

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **JERABEK ELEMENTARY SCHOOL**

**2020-21**

37-68338-6099071  
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:** Watkins, Angelia

**Contact Person:** Watkins, Angelia

**Position:** Principal

**Telephone Number:** (858) 578-5330

**Address:** 10050 Avenida Magnifica, Jerabek Elementary, San Diego, CA, 92131-1426

**E-mail Address:** awatkins@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Jerabek Elementary**

**DUE: October 5, 2020**

SITE CONTACT PERSON: **Dr. Angelia Watkins**

PHONE: 1/619/605/1700

FAX: 1/858/578/7367

E-MAIL ADDRESS: **awatkins@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)     CSI School

**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: October 1, 2020 |
| <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:      October 1, 2020

**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.**

Dr. Angelia Watkins  
Type/Print Name of School Principal

Dr. Angelia Watkins 10/2/20  
Signature of School Principal / Date

Mrs. Gail Hawley & Mrs. Melissa McChesney  
Type/Print Name of SSC Co-Chairpersons

Gail Hawley 10/2/20    Melissa McChesney 10/2/20  
Signature of SSC Co-Chairpersons / Date

\_\_\_\_\_  
Type/Print Name of ELAC Chairperson

\_\_\_\_\_  
Signature of ELAC Chairperson / Date

Mrs. Monika Hazel  
Type/Print Name of Area Superintendent

Monika Hazel 10/16/20  
Signature of Area Superintendent / Date

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

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## **SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

### **PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Non-Title 1 school. The nation's movement to Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD and Jerabek Elementary School have implemented CCSS as well as the full implementation of the annual State of California accountability assessment known as (CAASPP) California Assessment of Student Performance and Progress. The staff at Jerabek strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Jerabek work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

The collaborative work toward the revision of this document began at the first school Site Governance Team and School Site Council meetings in October. The principal provided SBB and SPSA documents to committee members in advance to seek member feedback from school leadership teams.

### **School Vision and Reality**

**Mission/Vision:** Jerabek Elementary School will prepare students for the 21st Century and beyond by engaging all students in meaningful learning experiences that meet the highest educational and ethical standards in a caring, respectful, collaborative environment focused on the development of the whole child. All decision making is grounded in the best interest of “all” children supported through partnerships with parents, community and families. Most important, that all adult constituents of our school’s community take responsibility to contribute to a positive, respectful school culture that is focused on students at all times.

**Current Reality:** Jerabek Elementary School has a history of high achievement with a highly involved parent community and an experienced staff who are dedicated to providing quality, differentiated instruction in an environment of high expectations. The entire staff works hard and provides a high quality educational experience that focuses on the development of the whole child. The staff sustains an unwavering belief and commitment to professional, respectful conduct that drives all decision making. The Jerabek staff will continue to be unrelenting in our pursuit to maintain a child-centered educational experience. Our commitment to student academic success is for both Online and in-person learning.

The Jerabek community and staff have been through many administrators in recent history however, this dynamic has caused a new commitment to the relentless insistence of a child-centered and respectful culture. The staff works collectively to establish an environment of trust and security that is

focused on their passion for teaching and the love for their students. Our staff is also working on reestablishing a strong sense of team and the development of trust in their working relationships with school administration. Through professional development and collaboration, staff continues to work on all aspects of servicing the needs of all of our students. This includes the development of progressive instructional strategies and differentiation, along with a commitment to our parents with regards to communication in all aspects of student education. The entire staff sustains a high level, professional efficacy and sustains an unwavering resolve to continue to provide a stellar education to all students. Most importantly, it is collective commitment to protect the student centered environment that serves the interest of ALL students and one that is focused on the development of the whole child.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

At Jerabek, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, FFO and staff meetings held throughout the year.

September 5, 2019 SSC/SGT: Officers were elected,

September 5, 2019: Staff meeting- Coaching Cycle, Lighthouse Pilot, ELD

October 3, 2019 SSC/SGT: Presentation of the Jerabek Parent and Family Engagement Policy, Jerabek School Compact, Developed and approved 2019-2020 SPSA.

October 31, 2019: Staff meeting- reviewed Site Safety Plan

December 5, 2019 SSC/SGT: Reviewed School Safety Criterion and SBAC Data

January 9, 2020 SSC/SGT: Reviewed Ca. Smarter Balance results and discussed generating a committee to review the bylaws

January 24, 2020: meeting with staff

February 18, 2020: Staff meeting to analyze data and provided budget recommendations

February 6, 2020 SSC/SGT: Reviewed the LCFF and approved the 20-21 budget.

March 23, 2020: Staff Meeting- Discussed Distance Learning Instruction and curriculum and Staff online PDs

May 7, 2020 SSC/SGT: Discussed SSC/SGT COVID-19 Rules of operation, 20/21 Election process and reopening of schools.

**RESOURCE INEQUITIES**

Due to the current COVID-19 situation, we do not have data for the 2019/2020 school year. For the SPSA process, we will be continuing with the latest data available.

Jerabek's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2017-18 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 90.5% (ELA) and 92.4% (Math). The same group of students moved up to 4th grade in 2017-2018 and their performance met or exceeded grade level standards at 87.7% (ELA) and at 94.7% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 92.0% (ELA) and 96.0% (Math). Over the 2015 through the 2018/19 school years, ELA in 3rd grade increased 4.3%. Over the 2015 through the 2018/19 school years, Math in 3rd grade increased 1.3%.

The 2016-2017 4th grade student group met or exceeded grade level standards at 83.3% (ELA) and 86.4% (Math). The same group of students moved up to 5th grade in 2017-2018 and their performance met or exceeded grade level standards at 89% (ELA) and at 89% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 88.1% (ELA) and 92.4% (Math). Over the 2015 through the 2018/19 school years, ELA in 4th grade decreased 0.9%. Over the 2015 through the 2018/19 school years, Math in 4th grade increased 3.4%.

The 2016-2017 5th grade student group met or exceeded grade level standards at 88.4% (ELA) and 89.5% (Math). The 2017-18 their performance met or exceeded grade level standards at 96.2% (ELA) and at 81.3% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 88.1% (ELA) and 85.3% (Math). Over the 2015 through the 2018/19 school years, ELA in 5th grade decreased 8.1%. Over the 2015 through the 2018/19 school years, Math in 5th grade increased 4.0%.

The school's overall data for the 2017/18 school year indicates 90.9% of 3rd-5th grade students met or exceeded standards in ELA and 88.5% in Math. In the 2018/19 school year, the data indicates 89.3% of 3rd-5th grade students met or exceeded grade level standards in ELA and 91.1% in Math. There was a slight decrease of 1.6% in the area of ELA from 2017 to 2018 and a 2.6% increase in Math. In addition, there is an achievement gap in ELA of 7.1% between male and female students.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities. Between 2017/18 and 2018/19 there was a 6.5 ELA decrease and a 6.3 decrease in Math for this subgroup. Upon further review, we will need to continue to focus on closing the achievement gap between males and female in the area of ELA. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged, 8% of Jerabek's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of ELA in the subgroups of Economically disadvantaged and students with disabilities. When examining these groups of students as they move from 3rd to 5th grade both groups of dropped in met or exceeded grade level standards. 7.8% in ELA for Econ Disadv. and 6.5% for our students with disabilities. The inequities in the area of math for our economically disadvantaged students decreased by 1.1% and students with disabilities decreased by 6.3%.

As a result of this focus, there are inequities in the areas of both ELA and Math with regards to our Economically disadvantaged students and our students with disabilities. Resources were not allocated in a strategic way for impact for both subgroups. This plan address the inequities by focusing on professional development in the areas of building upon current instructional practices, implementation of co-teaching coaching cycles in both ELA and Math and coaching cycles in Math focused on Number Talks and formative assessments. Administration will do focused walk-through to monitor student achievement within these two subgroups. The plan provides resources specifically for both economically disadvantaged students and our students with disabilities.

Because we are currently still in the online learning process, we will make some revisions as to how we will support our student subgroups identified above. We will focus on bringing small groups of students to campus for appointment-based learning, we will continue our co-teaching process in both ELA and Math. Administration will join zoom classes to monitor student achievement within these subgroups. The plan provides resources specifically for economically disadvantaged students, our students with disabilities, English Learners and our African American (Black Youth).

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Dr. Angelia Watkins	Principal
Melalee Trovato	Teacher
Pam Pond	Teacher
Melissa McChesney	Parent/ co-chair
Vanessa Neville	Parent/ Secretary
Shana Toerien	Other
Renata Montiel	Teacher
Karen Freeman	Parent
Porchia Rich	Parent
Semina Wilson	Parent
Gail Hawley	Teacher
Semina Wilson	Parent



# GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

## Goal 1 - Safe, Collaborative and Inclusive Culture

### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Our goal for June 2020 was to decrease our chronic absenteeism from 2.2% to 1% (CA Dashboard 2018). Based on the 2019 CA Dashboard, our Chronic Absenteeism Indicator shows that our rate actually increased to 3.2%. We had set an AMO for our Hispanic student group to decrease their chronic absenteeism from 4.5% to 2%. On the 2019 CA Dashboard, they are at 5.8%, which is an increase of 1.3%. This could be due in part to campuses closing in March and families navigating how to support their students at home and dealing with social and emotional wellbeing during a pandemic.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only change of the plan is the method of implementation during online learning, due to school closures as a result of the COVID-19 pandemic.

#### \*Changes

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

The only change of the plan is the method of implementation during online learning, due to school closures as a result of the COVID-19 pandemic.

<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	All grades	Maintain our current high percentage rate of attendance	97.44%	98%	Attendance	Monthly
June 2021	All Grades	Decrease our chronic absenteeism	3.2%	2%	Chronic Absenteeism	Monthly

**\*Identified Need**

On the CA Dashboard for 2019, for the Academic Engagement: Chronic Absenteeism indicator, the site is in the Yellow Performance Level. We also have one student group in the Orange Performance Level (Hispanic - 5.8%) and two student groups in the Yellow Performance Level (Students with Disabilities - 7.4% and White - 3.5%). In support of district wide initiatives, we are also going to set AMOs for our English Learners and our Black Youth (African American). For the 2019 CA Dashboard, we had 24 English Learners but they did not have a performance color. Our Black Youth (African American) student group is too small to report data at the state level so we will use site-based attendance tracking.

