	55.6	-	6.9
English-Speaking	0	-	164	86.0	198	76.3	-	-9.7	0	-	164	71.3	198	78.8	-	7.5
Reclassified†	0	-	40	100.0	45	91.1	-	-8.9	0	-	40	87.5	45	88.9	-	1.4
Initially Eng. Speaking	0	-	124	81.5	153	71.9	-	-9.6	0	-	124	66.1	153	75.8	-	9.7
Econ. Disadv.*	0	-	102	70.6	102	61.8	-	-8.8	0	-	102	53.9	104	63.5	-	9.6
Non-Econ. Disadv.	0	-	100	86.0	127	78.7	-	-7.3	0	-	101	80.2	130	84.6	-	4.4
Gifted	0	-	59	86.4	57	91.2	-	4.8	0	-	59	84.7	57	94.7	-	10.0
Not Gifted	0	-	143	74.8	172	64.5	-	-10.3	0	-	144	59.7	177	68.9	-	9.2
With Disabilities	0	-	6	-	14	28.6	-	-	0	-	0	-	14	28.6	-	-
WO Disabilities	0	-	196	79.1	215	74.0	-	-5.1	0	-	197	69.0	220	78.2	-	9.2
Homeless	0	-	7	-	5	-	-	-	0	-	7	-	5	-	-	-
Foster	0	-	3	-	0	-	-	-	0	-	3	-	1	-	-	-
Military	0	-	20	90.0	17	76.5	-	-13.5	0	-	20	80.0	17	94.1	-	14.1

