THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT JONES ELEMENTARY SCHOOL

2020-21

37-68338-6039796
CDS Code

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

Principal: Buell, Allison
Contact Person: Buell, Allison
Position: Principal
Telephone Number: (858) 496-8140
Address: 2751 Greyling Dr, Jones Elementary, San Diego, CA, 92123-2836,
E-mail Address: abuell@sandi.net

The following items are included:
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ 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.

San Diego Unified SCHOOL DISTRICT

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Jones Elementary

SITE CONTACT PERSON: Jenna Greif

	DUE: October 5, 2020

PHONE: 619-535-6470 **FAX:** (858) 571-2877. **E-MAIL ADDRESS: jgreif@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:

☒ English Learner Advisory Committee (ELAC)   Date of presentation: _10/1/20___

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☒ Site Governance Team (SGT)   Date of presentation: _10/1/20___

☐ 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: ___10/1/20__

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.

_____Allison Buell_____	/Allison Buell/.
Type/Print Name of School Principal	Signature of School Principal / Date
Wendy Jensen	_Wendy Jensen_
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
_____Allison Buell_____	/Allison Buell/.
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Christina Casilla	_Christina Casillas_ 10/08/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2020-21 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a Title I school wide program.

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 a 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 Jones, our community engaged in a collaborative process in the development of the SPSA. 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 and ELAC, PTA, and staff meetings held throughout the year.
-September 12, 2019- the Annual Title I Parent Meeting was held.
-January 14, 2020- PTA met to analyze data and provided budget recommendations.
-January 15, 2020- Staff met to analyze data and provide budget recommendations.
-January 21, 2020- SGT met to analyze data and provided budget recommendations.
-January 28, 2020- SSC and ELAC provided input on funding that would support English Language Learners and met to discuss the evaluation and assessment survey. SSC analyzed data, heard recommendations from other stakeholder groups, and made budget recommendations.
-February 4, 2020- SSC reviewed and approved the 20-21 budget.
-April 21, 2020- SSC developed the School-Parent Compact and Parent Involvement Policy.
-October 1, 2020- SSC developed and approved the 2020-2021 SPSA.

RESOURCE INEQUITIES

Jones'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 school's overall data for the 2017 school year indicates 66% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 67% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 1% in the area of ELA from 2017 to 2018. Based on the data, and due to the lack of additional data collected during the pandemic, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The school's overall data for the 2017 school year indicates 59% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 59% of 3rd-5th grade students met or exceeded grade-level standards in Math. There was no gain in the area of Math from 2017 to 2018. To support student progress in both ELA and Math, we will continue prioritizing professional development to focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in visual and performing art, if possible or else another structure for collaboration will be put in place). Additionally, Jones will continue to strengthen tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, as well as administering common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a bi-weekly basis.

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism (yellow). The school community has done extensive work with restorative practices and PBIS and has put systems and structures in place to address and decrease chronic absenteeism and we will continue those efforts. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment. We will continue to implement restorative practices and PBIS school-wide to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Adam Lara	Parent
Deanna Helenihi	Parent
Wendy Jensen, Chair	Classroom Teacher, Chair
Lori Anderson	Classroom Teacher, DAC Rep
Caroline Morales	Classroom Teacher, Secretary
Khalid Alzahrani	Parent
Veronica Gomez	Parent
Allison Buell	Principal
Jenna Greif	Other School Personnel
Vivian Franco	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.

Based on the implementation of our strategies over the 2019-20 school year we saw a decline in Chromic Absenteeism (moving from orange to yellow on the CA Dashboard) and Suspension rates (moving from yellow to blue on the CA Dashboard). Due to the pandemic, many of your supports were not implemented with fidelity, so we look forward to continuing our strategies to see even more growth in these areas this year.

*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.

Since we are seeing improvement in both areas, there are no major differences at this time. The structures we have put in place with staff allow us to drill down to exactly who is in need and provide timely support to help increase success.

*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.

Many of the changes you will see throughout the SPSA can be found in the Online Learning Implications section of each goal.
Our attendance monitoring through online learning has shifted to monitoring participation and providing troubleshooting to connect families to online learning. Our attendance clerk is working with our teachers, counselor, and guidance assistant and now tracking all participation digitally then communicating with the principal twice a week to track attendance. The principal is organizing home visits to ensure students have what they need and provide any additional support to families.