On the CA Dashboard for 2019, the site is in the Green Performance Level for Conditions & Climate: Suspension Rate with 0.5% of our students suspended at least once. This is an increase from 2018 of 0.3% so we will continue to monitor this subgroup and category and make support adjustments when needed.

On the California Dashboard (2018) Jerabek's chronic Absenteeism rate is 2.2%. While this number is in the blue, it is still an area that we believe we can improve upon.

Jerabek will address the chronic absenteeism goal by supporting our Hispanic (increased by 1.6%) and White (increased by 1.7%) subgroups. Administration, school counselor and the Equity Team will work with teachers and parents to decrease the Chronic Absenteeism. We will monitor attendance, reach out to families to provide additional resources as well as implementing a school wide attendance incentive program.

**Chronic Absenteeism Rates: 2019 Dashboard data**

- Asian- 0% (decreased by 3.4%), 57 students
- English Learners- 8.3% (**increased** by 5.2%) 24 students
- Filipino- 0% (decreased by 6.7%) 20 students
- Hispanic- 5.8% (**increased** of 1.3%) 69 students
- Students with Disabilities- 7.4% (Maintain at 0.2%) 68 students
- Socioeconomically Disadvantaged- 5% (decreased by .5%) 60 students
- Two or more Races- 0% (Decreased by 1.2%) 89 students
- White- 3.5% (**Increased** by 1.7%) 425 students

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The increase in the English Learners, Hispanic and White subgroups could be due in part to campuses closing in March and families learning to navigate Online Learning, new technology demands, and dealing with social and emotional wellbeing during a pandemic.  
All other subgroups- not enough students to report data

### \*Online Learning Implications

#### Social Emotional Learning

- Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

#### Attendance/Chronic Absenteeism

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All Grades	Hispanic or Latino	Decrease chronic absenteeism rate	5.8%	3%	Chronic Absenteeism	Annually
June 2021	All Grades	Students with Disabilities	Decrease chronic absenteeism rate	7.4%	4.4%	Chronic Absenteeism	Annually
June 2021	All Grades	White	Decrease chronic absenteeism rate	3.5%	2%	Chronic Absenteeism	Annually
June 2021	All Grades	English Learner	Decrease chronic absenteeism rate	8.3%	3%	Chronic Absenteeism	Annually

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June 2021	All Grades	Black or African American	Decrease chronic absenteeism rate	baseline	2%	Attendance	Annually
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### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at Jerabek will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically our Hispanic subgroup.

**\*Strategy/Activity - Description**

To accomplish this goal:

- Jerabek's school counselor will communicate with students and their families that have 3 or more absences in each month. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance.
- Contacts will be made by office staff, administrators, or counselors, followed by the school attendance clerk documenting phone contacts with the parents or guardians via a monthly log.
- Admin and staff will coordinate monthly with the Student Ambassadors team to develop a plan for how peers can peacefully problem solve concerns on the playground (when we return to in-person learning).
- Buddy Bench (students sit on the bench when they need a friend to play with or feeling a bit sad; students are trained to help support students who sit on the bench) (this will happen when we return to in-person learning)
- Counselor meets with individual and small groups of students (both during online learning and in-person learning) to promote a safe and inclusive environment for all students
- Jerabek engages in school wide Kindness week and No Place for Hate activities, three times per year to promote a safe and inclusive school culture and environment. This will continue even during online learning.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Resources were allocated to fund the following:

Jerabek hired retired teachers to support tier 2 and tier 3 instruction in small groups as a way to support our struggling students with interventions strategies.

Visiting subs were hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closures in March of 2020, there are no CAASPP data for the 2019/2020 school year, therefore the CAASPP goals below will be carried forward to the 2020/2021 school year.

Also, there are no major differences between the intention in the goals and resources allocated. The plan will be implemented as described, during both online learning and when we return to in-person instruction. However, the teachers voiced a need for more grade level collaboration days and more funding resources to provide longer periods of targeted interventions. When we return to in-person learning teachers will be given more days for grade level collaboration via PLC time.

**\*Changes**

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

We have added a FAST goal due to lack of 2019/2020 SBAC data so that we can continue to monitor student Progress.  
 Targeted Intervention: After data analysis (DRA, FAST, Phonics assessments), classroom teachers provided a list of students for targeted intervention. Retired teachers were hired to provide support to struggling students with tier 2 and 3 interventions via small group in ELA only.  
 Funding resources will be provided for curriculum materials.  
 Visiting subs were hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students meeting and exceeding grade level standards	92.0%	95%	FAST Curriculum Based Measures	Annually
June 2021	4th	Increase the percentage of students meeting and exceeding grade level standards	88.1%	91%	FAST Curriculum Based Measures	Annually
June 2021	5th	Increase the percentage of students meeting and exceeding grade level standards	88.1%	91%	FAST Curriculum Based Measures	Annually
June 2021	3rd-5th grade	Increase the percentage of students meeting and exceeding grade level standards	89.3%	92%	FAST Curriculum Based Measures	Annually

**\*Identified Need**

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards in ELA has decreased from last year. To support underperforming students we will focus on reading comprehension during professional development in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) Correcting mismatches between learner and classroom demands; and (2) Reading comprehension.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 90.5% (ELA). The same group of students moved up to 4th grade in 2017-2018 and their performance met or exceeded grade level standards at 87.7% (ELA). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 92.0% (ELA). Over the 2015 through the 2018/19 school years, ELA in 3rd grade increased 4.3%.

The 2016-2017 4th grade student group met or exceeded grade level standards at 83.3% (ELA). The same group of students moved up to 5th grade in 2017-2018 and their performance met or exceeded grade level standards at 89% (ELA). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 88.1% (ELA). Over the 2015 through the 2018/19 school years, ELA in 4th grade decreased 0.9%.

The 2016-2017 5th grade student group met or exceeded grade level standards at 88.4% (ELA). The 2017-18 their performance met or exceeded grade level standards at 96.2% (ELA). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 88.1% (ELA). Over the 2015 through the 2018/19 school years, ELA in 5th grade decreased 8.1%.

The school's overall data for the 2017/18 school year indicates 90.9% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018/19 school year, the data indicates 89.3% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight decrease of 1.6% in the area of ELA from 2017 to 2018. Also there is an achievement gap in ELA of 7.1% between male and female students.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities. Between 2017/18 and 2018/19 there was a 6.5 ELA decrease. Upon further review, we will need to continue to focus on closing the achievement gap between males and female in the area of ELA. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged, 8% of Jerabek's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of ELA in the subgroups of Economically disadvantaged and students with disabilities. When examining these groups of students as they move from 3rd to 5th grade both groups of dropped in met or exceeded grade level standards. 7.8% in ELA for Econ Disadv. and 6.5% for our students with disabilities.

As a result of this focus, there are inequities in the areas of ELA with regards to our Economically disadvantaged students and our students with disabilities. Resources were not allocated in a strategic way for impact for both subgroups. This plan address the inequities by focusing on professional development in the areas of building upon current instructional practices, implementation of co-teaching coaching cycles in both ELA.

Because we are currently still in the online learning process, we will make some revisions as to how we will support our student subgroups identified above. We will focus on bringing small groups of students to campus for appointment-based learning; we will continue our co-teaching process

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in ELA. Administration will join zoom classes to monitor student achievement within these subgroups. The plan provides resources specifically for Economically disadvantaged students, our students with disabilities, English Learners and African American (Black Youth).

### **\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

### **\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Students with Disabilities	increase the percentage of students meeting and exceeding grade level standards	72.7%	75.0%	FAST Curriculum Based Measures	Annually
June 2021	4th	Students with Disabilities	increase the percentage of students meeting and exceeding grade level standards	52.9%	57%	FAST Curriculum Based Measures	Annually



## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	5th	Students with Disabilities	increase the percentage of students meeting and exceeding grade level standards	53.8%	58%	FAST Curriculum Based Measures	Annually
June 2021	3rd - 5th	Black or African American	increase the percentage of students meeting and exceeding grade level standards	Baseline	30%	FAST Curriculum Based Measures	Annually
June 2021	3rd- 5th	English Learner	increase the percentage of students meeting and exceeding grade level standards	Baseline	30%	FAST Curriculum Based Measures	Annually

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at Jerabek Elementary will benefit from the strategies/activities in the area of English Language Arts, specifically our students with disabilities, English Learners and our African American students.

**\*Strategy/Activity - Description**

To address the above goals, (both during online learning and when we return to campus)

- Jerabek implemented a phonics program in grades 3-5 called Words Their Way. This program address language development, phonemic awareness and spelling. Words Their Way also allows teachers to differentiate their instruction based on student needs. Words Their Way also has an online component that is being utilized during both online and in-person learning.
- Jerabek purchased and implemented the online version of Lucy Calkins writing to support all students during online learning.
- Jerabek is able to fund professional development for teachers, library assistants for reading enrichment and supplement instructional materials to address targeted subgroups as well as students at all grade levels.

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
- Jerabek will continue our focus on supporting our students with disabilities via the co-teaching model. Teachers will receive professional development in this area, as well as PLC time to collaborate with our Education Specialist and their colleagues.
- Jerabek staff continues to monitor student academic progress through the continuation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth). Jerabek has hired retired teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
- Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
- To strengthen ELA, professional learning will include the following areas of study in the 2020-2021 school year: Lucy Calkins Writing Program,

Reading Comprehension and Phonics Development.

these areas include:

1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching model.
5. Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
6. Promote student agency through goal setting

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01561E	Supplies		\$2,915.00	\$2,915.00	0156-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Supplemental instructional supplies

### \*Additional Supports for this Strategy/Activity

All strategies and activities listed above that require funding resources, are funded by our Family/Faculty Organization (FFO).

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Funding resources were provided by the Family Faculty Organization (FFO) and allocated for the following:

Visiting subs were hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

Jerabek will hire retired teachers to support tier 2 and tier 3 instruction in small groups as a way to support our struggling students with interventions strategies.

Jerabek purchased Engage New York online curriculum for all grade levels, in addition to teacher guides and student consumables for the 2020/2021 school year to support both online and in-person learning.

Jerabek purchased Moby Max, an online math program to support student academic performance levels.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closures in March of 2020, there are no CAASPP data for the 2019/2020 school year, therefore the CAASPP goals below will be carried forward to the 2020/2021 school year.