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jonas Salk
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	0	-	68	64.7	83	67.5	-	2.8	0	-	68	70.6	85	76.5	-	5.9
Female	0	-	31	77.4	41	80.5	-	3.1	0	-	31	74.2	43	79.1	-	4.9
Male	0	-	37	54.1	42	54.8	-	0.7	0	-	37	67.6	42	73.8	-	6.2
African American	0	-	6	-	2	-	-	-	0	-	6	-	2	-	-	-
Asian	0	-	6	-	10	60.0	-	-	0	-	6	-	11	81.8	-	-
Filipino	0	-	15	80.0	25	84.0	-	4.0	0	-	15	86.7	25	84.0	-	-2.7
Hispanic	0	-	8	-	14	71.4	-	-	0	-	8	-	14	71.4	-	-
Indochinese	0	-	13	61.5	9	-	-	-	0	-	13	76.9	9	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
White	0	-	4	-	9	-	-	-	0	-	4	-	9	-	-	-
Multiracial	0	-	14	71.4	13	53.8	-	-17.6	0	-	14	78.6	14	78.6	-	0.0
English Learner	0	-	19	36.8	13	23.1	-	-13.7	0	-	19	57.9	15	60.0	-	2.1
English-Speaking	0	-	49	75.5	70	75.7	-	0.2	0	-	49	75.5	70	80.0	-	4.5
Reclassified†	0	-	5	-	9	-	-	-	0	-	5	-	9	-	-	-
Initially Eng. Speaking	0	-	44	72.7	61	72.1	-	-0.6	0	-	44	75.0	61	77.0	-	2.0
Econ. Disadv.*	0	-	29	48.3	32	65.6	-	17.3	0	-	29	58.6	32	71.9	-	13.3
Non-Econ. Disadv.	0	-	39	76.9	51	68.6	-	-8.3	0	-	39	79.5	53	79.2	-	-0.3
Gifted	0	-	17	70.6	16	93.8	-	23.2	0	-	17	94.1	16	93.8	-	-0.3
Not Gifted	0	-	51	62.7	67	61.2	-	-1.5	0	-	51	62.7	69	72.5	-	9.8
With Disabilities	0	-	6	-	9	-	-	-	0	-	0	-	9	-	-	-
WO Disabilities	0	-	68	64.7	74	73.0	-	8.3	0	-	68	70.6	76	81.6	-	11.0
Homeless	0	-	7	-	5	-	-	-	0	-	7	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	6	-	-	-	0	-	4	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jonas Salk
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	0	-	79	84.8	74	64.9	-	-19.9	0	-	80	70.0	76	72.4	-	2.4
Female	0	-	41	87.8	29	75.9	-	-11.9	0	-	42	69.0	30	73.3	-	4.3
Male	0	-	38	81.6	45	57.8	-	-23.8	0	-	38	71.1	46	71.7	-	0.6
African American	0	-	6	-	5	-	-	-	0	-	6	-	5	-	-	-
Asian	0	-	7	-	5	-	-	-	0	-	7	-	6	-	-	-
Filipino	0	-	19	84.2	14	85.7	-	1.5	0	-	20	75.0	15	86.7	-	11.7
Hispanic	0	-	16	75.0	15	60.0	-	-15.0	0	-	16	50.0	15	66.7	-	16.7
Indochinese	0	-	8	-	14	64.3	-	-	0	-	8	-	14	85.7	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
White	0	-	8	-	6	-	-	-	0	-	8	-	6	-	-	-
Multiracial	0	-	14	100.0	13	69.2	-	-30.8	0	-	14	78.6	13	76.9	-	-1.7
English Learner	0	-	11	63.6	14	50.0	-	-13.6	0	-	12	33.3	16	68.8	-	35.5
English-Speaking	0	-	68	88.2	60	68.3	-	-19.9	0	-	68	76.5	60	73.3	-	-3.2
Reclassified†	0	-	20	100.0	10	80.0	-	-20.0	0	-	20	95.0	10	80.0	-	-15.0
Initially Eng. Speaking	0	-	48	83.3	50	66.0	-	-17.3	0	-	48	68.8	50	72.0	-	3.2
Econ. Disadv.*	0	-	40	75.0	33	45.5	-	-29.5	0	-	40	52.5	34	58.8	-	6.3
Non-Econ. Disadv.	0	-	39	94.9	41	80.5	-	-14.4	0	-	40	87.5	42	83.3	-	-4.2
Gifted	0	-	22	90.9	16	81.3	-	-9.6	0	-	22	81.8	16	93.8	-	12.0
Not Gifted	0	-	57	82.5	58	60.3	-	-22.2	0	-	58	65.5	60	66.7	-	1.2
With Disabilities	0	-	4	-	1	-	-	-	0	-	0	-	14	28.6	-	-
WO Disabilities	0	-	75	86.7	73	64.4	-	-22.3	0	-	76	73.7	75	73.3	-	-0.4
Homeless	0	-	4	-	5	-	-	-	0	-	4	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	10	90.0	3	-	-	-	0	-	10	90.0	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Jonas Salk
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	0	-	55	85.5	72	81.9	-	-3.6	0	-	55	58.2	73	76.7	-	18.5
Female	0	-	26	100.0	40	80.0	-	-20.0	0	-	26	46.2	40	77.5	-	31.3
Male	0	-	29	72.4	32	84.4	-	12.0	0	-	29	69.0	33	75.8	-	6.8
African American	0	-	4	-	4	-	-	-	0	-	4	-	4	-	-	-
Asian	0	-	4	-	5	-	-	-	0	-	4	-	5	-	-	-
Filipino	0	-	20	85.0	19	89.5	-	4.5	0	-	20	65.0	19	78.9	-	13.9
Hispanic	0	-	8	-	17	76.5	-	-	0	-	8	-	18	50.0	-	-
Indochinese	0	-	6	-	8	-	-	-	0	-	6	-	8	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
White	0	-	5	-	6	-	-	-	0	-	5	-	6	-	-	-
Multiracial	0	-	7	-	12	83.3	-	-	0	-	7	-	12	91.7	-	-
English Learner	0	-	8	-	4	-	-	-	0	-	8	-	5	-	-	-
English-Speaking	0	-	47	93.6	68	83.8	-	-9.8	0	-	47	59.6	68	82.4	-	22.8
Reclassified†	0	-	15	100.0	26	92.3	-	-7.7	0	-	15	80.0	26	88.5	-	8.5
Initially Eng. Speaking	0	-	32	90.6	42	78.6	-	-12.0	0	-	32	50.0	42	78.6	-	28.6
Econ. Disadv.*	0	-	33	84.8	37	73.0	-	-11.8	0	-	33	51.5	38	60.5	-	9.0
Non-Econ. Disadv.	0	-	22	86.4	35	91.4	-	5.0	0	-	22	68.2	35	94.3	-	26.1
Gifted	0	-	20	95.0	25	96.0	-	1.0	0	-	20	80.0	25	96.0	-	16.0
Not Gifted	0	-	35	80.0	47	74.5	-	-5.5	0	-	35	45.7	48	66.7	-	21.0
With Disabilities	0	-	2	-	4	-	-	-	0	-	0	-	4	-	-	-
WO Disabilities	0	-	53	86.8	68	85.3	-	-1.5	0	-	53	60.4	69	79.7	-	19.3
Homeless	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	6	-	8	-	-	-	0	-	6	-	8	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