Jones Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	TK-5TH	Decrease the overall school wide chronic absenteeism rate.	11.3%	8%	Attendance	TRIMESTER
June 2021	TK-5TH	Decrease the overall school wide suspension rate.	0.3%	0%	Suspension	TRIEMSTER

*Identified Need
On the California Dashboard (2019), Jones is in yellow for Chronic Absenteeism and blue for Suspension Rates.
The overall school chronic absenteeism rate is 11.3%.
Chronic Absenteeism Rates (subgroups):
African American students=7.4%
English Learners=19.8%
Hispanic students= 13.7%
Students with disabilities=14.3%
Socioeconomically Disadvantaged=15.3%
According to the California Dashboard (2019), Jones's suspension rate is at 0.6% (students were suspended at least one time).
Suspension Rates (subgroups):
African American students=3.4%
English Learners=0%
Hispanic students= 1.8%
Students with disabilities=2%
Socioeconomically Disadvantaged students= 0.6%

*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. The Counselor and Guidance Assistant will meet with classrooms weekly to teach Second Step lessons, a social-emotional learning curriculum.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. Professional development includes a thread that focuses on building restorative communities as well as growing our culturally responsive teaching practices as a staff.
-SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-The SGT will continue wellness efforts via our school wellness coordinator.

Attendance/Chronic Absenteeism related

-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) was 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 every week 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	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	14.3%	10%	Attendance	Monthly
June 2021	TK-5	English Learner	Decrease chronic absenteeism rate	19.8%	12%	Attendance	Monthly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	13.7%	9%	Attendance	Monthly
June 2021	TK - 5	Two or More Races	Decrease chronic absenteeism rate	13.2%	9%	Attendance	Monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	15.3%	11%	Attendance	Monthly
June 2021	TK-5	Students with Disabilities	Decease students with disabilities suspended at least once	2%	1%	Suspension	Monthly

Guidance Assistant Support

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following subgroups**:** English Learners and students with disabilities.

All students at the school will benefit from this strategy/activity in the area of **Suspensions.**

*Strategy/Activity - Description

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Finally, clerical staff will maintain attendance data and documents as well as communicate with families about student attendance.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01591B	Guidance Asst	0.35000	$11,380.60	$15,166.94	0159-30100-00-2404-3110-0000-01000-3104	Title I Basic Program			Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.
F01591C	Guidance Asst	0.08750	$2,845.15	$3,791.72	0159-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.
N01596W	Clerical OTBS Hrly		$377.00	$500.62	0159-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates. Meet with families flexibly to support their needs and connect to resources.

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

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

Resources were allocated to fund the following:
Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.
Teacher leaders are ready for more responsibility in leading their teams. Building their leadership capacity and having them facilitate learning with their grade-level teams will affect teacher practice and support the acceleration of student achievement.

*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.

Currently, the pandemic has put a hold on the VAPA visiting teacher's release time, but we believe this structure will be essential when we return to onsite learning. We will take the allocated funds and create a condensed calendar based on when we return to on site instruction. We are also investing in our teacher leadership team so that they can take more ownership over their grade levels and leverage their teams to lift instructional practice.

*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. Funding has now been allocated to the Arts Education Program to utilize consistent visiting teachers who will provide VAPA experiences bi-monthly while teachers work in PLCs once we return on site. In the event we are not able to return to the school site this year, our SSC will review alternative ways to create teacher collaboration opportunities and additional professional development. Funding has also been allocated to hold additional Instructional Leadership Team meetings outside of the regular workday.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	meet or exceed standard	66%	77%	CAASPP ELA	Annually
June 2021	K-2nd	meet or exceed district DRA benchmarks	74%	84%	DRA 2	Tri-Annually

*Identified Need
In the 2018 school year, the data indicates 66% of 3rd-5th grade students met or exceeded grade-level standards in ELA. The data indicates 23% of 3rd-5th grade English learners and 22% of students with disabilities met or exceeded grade-level standards in ELA. Based on the data, and due to the lack of additional data collected during the pandemic, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-monthly PLCs while students have opportunities to engage in VAPA experiences). Additionally, Jones will strengthen tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, as well as administering common formative assessments (for all TK-5th grade students), leveraging teacher leadership to build capacity and monitoring student progress together as a grade-level team.

*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-5th	Students with Disabilities	Improvement in CAASPP meet or exceed proficiency	23%	28%	CAASPP ELA	Annually
June 2021	3rd-5th	English Learner	Improvement in CAASPP meet/exceed proficiency	22%	30%	CAASPP ELA	Annually

Professional Learning Community/Professional Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: English Learners and students with disabilities.