Also, there are no major differences between the intention in the goals and resources allocated. The plan will be implemented as described, during both online learning and when we return to in-person instruction. However, the teachers voiced a need for more grade level collaboration days and more

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

funding resources to implement tier 2 and 3 targeted interventions. When we return to in-person learning teachers will be given more days for grade level collaboration via PLC time.

### \*Changes

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

We have added a FAST goal due to lack of 2019/2020 SBAC data so that we can continue to monitor student progress.

When we return to in-person learning, retired teachers will be hired to support struggling students with tier 2 and 3 interventions via small group.

Funding resources will be provided for curriculum materials.

Visiting subs will continue to be hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students meeting and exceeding grade level standards	96%	98%	FAST aMath	Annually
June 2021	4th	Increase the percentage of students meeting and exceeding grade level standards	92.4%	95%	FAST aMath	Annually
June 2021	5th	Increase the percentage of students meeting and exceeding grade level standards	85.3%	88%	FAST aMath	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	91.1%	94%	FAST aMath	Annually

**\*Identified Need**

The 2016-2017 3rd grade student group met or exceeded grade level standards at 92.4% in Math. The same group of students moved up to 4th grade in 2017-2018 and their performance met or exceeded grade level standards at 94.7% in Math. During the 2018-2019 school year, their performance in Math met or exceeded grade level standards at 96.0%. Over the 2015 through the 2018/19 school years, Math in 3rd grade increased 1.3%.

The 2016-2017 4th grade student group met or exceeded grade level standards at 86.4% in Math. The same group of students moved up to 5th grade in 2017-2018 and their performance met or exceeded grade level standards at 89% in Math. During the 2018-2019 school year, their performance in math met or exceeded grade level standards at 92.4%. Over the 2015 through the 2018/19 school years, Math in 4th grade increased 3.4%.

The 2016-2017 5th grade student group met or exceeded grade level standards at 89.5% in Math. The 2017-18 their performance met or exceeded grade level standards at 81.3% in Math. During the 2018-2019 school year, their performance in math met or exceeded grade level standards at 85.3%. Over the 2015 through the 2018/19 school years, Math in 5th grade increased 4.0%.

The school's overall data for the 2017/18 school year indicates 88.5% of 3rd-5th grade students met or exceeded standards in Math. In the 2018/19 school year, the data indicates 91.1% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a 2.6% increase in Math.

Because we are currently still in the online learning process, we will make some revisions as to how we will support our student subgroups identified above. We will focus on bringing small groups of students to campus for appointment based learning, we will continue our co-teaching process in Math. Administration will join zoom classes to monitor student achievement within these subgroups. The plan provides resources specifically for Economically disadvantaged students, our students with disabilities, English Learners and African American (Black Youth).

**\*Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

-Standards-Based Grading

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	4th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	52.9%	57.0%	FAST aMath	Annually
June 2021	5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	30.8%	40%	FAST aMath	Annually
June 2020	3-5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	51.2%	56%	FAST aMath	Annually
June 2021	3rd- 5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards	baseline	30%	FAST aMath	Annually
June 2021	3rd - 5th	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	baseline	30%	FAST aMath	Annually

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at Jerabek Elementary will benefit from the strategies/activities in the area of Math, specifically our students with disabilities, English Learners and our African American (Black Youth)

**\*Strategy/Activity - Description**

- To address the above goals, (both during online learning and when we return to campus)
- Jerabek purchased Engage New York teacher guides and student consumables in grades 3-5.
  - Jerabek purchased and implemented the online version of Engage New York, (inSync and Equip) to support all students during online learning.
  - To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
  - Jerabek will continue our focus on supporting our students with disabilities via the co-teaching model. Teachers will receive professional development in this area, as well as PLC time to collaborate with our Education Specialist and their colleagues.
  - Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
  - Jerabek staff will monitor student academic progress through the implementation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth) sub groups.
  - Jerabek will hire retired teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
  - We are utilizing ST Math (a district funded math program) and Moby Max. ST Math and Moby Max focus on the conceptual component, which is critical for why certain algorithms are utilized in math.
  - Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
  - Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
  - To strengthen math, professional learning will include the following areas of study in the 2020-2021 school year.  
these areas include:
    1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
    2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
    3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
    4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching model.
    5. Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
    6. Promote student agency through goal setting

## Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students, specifically ELLs

**\*Strategy/Activity - Description**

Any supplemental instructional supplies to support the modified instruction of ELLs.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0156-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N01561E	Supplies to support tier 1 instructional



## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Analysis of 2018/2019 district reclassification data indicates that Jerabek met its goal to reclassify the potential reclassification students at a 95% rate. In grade levels where English Learners were identified, common assessments focus specifically on English language development.

During the 2019/2020 school, teachers who supported English Learners received training and support from district resource teachers in the form of Designated English Learner Development (dELD) coaching cycles.

Funding resources were provided by the Family Faculty Organization (FFO) and allocated for the following:

Visiting subs were hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

Jerabek hired retired teachers to support tier 2 and tier 3 instruction in small groups as a way to support our struggling English Learners students with interventions strategies.

Jerabek purchased Engage New York online curriculum for all grade levels, in addition to teacher guides and student consumables for the 2020/2021 school year to support both online and in-person learning.

Jerabek purchased Moby Max, an online math program to support student academic performance levels.

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closures in March of 2020, there are no CAASPP data for the 2019/2020 school year, therefore the CAASPP goals below will be carried forward to the 2020/2021 school year.

Also, there are no major differences between the intention in the goals and resources allocated. The plan will be implemented as described, during both online learning and when we return to in-person instruction. However, the teachers voiced a need for more grade level collaboration days and more funding resources to implement tier 2 and 3 targeted interventions. When we return to in-person learning teachers will be given more days for grade level collaboration via PLC time

**\*Changes**

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

We have added a FAST goal due to lack of 2019/2020 SBAC data so that we can continue to monitor student Progress.

Targeted Intervention: After data analysis (DRA, FAST, Phonics assessments), classroom teachers provided a list of students for targeted intervention.

Retired teachers were hired to provide support to struggling students with tier 2 and 3 interventions via small group in ELA and Math.

Visiting subs were hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

**\*Integrated English Language Development**

English Learners are integrated into the core classes and support will be provided across the academic school day to address language targets (i.e. clarity of purpose) and teachers will use appropriate scaffolding techniques and differentiation of instruction. The PD plan, with collaborative input from ILT, will focus on

common instructional practices to strengthen English language development.

- ELD support in the classroom.
- ELI-RT will provide dELD coaching support, coaching will include classroom observations, feedback to support teachers and administrative support.
- Classroom walk-through to show evidence of integrated ELD
- Collecting ELD schedules from teachers
- Observing and providing feedback on ELD lessons through coaching support
- Monitoring DRA, Phonics and FAST levels during reporting periods.
- During PLCs and grade level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners.

**\*Designated English Language Development**

- Within the 2019/2020 SPSA a specific walkthrough protocol was developed by the Office of Language Acquisition, to observe the designated ELD support in classrooms and we will continue to use this protocol.
- Jerabek’s PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development
- Teachers will meet in monthly grade level meetings to analyze student data and discuss progress and plan next instructional steps.
- Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning.
- All classroom with English Learners in their classrooms will dedicate at least 30 minutes of Designated ELD on the daily schedule
- District level support will be provided in the form of a OLA resource teacher (ELI-RT), during both online and in-person learning.
- ELD schedules will be collected from teachers with EL students and used to inform principal's walk-through schedule.
- Principal will monitor the academic levels for English Learners during reporting periods.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd and 4th	English Learner	90% of our ELs eligible for reclassification	83.3%	90%	Other (Describe in Objective)	Annually
June 2021	TK- 5th	English Learner	Students will increase a minimum of one performance level.	level 1:1 st.; level 2: 4 st.; level 3: 10 st	16 students, 100%	Summative ELPAC	Annually

**\*Identified Need**

Current number of English Learners at each grade level based on Fall 2019 ELPAC testing  
 TK- 1 student- (ELPAC score: 1 scored one- intermediate)  
 Kinder- 6 students- ( ELPAC scores: 4 scored novice, 2 scored one- intermediate)  
 1st- 1 student- (ELPAC scores: 1 scored novice)  
 2nd - 5 students- (ELPAC scores: 4 scored three-moderately developed, 1 scored two-somewhat developed)  
 3rd- No English Learners at this grade level  
 4th - 2 students- (ELPAC scores: 1 scored three-moderately developed, 1 scored 1-intermediate)  
 5th- No English Learners at this grade level  
 Due to school closures in March of 2020, we were not able to complete the ELPAC Summative assessments.

**\*Online Learning Implications**

- Jerabek will provide students with targeted small group support through an integrated model.
- The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	reclassification of eligible students	83.3%	95%	Summative ELPAC	Annual

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at Jerabek will benefit from this strategy/activity, specifically English Learners.

**\*Strategy/Activity - Description**

- We will monitor the progress of our ELs to accelerated their English language acquisition with a goal of reclassification.
- During PLCs and grade level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners.
- Jerabek' s PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development
- All classrooms with English Learners in their classrooms will dedicate at least 30 minutes of Designated ELD on the daily schedule
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics across content areas (explaining their thinking, construction arguments and justifying their positions with sound evidence, etc.)

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N015670	Prof&Curriclm Dev Vist Tchr		\$1,800.00	\$2,201.22	0156-09800-00-1192-1000- 4760-01000-0000	LCFF Intervention Support	English Learners		Retired teacher implementing ELPAC

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Funding resources were provided by the Family Faculty Organization (FFO) and allocated for the following:

Visiting subs were hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

Jerabek hire retired teachers to support tier 2 and tier 3 instruction in small groups as a way to support our struggling students with interventions strategies.

Jerabek purchased Engage New York online curriculum for all grade levels, in addition to teacher guides and student consumables for the 2020/2021 school year to support both online and in-person learning.

Jerabek purchased Moby Max, an online math program to support student academic performance levels.

Jerabek purchased and implemented the online version of Lucy Calkins writing to support all students during online learning.

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closures in March of 2020, there are no CAASPP data for the 2019/2020 school year, therefore the CAASPP goals below will be carried forward to the 2020/2021 school year.