PARENT INVOLVEMENT POLICY



PARENT INVOLVEMENT POLICY
JONAS SALK Elementary School 2018-19

In the fall, an annual meeting will be held to share with parents the Title I program and its requirements.

- ***Jonas Salk Elementary School*** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school, in languages appropriate for the parent groups, as required by Education Code 52164. Topics covered during the meetings will include:
 - Improving communication between the school and home;
 - Discussing current student assessment data and student progress;
 - Providing information about school and district resources for student
 - Academic improvement;
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in activities;
 - Conferencing with teachers;
 - Providing training programs to help parents support and work with their children at home and at school.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.
- The school wide Parent Newsletter from the PTA is sent home informing parents/community of all meetings of interest. In addition, the newsletter is made available on our website. The PTA Newsletter is used to advertise parent meetings, and will include the advertising of District Advisory Council's Harold J. Ballard Parent Center, Parent University, and other relevant meetings held throughout the district.
- During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics appropriate for SSC Review / action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

Listed are some of the parent involvement activities at **Jonas Salk Elementary**:

- *Coffee with the Principal* -Once a Month parents are welcome to sit and have coffee with the Principal. During this time, the Principal updates parents on any activities that will be occurring during the next month, presents the school budget, instructional plan, and various other topics related to student instruction. Parents are welcome to ask questions which relate to the school as a whole. Check calendar for dates and times.
- *Publishing Parties* are held during the course of the year, throughout the various grade-levels. Parents are invited to come to their children's classrooms to see first-hand what their children are learning in school in language arts and in writing development. Teachers and children's work inform parents how their children are developing as writers. Parents may visibly and directly affect their children's success and their learning by coming in to the classrooms to support their efforts. Furthermore, parents can follow-up on some of the writing strategies used in the classroom to assist their children at home. Publishing Parties provide parents with the awareness of techniques and strategies, which they may utilize to improve their children's academic success and to assist their children in learning at home.
- *STEAM Night/Family Math / Family Science Night /Math Parent Night and Literacy Workshops*. Family Workshops have been scheduled for the school year. The purpose is to provide parents with information to support them in working at home with their children.
- *Kindergarten Family Orientation (Fall of each year)*
Following kindergarten registration, new parents are invited to attend a Kindergarten Family Orientation. Parents will be informed by the teachers on how to prepare their children for Kindergarten, of the Kindergarten Standards and expectations, and how they can help their children to prepare for school in the fall. Classroom tours will be offered in order for parents to get an idea of what a kindergarten classroom looks like, it's setting and composition.
- *Other Events:*
 - Back to School Night, Open House, Parent Conferences
 - *PTA*: Movie Night and other community building activities.
 - *EAR*: Everyone A Reader Volunteer Program
 - *Annual Sleep Over and Game night*
 - *International Festival*
 - *Jog-a-thon*

