

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JONES ELEMENTARY SCHOOL

2014-16

37-68338-6039796

CDS Code

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: Powell, Rita

Contact Person: Powell, Rita

Position: Principal

Telephone Number:

Address: 2751 Greyling Dr, Jones Elementary, San Diego, CA, 92123-2836,

E-mail Address: rpowell@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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

ORIGINAL

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Jones Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Rita Powell

PHONE: 858-496-8140

FAX: 858-571-2877

E-MAIL ADDRESS: rpowell@sandi.net

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

- Quality Education Investment Act (QEIA)
 Title 1 Schoolwide Programs (SWP)
 Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/13/15
 Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
 Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/13/15
 Site Governance Team (SGT) Date of presentation: 3/9/15
 Other (list): _____ Date of presentation: _____

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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.

Rita Powell
Type/Print Name of School Principal

Rita Powell
Signature of School Principal

3/12/15 3/12/15
Date

Kim Petersen
Type/Print Name of SSC Chairperson

Kim Petersen
Signature of SSC Chairperson

3/12/15 3.12.2015
Date

Kimie Lochtefeld
Type/Print Name of Area Superintendent

Kimie Lochtefeld
Signature of Area Superintendent

4/15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

received
3/17/15
School Mail

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

What is your personal vision for your school? My vision is that Jones will be a school where students are excited about learning and teachers are passionate about teaching in 21st century classrooms. In my vision Jones teachers will create learning opportunities for students that will allow them to be active and self-directed learners. Teachers will be **facilitators** of learning that truly put students first and make **learning relevant, exciting, and engaging** for students.

Describe your ideal state for school culture. My ideal state for the school culture is that it would reflect collaboration at every level and among all stakeholders: principal, students, teachers, staff, parents, and community. The ideal culture would be one of respect, trust, continuous improvement, risk-taking, support, and encouragement.

Describe your ideal state for academic press. The ideal state of academic press for Jones is that **academic rigor would be the norm**, and classrooms would be places where **learning is relevant, exciting, and engaging**. **Academic rigor** would be evidenced by the creation of students who are involved in constructivist learning, critical thinking, problem-solving, active learning, and creativity. At Jones the expectation would be that all stakeholders would be willing and eager to learn about, and try on researched based "**Best Practices**". In my vision **common formative assessments** will be regularly utilized to assess students, and the data will be used by teachers to inform instruction.

CORE AND SUPPLEMENTAL SUPPORTS

Local Control Funding Funds are used to provide a Non Classroom Hourly Teacher to provide targeted support to English Learners and struggling at risk students

TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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

In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Joseilyn Dungo	Teacher
Ariana Gonzalez	Parent
Rita Powell	Principal
Kim Petersen	Teacher
Patricia Swallow	Other
Melanie C. Sigler	Parent
Shelly Reshes	Teacher
Wendy Fenwick	parent
Raquel Beam	parent
Saundra Eady	parent

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 07/21/2016, 65 % of Jones Elementary Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in English/Language Arts

Closing the Gap SMART Goal:

* By 07/21/2016, 40 % of Jones Elementary English Learner, Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

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. The cycles are:

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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 07/21/2016, 65 % of Jones Elementary Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics

Closing the Gap SMART Goal:

* By 07/21/2016, 40 % of Jones Elementary English Learner, Students, Grades 2-5 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Grade level teachers will use average end of unit assessments for every reporting period

Progress and Growth Monitoring:

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. The cycles are:

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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 07/21/2016, 40 % of Jones Elementary English Learner, Students, Grades 2-5 will perform at Proficient or Advanced level in California English Language Development Test

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

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. The cycles are:

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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 07/21/2016, 70 % of Jones Elementary Grade 03, Students will perform at level P level in DRA

Closing the Gap SMART Goal:
 * By 07/21/2016, 60 % of Jones Elementary English Learner, Grade 03, Students will meet or exceed level O in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

DRA

Progress and Growth Monitoring:

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. The cycles are:

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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 07/21/2016, 80 % of Jones Elementary Parents/Guardians will meet or exceed participate in at least in at least 2 school events as measured by Attendance

Targeted Population:

Parents of Special Education and Latino students are least represented at school K ♦ 5 events. These will be the targeted groups.

What data did you use to form these goals?

Attendance (Sign in sheets) at Parent Activities over the past 12 months

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night (Science Fair) and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California 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 Inquiry 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 ELDPI 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.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, 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.

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 literacy 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 literacy

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.

ELST will consult with teachers to provide supports for targeted English Learners.