Also, there are no major differences between the intention in the goals and resources allocated. The plan will be implemented as described, during both online learning and when we return to in-person instruction. However, the teachers voiced a need for more grade level collaboration days and more funding resources to implement tier 2 and 3 targeted interventions. When we return to in-person learning teachers will be given more days for grade level collaboration via PLC time.

**\*Changes**

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

We have added a FAST goal due to lack of 2019/2020 SBAC data so that we can continue to monitor student Progress.  
 Targeted Intervention: After data analysis (DRA, FAST, Phonics assessments), classroom teachers provided a list of students for targeted intervention. Retired teachers were hired to provide support to struggling students with tier 2 and 3 interventions via small group in ELA and math. Visiting subs will continue to be hired to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

**\*Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP	58.5%	64%	Other (Describe in Objective)	Annually
June 2021	3rd - 5th	Increase the percentage of students meeting and	51.2%	57%	Other (Describe in Objective)	Annually

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		exceeding grade level standards in Math as measured by CAASPP					
<b>*Identified Need</b>							
<p>According to the California Dashboard (2019) ELA data, Overall Jerabek' s students with disabilities are 2.9 points below standard with a decrease of 31.2 points.</p> <p>According to the California Dashboard (2019) Math data, Jerabek' s students with disabilities are 9.1 points above standard, which is, 2.1 points maintained.</p> <p>Due to school closures, there is no 2019/2020 SBAC data.</p>							
<b>*Online Learning Implications</b>							
<ul style="list-style-type: none"> <li>-Implementation of IEP Services in Online Learning Setting</li> <li>-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).</li> <li>-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</li> <li>-The integrated team will consist of general education teachers, educational specialists, related services providers and para educators.</li> <li>-All staff will be working as a team to support all students to accelerate their learning.</li> </ul>							
<b>*Annual Measurable Outcomes</b>							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by the CAASPP.	72.7%	76%	Other (Describe in Objective)	Annually
June 2021	4th	Students with Disabilities	Increase the percentage of students meeting	52.9%	57%	Other (Describe in Objective)	Annually



## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			or exceeding grade level standards in ELA as measured by the CAASPP.				
June 2021	5th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by the CAASPP.	53.8%	58%	Other (Describe in Objective)	Annually
June 2021	3rd	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in Math as measured by the CAASPP.	72.7%	77%	Other (Describe in Objective)	Annually
June 2021	4th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in Math as measured by the CAASPP.	52.9%	58%	Other (Describe in Objective)	Annually
June 2021	5th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in Math	30.8%	50%	Other (Describe in Objective)	Annually

			as measured by the CAASPP.				
<b>Strategy/Activity 1</b>							
<b>*Students to be served by this Strategy/Activity</b>							
All students at Jerabek will benefit from this strategy/activity, specifically our students with disabilities.							
<b>*Strategy/Activity - Description</b>							
<p>To address the above goals,</p> <ul style="list-style-type: none"> <li>- We will continue our focus on supporting our students with disabilities via the co-teaching model. Teachers will receive professional development in the area of co-teaching, as well as PLC time to collaborate with our Education Specialist and their colleagues.</li> <li>- PLC and grade level planning will include ongoing monitoring of academic progress and adjustments for students with dualities.</li> <li>- General and Special education staff will ensure instruction is being differentiated to allow core content access for students with disabilities.</li> <li>- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.</li> <li>- Administrative team will conduct ongoing walk-through with a lens on students with disabilities.</li> <li>- Jerabek will use site funds to purchase Tier 2 intervention curriculum materials to address and enhance necessary skills of students with disabilities during their pull-out hours of their IEP.</li> </ul>							

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Black Youth	increase academic achievement	Baseline	exceeds/met standard	Grades	Annually
June 2021	TK-5	Black Youth	maintain current suspension data	0	0	Suspensions (Classroom and School)	Annually

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Jerabek site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Jerabek will develop and implement a site-specific system for tracking classroom referrals.
3. Jerabek will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Jerabek will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Jerabek will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Jerabek is to maintain or increase the percentage of diverse educators from current year to the following school year.

**\*Identified Need**

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

At our site, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been small at our site, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional well-being in order to improve their experiences at Jerabek. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

**\*Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students specifically our African American (Black Youth).

**\*Strategy/Activity - Description**

To address the above goals, (both during online learning and when we return to campus)

- Jerabek implemented a phonics program in grades 3-5 called Words Their Way. This program address language development, phonemic awareness and spelling. Words Their Way also allows teachers to differentiate their instruction based on student needs. Words Their Way also has an online component that is being utilized during both online and in-person learning.
- Jerabek purchased and implemented the online version of Lucy Calkins writing to support all students during online learning.
- Jerabek purchased Engage New York teacher guides and student consumables in grades 3-5.
- Jerabek purchased and implemented the online version of Engage New York, (inSync and Equip) to support all students during online learning.
- We are utilizing ST Math (a district funded math program) and Moby Max. ST Math and Moby Max focus on the conceptual component which is critical for why certain algorithms are utilized in math.
- Jerabek is able to fund professional development for teachers, library assistants for reading enrichment and supplement instructional materials to address targeted subgroups as well as students at all grade levels.

- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
- Jerabek will continue our focus on supporting our students with disabilities via the co-teaching model. Teachers will receive professional development in this area, as well as PLC time to collaborate with our Education Specialist and their colleagues.
- Jerabek staff continues to monitor student academic progress through the continuation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth).
- Jerabek has hired retired teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
- Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
- To strengthen ELA and math professional learning will include the following areas of study in the 2020-2021 school year: Lucy Calkins Writing Program, Reading Comprehension and Phonics Development and Engage New York math

These areas include:

1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching model.
5. Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
6. Promote student agency through goal setting

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Jerabek is fortunate to have a large active parent population. Families participate in all school activities, participate on committees and groups and volunteer regularly in classrooms. We had 330 parents participate in the CAL-SCHLS parent survey during the 2018/19 school year. Due to school closures, there was no CAL-SCHLS data collected for the 2019/2020 school year. This coming school year we will promote the survey with greater enthusiasm and frequency.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Major differences

#### \*Changes

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

No changes except this year I hope to have a larger amount of parents participate in the survey.

<b>*Goal 7- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	To increase the percentage of parents who "strongly agree" that the school actively seeks the input of parents before making big decisions.	28%	50%	CAL - SCHLS (CSPS)
<b>*Identified Need</b>					
<p>Due to school closures, information below will be carried forward.</p> <p>This was the lowest percentage under the "strongly Agree" on our CAL-SCHLS parent survey for that particular question. It is important to have parents know that they are valued and their opinions are taken into account during the decision making process.</p>					
<b>*Online Learning Implications</b>					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> <li>-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.</li> <li>-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</li> </ul> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <ul style="list-style-type: none"> <li>-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</li> </ul> <p>Training for parents and other caregivers</p> <p>Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					

<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	SSC	Maintain the attendance participation of elected parents	90%	95%	Committee Attendance
June 2021	SGT	Maintain the attendance participation of elected parents	90%	95%	Committee Attendance
June 2021	Foundation	Increase the attendance participation of elected parents	70%	80%	Meeting Attendance

### **Strategy/Activity 1 Parent Communication**

**\*Families to be served by this Strategy/Activity**

All Families will be served by these activities

**\*Strategy/Activity - Description**

To increase parent participation I will continue to conduct Principal's Chat, inform families of upcoming events and activities, parent conferences, Back to School Night, Open House, Read Across America Night and other opportunities to participate as they become available. I will use multiple avenues to send information to families to keep them informed. I will also include information about SSC decisions in my school-to-home communication to increase transparency and to make the information public.

**Family Communication**

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Monthly Jerabek Community Newsletter
- Daily Morning Opening led by students (when we return to in-person learning.
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee



## Jerabek Elementary

### SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N015680	Interprogram Svcs/Duplicating		\$2,500.00	\$2,500.00	0156-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Materials and services to support parent communication

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Third and Fifth Grade Data Analysis: Percentage of Students Meeting/Exceeding grade level performance at the end of the 2020-2021: School Year.

Due to school closures, the data below will be carried forward

FAST assessment data

Third Grade: 101 students- 3 at high risk, 28 at low risk and 15 at some risk, 55 students are on the college pathway

Fifth Grade: 109 students- zero at high risk, 18 at low risk, 2 at some risk and 89 students are on the college pathway

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

#### \*Changes

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

FAST data levels will be analyzed during the first reporting period. Students not meeting expectation will be closely monitored to ensure progress.

<b>*Goal 8- Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2020	3rd	Increase the percentage of students reading at or above grade level as measured by the FAST data	60%	80%	Other (Describe in Objective)	Annually	
June 2020	5th	increase the percentage of students reading at or above grade level as measured by the FAST data	85%	95%	Other (Describe in Objective)	Annually	
<b>*Identified Need</b>							
<p>To support student's underperforming we will continue to support their progress in ELA and math in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA and math, professional learning will include Lucy Calkins Writing, Reading comprehension, phonics development and Engage New York math strategies. Teachers will work in collaboration with the Ed Specialists during grade level PLCs.</p>							
<b>*Online Learning Implications</b>							
<p>-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.</p>							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3rd	Students with Disabilities	Increase the percentage of students meeting or exceeding	72.7%	77%	Other (Describe in Objective)	Annually

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards in ELA as measured by the FAST data.				
June 2021	5th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by the FAST data.	53.8%	58%	Other (Describe in Objective)	Annually
June 2021	3rd & 5th	English Learner	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by the FAST data.	baseline	50%	Other (Describe in Objective)	Annually
June 2021	3rd & 5th	Black or African American	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by the FAST data.	baseline	50%	Other (Describe in Objective)	Annually

## Strategy/Activity 1

### \*Students to be served by this Strategy/Activity

All students will benefit from these strategies, yet with a specific emphasis on students in 3rd and 5th grade

### \*Strategy/Activity - Description

When we return to in-person learning, professional learning will be supported by two rounds of PLCs per grade level due to limited funds. Visiting teachers are funded so that teachers have a full day to meet in their PLCs. Teachers will work collaboratively during monthly professional learning. PLC work will include supporting all readers with an emphasis on supporting students with disabilities, English Learners and our African American (Black Youth) to ensure their progress.