(Approved by SSC: Feb. 28, 2018)

APPENDIX C

HOME/SCHOOL COMPACT



HOME - SCHOOL COMPACT 2018-19

Jonas Salk Elementary and the parents of the students participating in activities, services, and programs funded by SDUSD, agree that this compact outlines how the parents, staff, and the students will share responsibility for improved student academic achievement. This compact also outlines the means by which the staff and parents will build and develop a partnership which will help children achieve California's high standards.

This Home/School Compact is in effect during the school year named above.

STUDENT COMMITMENTS

Academic:

1. *I will attend school daily, on time, prepared, and ready to work and learn.*
2. *I will understand that I am expected to learn, complete all assignment to the best of my ability, and get help when I need it.*

Citizenship:

3. *I will follow school rules and cooperate with adults and other students.*
4. *I will respect the rights of others to learn and help to create a positive learning environment for everyone.*
5. *I will follow teacher instructions and not be disruptive in class.*
6. *I will not use profanity or make derogatory statements ("put-downs").*
7. *I will respect the property of the school, community, and others.*

Home:

8. *Every day, I will spend time reading (including reading for fun), studying, and completing homework.*

TEACHER COMMITMENTS

Teaching and Learning:

1. *I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.*
2. *I will provide an enriching academic program based on standards.*
3. *I will give my students timely feedback on their work*
4. *I will provide a safe and positive atmosphere for learning.*
5. *I will advocate for my students' non-academic needs.*

School:

6. *I will help to create a welcoming environment for students, families, and community members*
7. *I will provide opportunities for parents to volunteers, observe, and/or participate in classroom activities.*

Home:

8. *I will communicate with parents through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.*
9. *I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.*
10. *I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.*

PARENT/GUARDIAN COMMITMENTS

School Support:

1. *I will ensure my child attends school daily, on time, prepared, and ready to work and learn.*
2. *I will hold high expectations for my child and regularly monitor my child's progress.*
3. *I will know and support school/classroom rules, and the site discipline and attendance plan.*
4. *I will advocate for my child by understanding student/parent rights and responsibilities.*
5. *I will participate in decisions, as appropriate, related to the education of my child.*
6. *I will plan family vacations for times when school is not in session.*

School Communications and Involvement:

7. *I will contact teachers/counselors about concerns or problems in a timely manner.*
8. *I will attend a minimum of one parent-teacher conference a year.*
9. *I will be available to teachers and will return teacher calls, emails or other forms of communication in a timely manner.*
10. *Review Schoology regularly.*

Home Learning:

11. *I will provide a regular time, place, and supervision for homework completion.*
12. *I will read to my child or ensure that my child reads daily just for pleasure.*
13. *I will limit my child's access to non-educational media and encourage healthy physical activity.*

Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district academic and citizenship standards.

School Administrator:

Deidre E. Hardson
Deidre Hardson, Principal

August 27, 2018

Parent:

_____ Date

Student:

_____ Date

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Jonas Salk Elementary	09800	1118	Prep Time Teacher Allocation	Elem Prep Teacher/Pe	0.2000	\$ 16,326.40
		1192	Prof&Curriclm Dev Vist Tchr			\$ 8,000.00
		2404	Guidance/Attendance Asst	Attendance Asst	0.1000	\$ 2,869.40
		2451	Clerical OTBS Hrly			\$ 1,000.00
		3000	Employee Benefits			\$ 12,096.43
		4301	Supplies			\$ 12,900.77
	09800 Total				0.3000	\$ 53,193.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