*Strategy/Activity - Description

Arts Education Program will provide release time so teachers can support and collaborate as grade level teams during PLCs. Teachers will plan and implement differentiated instruction and supports for struggling students (tier 1 instruction). Teachers will continually monitor ELA data with a specific focus on Els and students with disabilities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015926	Interprogram Svcs/VAPA		$15,144.00	$15,144.00	0159-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt			Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
N01592L	Prof&Curriclm Dev Vist Tchr		$8,586.00	$10,499.82	0159-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
N01599I	Supplies		$4,530.00	$4,530.00	0159-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
N01599N	Non Clsrm Tchr Hrly		$4,117.00	$5,034.69	0159-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation

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.

Resources were allocated to fund the following:
Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies.
Teacher leaders are ready for more responsibility in leading their teams. Building their leadership capacity and having them facilitate learning with their grade-level teams will impact teacher practice and support the acceleration of student achievement.

*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.

Currently, the pandemic has put a hold on the VAPA visiting teacher's release time, but we believe this structure will be essential when we return to onsite learning. We will take the allocated funds and create a condensed calendar based on when we return to on site instruction. We are also investing in our teacher leadership team so that they can take more ownership over their grade levels and leverage their teams to lift instructional practice.

*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.

Funding has now been allocated to the Arts Education Program to utilize consistent visiting teachers who will provide VAPA experiences bi-monthly while teachers work in PLCs once we return on site. In the event we are not able to return to the school site this year, our SSC will review alternative ways to create teacher collaboration opportunities and additional professional development. Funding has also been allocated to hold additional Instructional Leadership Team meetings outside of the regular workday.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Improvement in CAASPP meet/exceed proficiency	60%	70%	CAASPP Math	Annually

*Identified Need

In the 2018 school year, the data indicates 60% of 3rd-5th grade students met or exceeded grade-level standards in Math. The data indicates 38.5% of 3rd-5th grade English learners and 6.9% of students with disabilities met or exceeded grade-level standards in Math. Based on the data,and due to the lack of additional data collected during the pandemic, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.

To continue to support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-monthly PLCs while students have opportunities to engage in VAPA experiences). Additionally, strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (for all TK-5th grade students), leveraging teacher leaders to build capacity, and monitoring student progress together as a grade-level team.

*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.
- Summative assessments must 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-5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	38.5%	48.5%	CAASPP Math	Annually
June 2021	3rd-5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	6.9%	25%	CAASPP Math	Annually

Professional Learning Communities/Professional Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners and students with disabilities.

*Strategy/Activity - Description

Arts Education Program will provide release time so teachers can support and collaborate as grade-level teams during PLCs. Teachers will plan and implement differentiated instruction and supports for struggling students (tier 1 instruction) with teacher leaders facilitating this work. Teachers will continually monitor Math data with a specific focus on Els and students with disabilities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01595	Supplies		$9,311.00	$9,311.00	0159-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
N01592G	Supplies		$2,119.00	$2,119.00	0159-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
	Interprogram Svcs/VAPA				0159-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N015926	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
	Non Clsrm Tchr Hrly				0159-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01599N	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
	Prof&Curriclm Dev Vist Tchr				0159-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01592L	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation

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.

Resources were allocated to fund the following:
Collaborate with teachers to affect the effectiveness of the teacher in providing more individualized instruction and supports for English Learners.
Professional development will be planned and implemented for all grade levels with a specific focus on English Learners.
ELAC committee will meet five times a year to advise the principal and staff on the school's program for English Learners.

*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.

New curriculum and supports have been provided at the district level. Time to calibrate instruction and lift practice in the area of designated ELD and integrated ELD is needed. PLC time will allow for data monitoring and planning the next sets to provide just in time supports that will accelerate language acquisition.

*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.

All classroom teachers will continue to take ownership of providing both Tier I and Tier II supports for English learners. Grade levels will plan designated ELD together and collaborate on innovative ways to provide targeted language instruction, led by the instructional team leader. New learning during designated ELD will be thread into other content areas to provide additional opportunities to use language. Teachers will have focal students that are language learners so that they can monitor their language acquisition over the course of the year.

*Integrated English Language Development

All professional development will include Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them into classroom instruction. Classroom walkthroughs will be conducted to show evidence of integrated ELD.