# STEAM

## **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

## **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

## **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

#### **1. Fostering a Culture of STEAM**

- Our community has a strong interest in the STEAM initiative. Our FFO funded the development and materials needed for the STEAM Lab, as well as the Professional Expert who supports our teachers on a daily basis. Additionally, the FFO has funded Mystery Science for all grade levels.
- Jerabek offers after school STEAM enrichment programs for all students.
- Grade level teachers collaborate monthly around the STEAM curriculum to align with other content areas.

#### **2. Building Capacity to ensure fidelity and sustainability of STEAM**

- This is the third year Jerabek is participating in the STEAM Innovations Initiative. All of our TK/K and 1st teachers have participated in all district provided trainings. They have received instructional materials provided by the district. The district has also painted the interior of their classrooms and provided new furniture, rugs and seating to create maker-spaces. This has transformed the learning environments.
- Every year that the districts offers a grade level training, Jerabek will participate.
- Teachers in grades 2-5 are using the new NGSS standards and modifying their FOSS kits and materials to meet the new standards.
- Two teachers will be attending the district provided Science Capacity Builders trainings.

#### **3. Supporting teachers in implementing STEAM lessons a minimum of 4 hours per week.**

- Assurance of implementation is demonstrated by daily schedules showing total science curriculum including STEAM.
- Principal will include STEAM lessons on her walk through schedule and provide feedback.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As a leader, it is imperative to we foster positive relationships, build capacity and engage with our stakeholders in the shared decision process, in order to effectively implement this plan. With our transition to online learning, it will be a priority to coordinate all of the supports on site to ensure that it is a team/partnership effort to build collective efficacy.

In preparation for offering both online and on-site learning during the 2020-2021 school year, parents were invited to multiple Principal's Chat prior to the start of the school year to provide them with necessary information regarding teacher, student and parent trainings.

Prior to the start of the school year Jerabek hosted a materials distribution, where we provided students with the necessary learning materials to get the year started. Students also received district issued devices to ensure access to curriculum while in a online learning format along with internet connectivity supported for any SDUSD family that does not have an Internet connection.

While in the online learning format, Jerabek students receive their academic instruction starting at 8:35am and synchronous learning ends at 12:30pm for most.

This year, part of our professional development plan will focus Diversity/Inclusion and Anti-Racism, as part of the district's Call to Action to support Black Youth.

**Implementation of SPSA-** This SPSA was created using both 2019 Dashboard data as well as carrying forward previous years data, due to no state testing in the 2019/2020 school year. The following priorities, strategies and leadership actions will be implemented school wide at Jerabek Elementary to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with staff, support personnel and central office members to ensure that the following is in place:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.

- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are able to articulate student-learning needs and can recognize if instruction is impacting learning.

**Monitoring Student Learning and Providing Support**

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.

- Develop and fine-tune a comprehensive assessment system.
- Monitor student-reading levels during reporting periods.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (ILT and PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

**Targeted Professional Learning and Implementation**

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.

The site administrator will:

- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work-through with an appreciative lens and focus on what is working at the school.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their student's learning successes and needs.
- Provide resources to support parents.



- Strengthen and build up on current instructional practices.
- Provide professional learning focused on Tier 1 and Tier 2 Instruction, Data Analysis, Instructional Practices, and Social Emotional learning (safe, supportive, and collaborative school culture).
- Ensure learning goals and targets are aligned with Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Jerabek ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0.0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0.0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 7,616.22

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0.0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0.0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$7,616.22
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 7,616.22

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$7,616.22

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Jerabek Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 1,800.00
			3000			\$ 401.22
			4301	Supplies		\$ 2,915.00
			5721	Interprogram Svcs/Duplicating		\$ 2,500.00
	<b>09800 LCFF Intervention Support Total</b>					<b>\$ 7,616.22</b>
<b>Grand Total</b>						<b>\$ 7,616.22</b>

## **APPENDIX B**

### **PARENT & FAMILY ENGAGEMENT POLICY**



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

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***Jerabek Elementary School***  
**PARENT AND FAMILY ENGAGEMENT POLICY**  
**2020-2021**

Jerabek Elementary School has developed a written Parent and Family Engagement Policy with input from parents and the School Site Council (SSC). Every year, the SSC reviews, revises and approves the policy to make sure it is accurate and effective.

The School has distributed the Policy via School Messenger or by email to our parents. In addition, it will be added to our website and a copy will be available in the Front Office.

The Policy describes the means for carrying out the following parent and family engagement requirements *ESSA Section 1116(c)*.

**Involvement of Parents in the Parent Family Engagement Policy**

To involve parents in the program at Jerabek Elementary School, the following practices have been established:

- In conjunction with the SSC, the Parent and Engagement Policy is updated annually and provided to all families at the beginning of each school year via email. Additional copies can be obtained by contacting the school.
- Jerabek offers meetings for teacher collaborations in the morning or after school. Various events are held in the evenings such as Back to School Night and Open House. (During in-person learning)
- Jerabek involves parents in the planning, review, and improvement of the School's Parent and Family Engagement Policy, through formalized groups like the Foundation, SSC, and Site Governance Team (SGT). Our parents are highly involved in all aspects of the school. We have about 35 parents on campus volunteering every day. (During in-person learning)
- Jerabek provides parents with timely information about the Parent and Family Engagement Policy. Information about our policy is emailed out to parents via School Messenger and sent through our Foundation's announcements. In addition, teachers share information using newsletters or their own webpages. Important announcements are sent home via phone calls and posted on the main school webpage and the "News" section of our website.
- Jerabek provides parents with an explanation of the school curriculum, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers explain the curriculum to parents at Back to School Night. Teachers explain how their students are progressing in relation to Common Core proficiency levels during (on-line and in-person learning) parent conferences. All parents attend at least one conference a year.
- Jerabek provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents can attend our monthly SGT and SSC meetings.

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### **School-Parent Compact**

Jerabek Elementary distributes to parents a School-Parent Compact. The compact, which has been jointly developed with parents, outlines how parents, Jerabek staff, and students will share the responsibility for improved student academic achievement. It describes specific ways Jerabek 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.

- The School's responsibility is to provide high-quality curriculum and instruction
- 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

The SSC developed the School Parent Compact. It is reviewed and revised every year and then provided to parents.

### **Building Capacity for Involvement**

Jerabek engages parents in meaningful interactions by supporting a partnership among staff, parents, and the community with the goal of improving student academic achievement. To help reach these goals, Jerabek has established the following practices.

- Jerabek provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- With the assistance of Jerabek's parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Jerabek has an extremely high level of parent participation. Parents are an integral part of our school.
- Jerabek coordinates and integrates the Parent and Family Engagement Policy with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. Parents participate in school events including volunteering in the classroom, attending special events, going on field trips, and attending family science night.
- Jerabek distributes information related to school and parent programs, meetings, and other activities to parents in an understandable format and language.
- Jerabek provides support for parent and family engagement activities requested by Jerabek parents. Some of these suggestions are taken to the SGT or SSC and some are presented to the Foundation. Many of the programs and activities we offer at our School were originally suggested by parents.

### **Accessibility**

Jerabek provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and transient families. Information and school reports are provided in an understandable format. This includes telephone calls, emails, paper newsletters, flyers, announcements on the marquee, and announcements via the P.A. system, website notices, and a monthly posting in the Scripps Ranch Community Association Newsletter which is delivered to all residences in Scripps Ranch. For parents who are Non-English speakers, we provide translated material or we engage a translator for meetings.





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

*Jerabek Elementary School*  
**FAMILY ENGAGEMENT POLICY  
FOR A NON-TITLE I SCHOOL  
2020-2021**

This policy was adopted by Jerabek on October 1, 2020 and will be in effect for the 2020-21 school year.

Jerabek will distribute the Parent and Family Engagement Policy to all parents by October 5, 2020.

Angelica Wally  
Signature of Authorized Official

Mairi Hawley  
co-Chair

Date Approved 10/1/20

10/2/20

## **APPENDIX C**

### **SCHOOL PARENT COMPACT**



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

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JERABEK ELEMENTARY  
**SCHOOL PARENT COMPACT**  
**2020-2021**

Jerabek distributes to parents and family members a school-parent Compact. This Compact which has been jointly developed with parents outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement. This compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**SCHOOL RESPONSIBILITIES**

Jerabek Elementary will:

- Provide high-quality curriculum and instruction both on-line and in-person that enables participating children to meet California's student academic achievement standards as follows:  
The high-quality curriculum resources used at Jerabek adheres and aligns to the required Common Core State Standards at all grade levels. Teachers employ appropriate and differentiated strategies to meet the diverse behavioral and academic needs of all children to support an effective learning environment within a community of high expectations.
- Hold parent-teacher conferences, both on-line and in-person during which this compact will be discussed as it relates to the individual student's achievement. Conferences for all children are scheduled in the Fall and available in the Spring. Teachers will meet with parents of students who are at-risk and/or through parent request.
- Provide parents with frequent reports on their student's progress. Teachers adhere to the Common Core district required progress reporting periods that can include conferences. Teacher's work to communicate student progress throughout the year through conferences, meeting requests (by parents), email, phone, on-line and in person. This collaboration is ongoing.
- Provide parents reasonable access to staff. Parents needing communication or collaboration with staff are directed to contact the office. Office staff will forward any messages that have not already gone directly to the staff member.
- Provide parents opportunities to volunteer and participate in their student's class, and to observe classroom activities, as follows (during on campus learning): Parent volunteering is a valued aspect of our educational program. Parent volunteers are coordinated through our Room Parent program (FFO). Parents can also speak to the teacher directly to volunteer in the class or at school. Parents who want to volunteer are required to fill out a volunteer packet with the office prior to doing so. Parents who are requesting to "observe" in a classroom must make that arrangement with the principal. This request can take up to twenty-four hours from receipt of the request, so the teacher(s) involved in the observation can be notified.

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Jerabek engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Jerabek provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- With parent assistance, during regular meetings with the principal and staff the School educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- Jerabek coordinates and integrates the parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. Parents participate in school events including volunteering in the classroom, attending special events, going on field trips, and attending family science and art night. *(during on campus learning)*
- Jerabek distributes information related to School and parent programs, meetings, and other activities to parents in an understandable format and language through the school newsletter and the Jerabek Community Handbook.
- Jerabek provides support for parental involvement activities requested by Jerabek parents whenever possible. Some of these suggestions are taken to the SGT or SSC and some are presented to the Foundation.
- Jerabek provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and our transient families. Information and school reports are provided in an understandable format. This includes telephone calls, emails, paper newsletters, flyers, announcements on the marquee, and announcements via the P.A. system, website notices, and a monthly posting in the Scripps Ranch Community Association Newsletter which is delivered to all residences in Scripps Ranch. When we have parents, who do not understand English we provide translated material or we engage a translator for meetings.