SINGLE PLAN FOR STUDENT ACHIEVEMENT 2018-19

ASSESSMENT SUMMARY for 2017-18

SCHOOL NAME: JONAS SALK ELEMENTARY

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
HIGH EXPECTATIONS	<p>We have fully implemented school-wide clearly articulated, measureable goals - SMART GOALS for improvement in student achievement and narrowing the GAPS in student achievement. Our SMART GOALS are a regular feature of our meeting agendas and data analysis.</p> <ul style="list-style-type: none"> . Grade levels analyze student scores on a variety of classroom assessments and plan according to student needs. . Schedules in classroom to ensure all core curriculum is being met . Non-negotiables discussed at Team meetings . SMART Goals are organized and monitored by each grade level. . Goals are in SPSA to narrow the gap. . Teachers un-wrap Common Core Standards and create grade-level performance tasks. <p>Since the 2017-18 school year we have placed greater emphasis on setting grade level assessments and classroom SMART GOALS.</p>
STANDARDS-BASED CURRICULUM & INSTRUCTION	<p>All teachers have textbooks and supplemental materials to fully utilize the core instructional program in ELA and Mathematics. Teachers utilize pacing guides for each grade level in order for teachers to know when standards are expected to be addressed and in what order.</p> <ul style="list-style-type: none"> . Teachers use Lucy Calkins as one resource to unfold Common Core Standards to guide their instructions for Language Arts . Teachers use math concepts and ST MATH as a resource to support their use of the Common Core Standards to guide their instruction . All teachers signed and verified they are completely equipped with all textbooks as needed for each child and each child has been issued a computer to support a blended learning infrastructure. . Grade level team planning is used to build capacity and analyze student needs. . Teachers are supplementing and using technology to address the variability of learners as needed <p>For the 2017-18 school year we were unable to fund interventions for focus students in ELA, ELD and Mathematics as hoped.</p>
USE OF DATA	<p>Teachers have moderately implemented a comprehensive assessment system in ELA (reading and writing) and Math (including entry-level screening, diagnostic, benchmark, and summative assessment). We use the DRA to monitor reading level assessment, we use on demand writing to measure growth in student writing.</p> <ul style="list-style-type: none"> . Teachers are meeting at grade level to discuss and analyze data . Teachers are LASW and grade-level performance tasks <p>For the 2017-18 school year, the teachers, principal and SSC continue to analyze and discuss data to make decisions regarding student placement, progress, effectiveness of instruction, and intervention.</p>
STRATEGIC SUPPORT	<p>The school has implemented accommodations and modifications for students with disabilities as outlined in each child's IEP. Our staff is implementing interventions in ELA and Math for students who are over two years below grade level. We are still evaluating the need to have common grade level or cross grade level FELD times to more effectively deliver FELD given the small number of English Learners in each class. For the 2017-18 school year, we will maintain additional small group math support, additional guided reading by our teachers. There continues to be a need to improve the consistency in 30 minutes of FELD per day for English Learners. We continue to look for funding to provide tutoring since our budget does not support this intervention.</p>
PROFESSIONAL LEARNING	<p>Our school and district has somewhat provided instructional assistance and support to teachers in ELA and math (current: SBRC, online resources, FELD, literacy and math support training) The school has provided support to teachers regarding the core curriculum to deepen their knowledge about content and the delivery of instruction. We believe that additional time is needed since sharing effective instructional practices increases proficiency. We also wish to increase our knowledge of effective vocabulary instruction and strategies for English Learners. There is substantial facilitation and use of meeting time however collaboration is dependent upon all participants and adhering to schedule. Teachers fully use common planning time or release days to plan lesson pacing and assessments. We continue to strive to establish consistent implementation of grade level and school wide non-negotiables/expectations for instruction, support for Focus students, classroom environment and a continuum of expectations for grade level PLC meetings. We will continue to collaborate and used a blended approach to support the variability of learners in our school. For the 2018-19 school year, we will increase collaboration through our PLC structures by maintaining teacher collaboration in the school day and by adding 1-2 Thursday afternoons if possible.</p>