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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending

Jones Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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
 ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
 Counselor and support mentors will provide monthly check in with at risk students
 PAL will provide monthly check in with families of at risk students
 Support by Support staff and Power Team (if available) 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrm Tchr Hrly	-	\$16,282.22	0159-30100-00-1957-2700-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	NonClassroom Teacher hourly to develop skills to support targeted students for push in/ pull out support focus on EL students.
Supplies	-	\$908.00	0159-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	02, 03, 04, 05, LCFF 1, LCFF 2	Supplies for PLC and PD that focus staff of implementing Common Core and working with struggling students with a focus on EL and students at risk.
Conference Local	-	\$100.00	0159-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Funds available to send SSC parents to local conferences to expose them to Common Core Workshops

Local Control Funding Formula Goals
<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: Support targeted students for push in/ pull out support focus on EL students.</p> <p>Identified Need: Struggling EL student</p> <p>Target Group: ELs and students at risk</p> <p>Monitoring: Push in/ Pull out person keeps logs, records and assists teachers with grades</p> <p>Personnel Responsible: Push in/Pull out staff to keep records and meets with Principal regularly to maintain access for all students</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: Support targeted students for push in/ pull out support focus on EL students. Pull out Non Classroom hourly teacher support for students who are at risk of not meeting grade level standards.</p> <p>Identified Need: Struggling ELs and students at risk</p> <p>Target Group: ELs and students at risk</p> <p>Monitoring: Push in/ Pull out person keeps logs, records and assists teachers with grades</p> <p>Personnel Responsible: Push in/Pull out staff to keep records and meets with Principal regularly to maintain access for all students</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: Support targeted students for push in/ pull out support focus on EL students. Pull out Non Classroom hourly teacher support for students who are at risk of not meeting grade level standards.</p>

Identified Need:: Struggling ELs and students at risk
Target Group:: ELs and students at risk
Monitoring:: Weekly progress of students by staff

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrn Tchr Hrly	-	\$16,309.99	0159-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Pull Out Non Classroom hourly teacher support for students who are at risk of not meeting grade level standards.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



Jones Elementary School
San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Jones Elementary School

TITLE I PARENT INVOLVEMENT POLICY

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

Jones Elementary School has developed a written Title I Parental Involvement Policy with input from Title I parents. Parental input was sought from the parent meetings such as “Tea With Me – Coffee With The Principal”, School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of involving parents and providing them a venue to have input in the school. The Title I Parent Involvement Policy and its requirements will be shared with parents two times a year. In the Fall semester, the policy will be sent home in the Thursday envelope, shared with parents at the Back-to-School/Curriculum Night, and in the Spring at the Founder’s Day PTA Unit meeting.

Involvement of Parents in the Title I Program

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I programs and the Title I Parental Involvement Policy.

To involve parents in the Title I program at *Jones Elementary School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Parents will be notified of the Title 1 Parent Meeting in the fall via School Messenger, via email, and a flyer of the meeting will be posted at the school and sent home with students .
- A meeting will be planned in the morning and one in the evening to accommodate the schedules of working parents.
- Parental input will be sought from parent meetings such as “Tea With Me – Coffee With The Principal”, School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

- Agenda items may be submitted to the office in writing 10 days prior to the scheduled meetings.
- Agendas will be posted on site no less than 72 hours prior to the meeting.
- PTA's school parent newsletter is sent home in the "Thursday Envelope" informing parents of all the meetings of interest.
- The school marquee, website, School Messenger, and parent bulletin boards in the office and breezeway will also contain information about meetings of interest.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Parents of Title 1 students will learn about the curriculum by attending the Back-to-School Curriculum Night held in the September.
- For parents unable to attend the Back-To-School night held in September the teacher will plan to meet with them and/or send home the information.
- If requested by parents, the school will provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children and to have their concerns heard.

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

School-Parent Compact

Jones Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Title I Parental Involvement Policy with input from Title I parents. Parental input was sought from the parent meetings such as "Tea With Me – Coffee With The Principal", School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and

timely way of involving parents and providing them a venue to have input in the school. The Title I Parent Involvement Policy and its requirements will be shared with parents two times a year. In the Fall semester, the policy will be sent home in the Thursday envelope, shared with parents at the Back-to-School/Curriculum Night, and in the Spring at the Founder's Day PTA Unit meeting

Building Capacity for Involvement

Jones Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. A meeting will be planned in the morning and one in the evening to accommodate the schedules of working parents
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parents will be notified of the Title 1 Parent Meeting in the fall via School Messenger, via email, and a flyer of the meeting will be posted at the school and sent home with students .
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parents will be notified of the Title 1 Parent Meeting in the fall via School Messenger, via email, and a flyer of the meeting will be posted at the school and sent home with students.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. The Principal and staff meet regularly with the parents and the community at numerous events throughout the school year.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All documentation is sent home with the children in the home language.
- The school provides support for parental involvement activities requested by Title I parents. Parents will be notified of the Title 1 Parent Meeting in the fall via School Messenger, via email, and a flyer of the meeting will be posted at the school and sent home with students .]

Accessibility

Jones Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All documentation is sent home with the children in the home language.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District

Office of the Deputy Superintendent
Federal and Special Programs Division
Program Monitoring Department

HOME/SCHOOL COMPACT 2015-2016

John Paul Jones Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2015-2016

REQUIRED HOME-SCHOOL COMPACT PROVISIONS

School Responsibilities

The John Paul Jones Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - a. The principal will conduct monthly grade level meetings to provide instructional support and professional development.
 - b. The Principal will work with the staff on a teaching and consulting basis to assist students to reach proficiency.
 - c. Teachers will implement the District Literacy Units that are aligned to the Common Core standards and teach from those guides.
 - d. Teachers will use the FOSS science kits and other resources to teach science and meet the state Common Core standards.
 - e. Teachers will implement a three-hour balanced literacy program daily, an average of two hours per week of science when they have the FOSS kits, and provide daily Math instruction per district guidelines.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
 - a. Parent-teacher conferences will be held in November 2015, March 2016, and on the last day of school 2016. Dates TBD.