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## **Optional Additional Provisions**

### **PARENT RESPONSIBILITIES**

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

- Ensuring students are on-line/in school every day of the year and on time each day
- Making sure that homework is completed.
- Communicating with my child's teacher as needed.
- Participating, as appropriate, in decisions relating to my child's education.
- Communicating and collaborating with school staff in a positive and respectful manner
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- When possible, serving on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement. Students are responsible for the following:

- Doing my homework every day and ask for help when I need it.
- Reading at least 20 minutes every day outside of school time.
- Giving to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Treating myself and others with respect.
- Working on-line and in the classroom to develop and use my independent problem solving, creativity, critical thinking and effective communication.



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

JERABEK ELEMENTARY  
SCHOOL PARENT COMPACT  
2020-2021

The SSC developed the School Parent Compact. It is reviewed and revised every year and then provided to parents.

This Compact was adopted by Jerabek on \_\_\_October 1, 2020\_\_\_ and will be in effect for the 2020-21 school year.

Jerabek will distribute the School Parent Compact to all parents by \_\_\_October 5, 2020.

Signature of Authorized Official here:

Dr. Angèle Watson  
Principal

Paul Hawley  
Co-Chair



Date approved: 10/1/20

## **APPENDIX D**

### **DATA REPORTS**

Data Reports can be retrieved from:

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

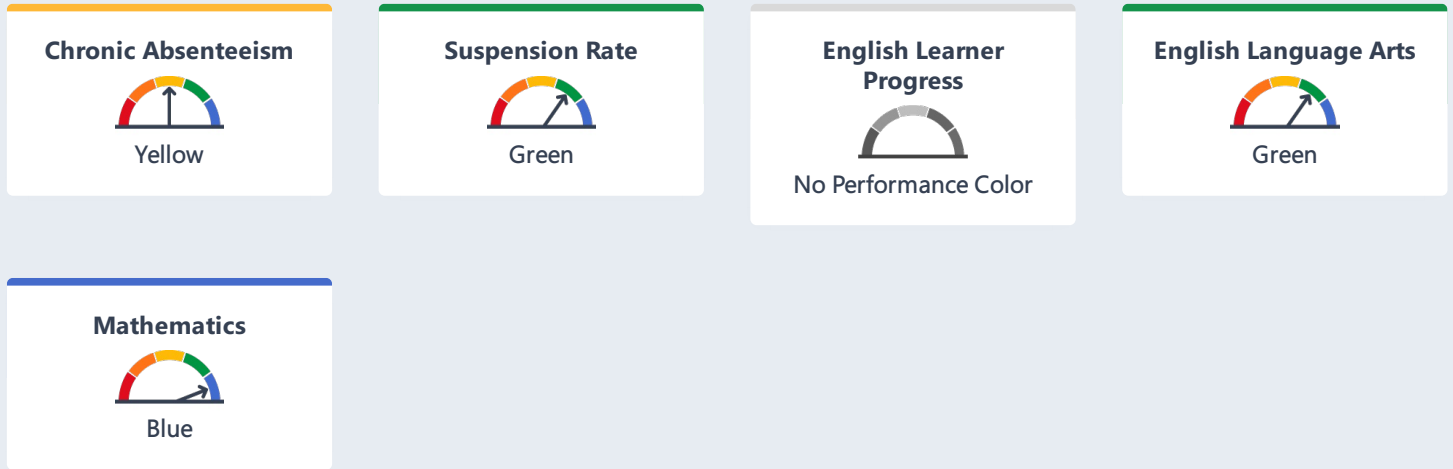
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

# Jerabek Elementary

Explore the performance of Jerabek Elementary under California's Accountability System.



## School Details

<b>NAME</b> Jerabek Elementary	<b>ADDRESS</b> 10050 Avenida Magnifica San Diego, CA 92131-1426	<b>WEBSITE</b> <a href="http://www.jerabekweb...">http://www.jerabekweb...</a>	<b>GRADES SERVED</b> K-5
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## Student Population

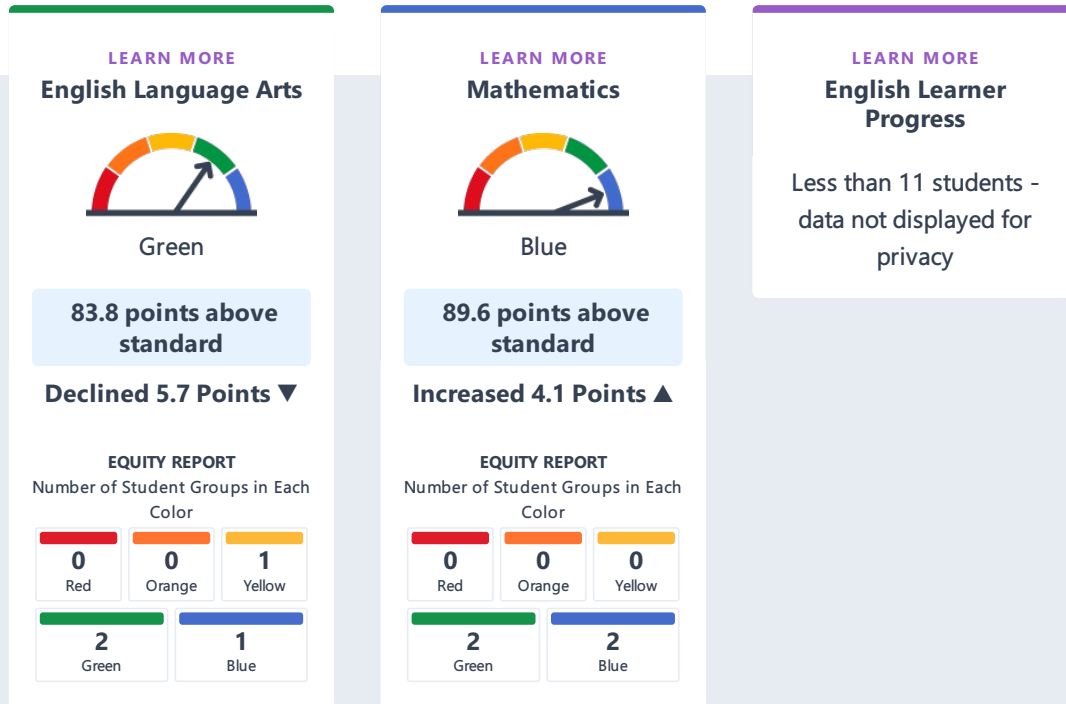
Explore information about this school's student population.





# Academic Performance

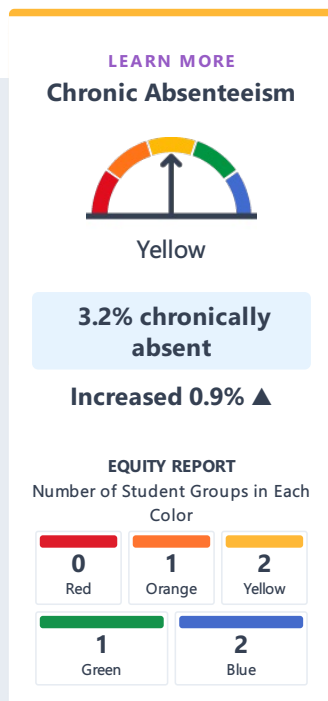
View Student Assessment Results and other aspects of school performance.



## JERABEK ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Green

**0.5% suspended at least once**

**Increased 0.3% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>1</b> Orange	<b>1</b> Yellow
<b>0</b> Green	<b>4</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Green

83.8 points above standard

Declined 5.7 Points ▼

Number of Students: 319

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Students with Disabilities



Green

Hispanic

White



Blue

Two or More Races



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Socioeconomically Disadvantaged

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

110.5 points above standard

Increased 4.6 Points ▲

Number of Students: 30

### English Learners



No Performance Color

87.2 points above standard

Declined 8.4 Points ▼

Number of Students: 17

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Socioeconomically Disadvantaged



No Performance Color

47.8 points above standard

Maintained -0.8 Points

Number of Students: 32

### Students with Disabilities



Yellow

2.9 points below standard

Declined 31.2 Points ▼

Number of Students: 40

### Hispanic



Green

68.5 points above standard

Declined 30.4 Points ▼

Number of Students: 30

### White



Green

77.6 points above standard

Declined 7.4 Points ▼

Number of Students: 207

### Two or More Races



Blue

99.6 points above standard

Maintained 0.2 Points

Number of Students: 40

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 87.1 points above standard

89.5 points above standard

83.8 points above standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
No Data	93.9 points above standard	82.2 points above standard
No Data	Maintained -2.4 Points	Declined 6.2 Points ▼
Number of Students: 2	Number of Students: 15	Number of Students: 287

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**



Blue

89.6 points above standard







Increased 4.1 Points ▲

Number of Students: 319

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green Hispanic Students with Disabilities	 Blue Two or More Races White	 No Performance Color African American American Indian Asian English Learners Filipino



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

114.4 points above standard

Increased 21.1 Points ▲

Number of Students: 30

### English Learners



No Performance Color

107.8 points above standard

Increased 17.5 Points ▲

Number of Students: 17

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Socioeconomically Disadvantaged



No Performance Color

54.8 points above standard

Maintained -0.9 Points

Number of Students: 32

### Hispanic



Green

68.9 points above standard

Declined 12.6 Points ▼

Number of Students: 30

### Students with Disabilities



Green

9.1 points above standard

Maintained 2.1 Points

Number of Students: 40

### Two or More Races



Blue

95.9 points above standard

Increased 6 Points ▲

Number of Students: 40

### White



Blue

86 points above standard

Maintained 2.1 Points

Number of Students: 207

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	84 points above standard	85.5 points above standard	89.6 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	109.8 points above standard	87.7 points above standard
No Data	Increased 7.5 Points ▲	Maintained 2.4 Points
Number of Students: 2	Number of Students: 15	Number of Students: 287

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)  
**English Learner Progress**

Less than 11 students - data not displayed for privacy

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Yellow

3.2% chronically absent

Increased 0.9% ▲

Number of Students: 666

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

Students with Disabilities

White



Green

Socioeconomically Disadvantaged



Blue

Asian  
Two or More Races



No Performance Color

American Indian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander





### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### English Learners



No Performance Color

8.3% chronically absent

Increased 5.2% ▲

Number of Students: 24

### Filipino



No Performance Color

0% chronically absent

Declined 6.7% ▼

Number of Students: 20

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Hispanic



Orange

5.8% chronically absent

Increased 1.3% ▲

Number of Students: 69

### Students with Disabilities



Yellow

7.4% chronically absent

Maintained -0.2%

Number of Students: 68

### White



Yellow

3.5% chronically absent

Increased 1.7% ▲

Number of Students: 425

### Socioeconomically Disadvantaged



Green

5% chronically absent

Declined 0.5% ▼

Number of Students: 60

### Asian



Blue

0% chronically absent

Declined 3.4% ▼

Number of Students: 57

### Two or More Races



Blue

0% chronically absent

Declined 1.2% ▼

Number of Students: 89

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Green

0.5% suspended at least once

Increased 0.3% ▲

Number of Students: 666

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

White



Green

No Students



Blue

Asian  
Hispanic  
Two or More Races  
Socioeconomically Disadvantaged



No Performance Color

African American  
American Indian  
English Learners  
Filipino  
Homeless



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 24

### Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 20

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Students with Disabilities



Orange

1.5% suspended at least once

Increased 1.5% ▲

Number of Students: 68

### White



Yellow

0.7% suspended at least once

Increased 0.5% ▲

Number of Students: 425

### Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 57

### Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 69

### Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 89

### Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 60

## Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.2%	0.1%	0.5%



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	249	88.4	298	88.3	299	87.3	319	90.9	327	89.3	0.9	-1.6	283	81.3	298	88.9	301	89.4	321	88.5	327	91.1	9.8	2.6
Female	119	93.3	150	90.7	144	91.7	158	94.3	166	92.8	-0.5	-1.5	136	77.9	150	88.7	145	88.3	159	86.8	166	90.4	12.5	3.6
Male	130	83.8	148	85.8	155	83.2	161	87.6	161	85.7	1.9	-1.9	147	84.4	148	89.2	156	90.4	162	90.1	161	91.9	7.5	1.8
African American	3	-	3	-	2	-	1	-	1	-	-	-	3	-	3	-	2	-	1	-	1	-	-	-
Asian**	13	92.3	16	100.0	20	80.0	17	94.1	30	100.0	-	-	14	92.9	17	100.0	22	90.9	19	84.2	30	96.7	-	-
Filipino	4	-	5	-	3	-	5	-	10	100.0	-	-	6	-	5	-	3	-	5	-	10	100.0	-	-
Hispanic	29	79.3	32	81.3	30	83.3	32	93.8	31	87.1	7.8	-6.7	29	75.9	32	84.4	30	96.7	32	93.8	31	87.1	11.2	-6.7
Indochinese**	6	-	2	-	3	-	5	-	-	-	-	-	6	-	2	-	3	-	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	169	89.3	212	88.7	211	89.1	221	90.0	212	86.3	-3.0	-3.7	197	79.2	211	89.6	211	89.1	221	88.2	212	90.6	11.4	2.4
Multiracial	25	92.0	28	89.3	30	83.3	38	92.1	43	95.3	3.3	3.2	28	92.9	28	85.7	30	80.0	38	84.2	43	90.7	-2.2	6.5
English Learner	5	-	2	-	3	-	0	-	4	-	-	-	5	-	3	-	5	-	2	-	4	-	-	-
English-Speaking	244	88.9	296	88.9	296	87.5	319	90.9	323	89.8	0.9	-1.1	278	81.3	295	89.5	296	89.5	319	89.0	323	91.6	10.3	2.6
Reclassified†	4	-	11	100.0	12	91.7	9	-	16	100.0	-	-	6	-	11	90.9	12	91.7	9	-	16	100.0	-	-
Initially Eng. Speaking	240	88.8	285	88.4	284	87.3	310	91.0	307	89.3	0.5	-1.7	272	81.3	284	89.4	284	89.4	310	88.7	307	91.2	9.9	2.5
Econ. Disadv.*	13	69.2	28	71.4	23	82.6	28	82.1	35	74.3	5.1	-7.8	17	58.8	27	74.1	23	82.6	28	78.6	35	77.1	18.3	-1.5
Non-Econ. Disadv.	236	89.4	270	90.0	276	87.7	291	91.8	292	91.1	1.7	-0.7	266	82.7	271	90.4	278	89.9	293	89.4	292	92.8	10.1	3.4
Gifted	127	96.1	151	94.7	138	94.2	103	96.1	128	96.1	0.0	0.0	141	94.3	151	98.7	138	97.1	103	96.1	128	98.4	4.1	2.3
Not Gifted	122	80.3	147	81.6	161	81.4	216	88.4	199	84.9	4.6	-3.5	142	68.3	147	78.9	163	82.8	218	84.9	199	86.4	18.1	1.5
With Disabilities	19	63.2	28	46.4	33	54.5	40	65.0	41	58.5	-4.7	-6.5	20	75.0	28	71.4	33	57.6	40	57.5	41	51.2	-23.8	-6.3
WO Disabilities	230	90.4	270	92.6	266	91.4	279	94.6	286	93.7	3.3	-0.9	263	81.7	270	90.7	268	93.3	281	92.9	286	96.9	15.2	4.0
Homeless	1	-	0	-	1	-	1	-	3	-	-	-	1	-	1	-	0	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	20	90.0	27	88.9	20	90.0	17	100.0	22	86.4	-3.6	-13.6	25	76.0	26	92.3	20	80.0	17	94.1	22	90.9	14.9	-3.2