- 3. Provide parents with progress reports during Parent/Teacher Conferences and when requested.**
 - a. Teachers will communicate with parents via written report cards per the district reporting schedule three times per year in November 2015, March 2016, and on the last day of school 2016.
 - b. Teachers will communicate with parents on an individual basis as needed: weekly, bi-monthly or monthly.
- 4. Provide parents reasonable access to staff.**
 - a. Teachers are available to parents before and after school daily.
 - b. Teachers are available for appointments throughout the week and will accommodate parents as needed.
 - c. The principal has an open-door policy and invites parents to come in to visit and conference regarding any concerns they may have about our school or their child's education.
 - d. Teachers accept phone conferences and are available via email.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: (Parents who plan to volunteer must be screened according to district volunteer policy.)**
 - a. Parents are always encouraged to volunteer in their child's classroom after they have been cleared by the district.
 - b. The school and PTA are always seeking room parents to assist the teacher daily or for special events.
 - c. Teachers send notices asking for assistance from parents to supervise and volunteer to attend their child's class on field trips.
 - d. Parents are welcome to observe in their child's classroom and asked to make arrangements with the teacher prior to observing.
 - e. Parents are invited to participate on the SSC, recruited to join the PTA and informed of other opportunities to volunteer at school, special events or be a part of a governing body or committee.
 - f. Parents may volunteer as a tutor with the Everyone A Reader Program.

Parent Responsibilities

We, as parents, will support our child's learning by:

1. Ensuring timely and consistent attendance.
2. The parents will assist with by supervising the completion of homework and providing a quiet study space.
3. Limiting the amount of television my child watches.
4. Volunteering in my child's classroom and/or any events and committees at my child's school.
5. Participating, as appropriate, in decisions relating to my child's education.
6. Promoting positive use of my child's extracurricular time.

7. Maintaining a positive working relationship with my child's teacher and having frequent communication as necessary.
8. Checking my child's backpack and promptly reading all communication from the school or the school district wither received by my child or by mail and responding as needed
9. Serving to the extent possible, on advisory groups such as, the School Site Council, the District Advisory Council for Compensatory Education, or other school advisory groups.
10. Attend parent-teacher conferences, Open House and other special school events.
11. Ensure that office personnel has up to date contacts information.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

1. Come to school regularly on time and ready to learn.
2. Follow the school rules and the rules of my classroom.
3. Do my homework every day and ask for help when I need it.
4. Read at least 20 minutes every day outside of school time.
5. Give my parents/guardians all notices and information received by me from my school every day.
6. Be responsible for getting the Thursday envelope to my parents/guardians and returning it to school the next day.

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District				
Site: 0159 Jones Elementary				
As of Date 04-10-2015				
Extended Summary				
	30100 Title I Basic Program		30103 Title I Parent	
Name	FTE	TOTAL	FTE	TOTAL
		18,762.00		1,008.00
		18,762.00		1,008.00
		-		-
1957 Non Clsrm Tchr Hrly		16,282.22		-
Employee Benefits		2,479.78		-
4301 Supplies		-		908.00
5209 Conference Local		-		100.00

APPENDIX D

2014-15 SPSA ADDENDUM

Jones

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 83 % of Jones Elementary Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts
Mathematics	By 07/21/2015, 70 % of Jones Elementary Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics
English Language Development	By 07/21/2015, 60 % of Jones Elementary English Learner, Students, Grades 2-5 will meet or exceed Proficient or Advanced in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2015, 85 % of Jones Elementary Grade 03, Students will meet or exceed level P in DRA
Parent Involvement and Community Engagement	By 07/21/2015, 80 % of Jones Elementary Parents/Guardians will meet participate in at least in at least 2 school events as measured by level Attendance

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	FTE	TOTAL	FTE	TOTAL	Rationale
		15,228.00		802.00	
1957 Non Clsrm Tchr Hrly		8,401.00	-	-	Support targeted students for push in/ pull out support focus on EL students.
Employee Benefits		1,058.52	-	-	Benefits for Non Classroom Teacher Hourly
4301 Supplies		5,769.00		447.00	Supplies for PLC and PD that focus staff of implementing Common Core and working with struggling students with a focus on EL and students at risk.
4304 Inservice supplies		-		300.00	Inservice Supplies for Parent Involvement programs that support strategies for student achievement
5209 Conference Local		-		55.00	Funds available to send SSC parents to local conferences to expose them to Common Core Workshops

APPENDIX E**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Jones

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$18,762.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$18,762.00
10% allocation needed for PD	\$1,876.20

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1957	NonClassroom Teacher hourly to develop skills to support targeted students for push in/ pull out support focus on EL students.	\$7,389.85
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$7,389.85
10 % allocation has been met			YES