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	92.2	103	85.4	105	90.5	114	87.7	100	92.0	-0.2	4.3	91	96.7	103	91.3	105	92.4	114	94.7	100	96.0	-0.7	1.3
Female	43	100.0	50	84.0	50	94.0	60	95.0	52	90.4	-9.6	-4.6	43	95.3	50	94.0	50	88.0	60	96.7	52	94.2	-1.1	-2.5
Male	47	85.1	53	86.8	55	87.3	54	79.6	48	93.8	8.7	14.2	48	97.9	53	88.7	55	96.4	54	92.6	48	97.9	0.0	5.3
African American	2	-	0	-	0	-	1	-	0	-	-	-	2	-	0	-	0	-	1	-	0	-	-	-
Asian**	5	-	5	-	8	-	7	-	10	100.0	-	-	5	-	5	-	8	-	7	-	10	100.0	-	-
Filipino	2	-	1	-	1	-	4	-	1	-	-	-	2	-	1	-	1	-	4	-	1	-	-	-
Hispanic	6	-	14	85.7	7	-	12	83.3	8	-	-	-	6	-	14	92.9	7	-	12	91.7	8	-	-	-
Indochinese**	2	-	1	-	1	-	2	-	-	-	-	-	2	-	1	-	1	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	62	93.5	74	86.5	76	89.5	72	86.1	64	93.8	0.3	7.7	63	95.2	74	93.2	76	92.1	72	94.4	64	98.4	3.2	4.0
Multiracial	11	100.0	8	-	12	100.0	16	93.8	17	94.1	-5.9	0.3	11	100.0	8	-	12	83.3	16	93.8	17	94.1	-5.9	0.3
English Learner	3	-	2	-	1	-	0	-	2	-	-	-	3	-	2	-	1	-	0	-	2	-	-	-
English-Speaking	87	93.1	101	87.1	104	90.4	114	87.7	98	92.9	-0.2	5.2	88	96.6	101	93.1	104	92.3	114	94.7	98	96.9	0.3	2.2
Reclassified†	0	-	4	-	5	-	2	-	8	-	-	-	0	-	4	-	5	-	2	-	8	-	-	-
Initially Eng. Speaking	87	93.1	97	86.6	99	89.9	112	87.5	90	92.2	-0.9	4.7	88	96.6	97	92.8	99	91.9	112	94.6	90	96.7	0.1	2.1
Econ. Disadv.*	5	-	11	72.7	7	-	10	70.0	12	75.0	-	5.0	5	-	11	81.8	7	-	10	90.0	12	75.0	-	-15.0
Non-Econ. Disadv.	85	91.8	92	87.0	98	90.8	104	89.4	88	94.3	2.5	4.9	86	96.5	92	92.4	98	93.9	104	95.2	88	98.9	2.4	3.7
Gifted	41	92.7	53	96.2	31	100.0	35	91.4	48	95.8	3.1	4.4	42	100.0	53	100.0	31	100.0	35	100.0	48	97.9	-2.1	-2.1
Not Gifted	49	91.8	50	74.0	74	86.5	79	86.1	52	88.5	-3.3	2.4	49	93.9	50	82.0	74	89.2	79	92.4	52	94.2	0.3	1.8
With Disabilities	6	-	13	30.8	10	50.0	11	54.5	11	72.7	-	18.2	7	-	13	69.2	10	60.0	11	72.7	11	72.7	-	0.0
WO Disabilities	84	94.0	90	93.3	95	94.7	103	91.3	89	94.4	0.4	3.1	84	96.4	90	94.4	95	95.8	103	97.1	89	98.9	2.5	1.8
Homeless	0	-	0	-	1	-	1	-	3	-	-	-	0	-	0	-	0	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	11	100.0	7	-	5	-	9	-	4	-	-	-	11	100.0	7	-	5	-	9	-	4	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	80.6	95	88.4	108	83.3	100	89.0	118	88.1	7.5	-0.9	100	70.0	95	94.7	110	86.4	100	89.0	118	92.4	22.4	3.4
Female	36	86.1	47	93.6	55	85.5	46	93.5	63	96.8	10.7	3.3	53	64.2	47	93.6	56	85.7	46	84.8	63	96.8	32.6	12.0
Male	31	74.2	48	83.3	53	81.1	54	85.2	55	78.2	4.0	-7.0	47	76.6	48	95.8	54	87.0	54	92.6	55	87.3	10.7	-5.3
African American	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	0	-	1	-	-	-
Asian**	2	-	6	-	4	-	7	-	11	100.0	-	-	3	-	7	-	6	-	7	-	11	100.0	-	-
Filipino	0	-	2	-	0	-	1	-	7	-	-	-	2	-	2	-	0	-	1	-	7	-	-	-
Hispanic	8	-	8	-	15	93.3	6	-	15	93.3	-	-	8	-	8	-	15	100.0	6	-	15	93.3	-	-
Indochinese**	0	-	1	-	1	-	1	-	-	-	-	-	0	-	1	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	51	80.4	64	90.6	79	83.5	74	87.8	70	82.9	2.5	-4.9	78	69.2	63	95.2	79	86.1	74	87.8	70	90.0	20.8	2.2
Multiracial	5	-	12	91.7	9	-	11	90.9	14	92.9	-	2.0	8	-	12	83.3	9	-	11	81.8	14	92.9	-	11.1
English Learner	1	-	0	-	0	-	0	-	0	-	-	-	1	-	1	-	2	-	0	-	0	-	-	-
English-Speaking	66	80.3	95	88.4	108	83.3	100	89.0	118	88.1	7.8	-0.9	99	69.7	94	94.7	108	87.0	100	89.0	118	92.4	22.7	3.4
Reclassified†	1	-	2	-	4	-	4	-	4	-	-	-	3	-	2	-	4	-	4	-	4	-	-	-
Initially Eng. Speaking	65	80.0	93	88.2	104	83.7	96	89.6	114	87.7	7.7	-1.9	96	69.8	92	94.6	104	87.5	96	88.5	114	92.1	22.3	3.6
Econ. Disadv.*	4	-	9	-	10	80.0	8	-	12	75.0	-	-	8	-	8	-	10	80.0	8	-	12	91.7	-	-
Non-Econ. Disadv.	63	82.5	86	89.5	98	83.7	92	89.1	106	89.6	7.1	0.5	92	71.7	87	95.4	100	87.0	92	91.3	106	92.5	20.8	1.2
Gifted	24	91.7	43	90.7	53	92.5	28	96.4	32	93.8	2.1	-2.6	37	91.9	43	100.0	53	96.2	28	100.0	32	96.9	5.0	-3.1
Not Gifted	43	74.4	52	86.5	55	74.5	72	86.1	86	86.0	11.6	-0.1	63	57.1	52	90.4	57	77.2	72	84.7	86	90.7	33.6	6.0
With Disabilities	5	-	7	-	18	55.6	11	45.5	17	52.9	-	7.4	5	-	7	-	18	55.6	11	54.5	17	52.9	-	-1.6
WO Disabilities	62	82.3	88	90.9	90	88.9	89	94.4	101	94.1	11.8	-0.3	95	69.5	88	95.5	92	92.4	89	93.3	101	99.0	29.5	5.7
Homeless	1	-	0	-	1	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	12	83.3	6	-	5	-	10	90.0	-	-	10	60.0	11	90.9	6	-	5	-	10	90.0	30.0	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	92	90.2	100	91.0	86	88.4	105	96.2	109	88.1	-2.1	-8.1	92	78.3	100	81.0	86	89.5	107	81.3	109	85.3	7.0	4.0
<b>Female</b>	40	92.5	53	94.3	39	97.4	52	94.2	51	90.2	-2.3	-4.0	40	77.5	53	79.2	39	92.3	53	77.4	51	78.4	0.9	1.0
<b>Male</b>	52	88.5	47	87.2	47	80.9	53	98.1	58	86.2	-2.3	-11.9	52	78.8	47	83.0	47	87.2	54	85.2	58	91.4	12.6	6.2
<b>African American</b>	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
<b>Asian**</b>	6	-	5	-	8	-	3	-	9	-	-	-	6	-	5	-	8	-	5	-	9	-	-	-
<b>Filipino</b>	2	-	2	-	2	-	0	-	2	-	-	-	2	-	2	-	2	-	0	-	2	-	-	-
<b>Hispanic</b>	15	80.0	10	90.0	8	-	14	100.0	8	-	-	-	15	80.0	10	60.0	8	-	14	92.9	8	-	-	-
<b>Indochinese**</b>	4	-	0	-	1	-	2	-	-	-	-	-	4	-	0	-	1	-	2	-	-	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	56	92.9	74	89.2	56	96.4	75	96.0	78	83.3	-9.6	-12.7	56	75.0	74	81.1	56	89.3	75	82.7	78	84.6	9.6	1.9
<b>Multiracial</b>	9	-	8	-	9	-	11	90.9	12	100.0	-	9.1	9	-	8	-	9	-	11	72.7	12	83.3	-	10.6
<b>English Learner</b>	1	-	0	-	2	-	0	-	2	-	-	-	1	-	0	-	2	-	2	-	2	-	-	-
<b>English-Speaking</b>	91	91.2	100	91.0	84	89.3	105	96.2	107	88.8	-2.4	-7.4	91	79.1	100	81.0	84	89.3	105	82.9	107	86.0	6.9	3.1
<b>Reclassified†</b>	3	-	5	-	3	-	3	-	4	-	-	-	3	-	5	-	3	-	3	-	4	-	-	-
<b>Initially Eng. Speaking</b>	88	90.9	95	90.5	81	88.9	102	96.1	103	88.3	-2.6	-7.8	88	78.4	95	81.1	81	88.9	102	82.4	103	85.4	7.0	3.0
<b>Econ. Disadv.*</b>	4	-	8	-	6	-	10	90.0	11	72.7	-	-17.3	4	-	8	-	6	-	10	80.0	11	63.6	-	-16.4
<b>Non-Econ. Disadv.</b>	88	92.0	92	93.5	80	88.8	95	96.8	98	89.8	-2.2	-7.0	88	80.7	92	83.7	80	88.8	97	81.4	98	87.8	7.1	6.4
<b>Gifted</b>	62	100.0	55	96.4	54	92.6	40	100.0	48	97.9	-2.1	-2.1	62	91.9	55	96.4	54	96.3	40	90.0	48	100.0	8.1	10.0
<b>Not Gifted</b>	30	70.0	45	84.4	32	81.3	65	93.8	61	80.3	10.3	-13.5	30	50.0	45	62.2	32	78.1	67	76.1	61	73.8	23.8	-2.3
<b>With Disabilities</b>	8	-	8	-	5	-	18	83.3	13	53.8	-	-29.5	8	-	8	-	5	-	18	50.0	13	30.8	-	-19.2
<b>WO Disabilities</b>	84	92.9	92	93.5	81	90.1	87	98.9	96	92.7	-0.2	-6.2	84	81.0	92	82.6	81	91.4	89	87.6	96	92.7	11.7	5.1
<b>Homeless</b>	0	-	0	-	1	-	1	-	2	-	-	-	0	-	1	-	0	-	1	-	2	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	4	-	8	-	9	-	3	-	8	-	-	-	4	-	8	-	9	-	3	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

## **APPENDIX E**

### **2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES**



**Goal 2 - English Language Arts****Strategy/Activity 1****\*Strategy/Activity - Description**

To address the above goals, (both during online learning and when we return to campus)

- Jerabek implemented a phonics program in grades 3-5 called Words Their Way. This program addresses language development, phonemic awareness and spelling. Words Their Way also allows teachers to differentiate their instruction based on student needs. Words Their Way also has an online component that is being utilized during both online and in-person learning.
- Jerabek purchased and implemented the online version of Lucy Calkins writing to support all students during online learning.
- Jerabek is able to fund professional development for teachers, library assistants for reading enrichment and supplement instructional materials to address targeted subgroups as well as students at all grade levels.
- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
- Jerabek will continue our focus on supporting our students with disabilities via the co-teaching model. Teachers will receive professional development in this area, as well as PLC time to collaborate with our Education Specialist and their colleagues.
- Jerabek staff continues to monitor student academic progress through the continuation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth). Jerabek has hired retired teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
- Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
- To strengthen ELA, professional learning will include the following areas of study in the 2020-2021 school year: Lucy Calkins Writing Program, Reading Comprehension and Phonics Development.

these areas include:

1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching model.
5. Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
6. Promote student agency through goal setting

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly			96000	Hiring Retired teachers to support Targeted Intervention	Working with grade level teams to determine the needs of the students		
Supplies		\$2,915.00	09800-4301	Academic supplies to assist with classroom instruction			

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--		096000	Hiring Retired teachers to support Targeted Intervention	Working with grade level teams to determine the needs of the students		
Supplies	--	2,915.00	09800-4301	Academic supplies to assist with classroom instruction			

Note/Reminders (optional):

## Goal 4- English Learners

### Strategy/Activity 1

#### \*Strategy/Activity - Description

To address the above goals, (both during online learning and when we return to campus)

- Jerabek implemented a phonics program in grades 3-5 called Words Their Way. This program addresses language development, phonemic awareness and spelling. Words Their Way also allows teachers to differentiate their instruction based on student needs. Words Their Way also has an online component that is being utilized during both online and in-person learning.
- Jerabek purchased and implemented the online version of Lucy Calkins writing to support all students during online learning.
- Jerabek is able to fund professional development for teachers, library assistants for reading enrichment and supplement instructional materials to address targeted subgroups as well as students at all grade levels.
- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
- Jerabek will continue our focus on supporting our students with disabilities via the co-teaching model. Teachers will receive professional development in this area, as well as PLC time to collaborate with our Education Specialist and their colleagues.
- Jerabek staff continues to monitor student academic progress through the continuation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth). Jerabek has hired retired teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
- Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
- To strengthen ELA, professional learning will include the following areas of study in the 2020-2021 school year: Lucy Calkins Writing Program, Reading Comprehension and Phonics Development.

these areas include:

1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching model.
5. Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
6. Promote student agency through goal setting

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

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

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

## Jerabek Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClrm Tchr Hrly Supplies	--	\$2,201.22 2,915.00	09800-1986 09800-4301	ELPAC testing support Academic supplies to assist with classroom instruction			

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

When we return to in-person learning, professional learning will be supported by two rounds of PLCs per grade level due to limited funds. Visiting teachers are funded so that teachers have a full day to meet in their PLCs. Teachers will work collaboratively during monthly professional learning. PLC work will include supporting all readers with an emphasis on supporting students with disabilities, English Learners and our African American (Black Youth) to ensure their progress.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Academic supplies to assist with classroom instruction			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?