*Designated English Language Development

Professional Development will include specific topics for Designated ELD. Teachers will meet bi-monthly in PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	Improvement in CAASPP ELA meet/exceed proficiency	22%	30%	CAASPP ELA	Annually
June 2021	3rd-5th	English Learner	Improvement in CAASPP Math meet/exceed proficiency	42%	47%	CAASPP Math	Annually

*Identified Need

According to the CA Dashboard, English Learner students are performing 40.5 points above standard in ELA and 23.9 above standard in Math. According to the K-5 Summative ELPAC data, 10 students are performing at Level 4 (well developed), 10 students performing at Level 3 (moderately developed), and 7 students performing at Level 2 (somewhat developed), and 11 students performing at a Level 1 (minimally developed).

*Online Learning Implications

-District will provide students with targeted small group support through a push-in integrated model.

-The Integrated Model approach will build the educator's capacity for effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

-Job embedded coaching will support 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)

-

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

    -These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

    -Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.

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 to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC 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	3rd	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	12%	22%	CAASPP ELA	Annually
June 2021	4th	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	20%	30%	CAASPP ELA	Annually
June 2021	5th	English Learner	Increase the percentage of students meeting and exceeding grade level	40%	50%	CAASPP ELA	Annually

			standards in ELA.				
June 2021	3rd	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	60%	70%	CAASPP Math	Annually
June 2021	4th	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	30%	40%	CAASPP Math	Annually
June 2021	5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	33%	43%	CAASPP Math	Annuallly

Professional Learning Communities/ Professional Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically English learners.

*Strategy/Activity - Description

PDs and PLCs will support the collaboration of classroom teachers to affect instructional effectiveness for English learners. District curriculum resources for designated ELD will be utilized. Grade level teams will also continue to support the integration of El strategies in both ELA and Math.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrm Tchr Hrly				0159-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01599N	Support closing the achievement gap in ELA and Math; English Learners
	Prof&Curriclm Dev Vist Tchr				0159-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01592L	Support closing the achievement gap in ELA and Math; English Learners;
	Supplies				0159-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : N01595	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation

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.

During the 2019-20 school year, every school-wide professional development had time spent on addressing the implications of learning for students with disabilities. A focus was made on greater General Ed and SPED alignment during tier 1 instruction. We created collaboration time for Ed Specialists and General Ed teachers, which were critical. Creating more Para educator professional development and training opportunities was also very important. The focus on greater SPED professional learning and team collaboration is having an impact on lesson design. We are seeing more varieties of co-teaching as well as more choices offered to students.

*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.

We are continuing the strategy put in place so that we can collect more data and study the outcomes as we move through the 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.

We will be adding weekly Para educator meetings to foster more collaboration. Also, due to the pandemic, there is more flexible planning time built into the schedule so we will capitalize on the opportunity while we have it.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Improvement in CAASPP ELA meet/exceed proficiency	23%	28%	Other (Describe in Objective)	Annually
June 2021	3rd-5th	Improvement in CAASPP Math meet/exceed proficiency	19%	24%	Other (Describe in Objective)	Annually

*Identified Need

Using our pre-pandemic data, students with disabilities at Jones in grades 3rd-5th grades are meeting or exceeding standards on the CAASP at 23% in the area of ELA and 19% in the area of Math. The 3rd-grade students with disabilities are meeting or exceeding standards on the CAASP at 20% in ELA. The 5th-grade students with disabilities are meeting or exceeding standards on the CAASP at 30% in Math.

*Online Learning Implications

-Implementation of IEP Services in Online Learning Setting
-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.).
-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
-The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.
-All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Students with Disabilities	Improvement in CAASPP ELA meet/exceed proficiency	20%	30%	Other (Describe in Objective)	Annually
June 2021	5th	Students with Disabilities	Improvement in CAASPP Math meet/exceed proficiency	30%	40%	Other (Describe in Objective)	Annually

Curriculum Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

*Strategy/Activity - Description

Teachers will collaboratively write grade-level specific ELA and Math curriculum that meet common core state standards. They will plan tiered instructional supports so that all students can access grade-level content. They will also be strategic about how they are growing independence and fostering student agency. Education Specialists will help plan and facilitate professional development for para educators who directly supports students with disabilities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0159-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01592L	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation

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 the percentage of students meeting or exceeding grade level standards.	Baseline	100%	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

✓   Beginning in the Fall of 202, the Jones site selection/hiring panel will complete anti-basis training before conducting any interviews. In the 2020-2021 school year, Jones will develop and implement a site-specific system for tracking classroom referrals. Jones will create a process for ensuring a student is assigned to a Student Champion (staff member) to help them through any suspension or expulsion process. Jones will develop a site Equity Team that meets at least quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity. In the 2020-21 school year, Jones will develop and implement a site-specific system for tracking school police detainments.

*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 school site, we understand the importance of supporting the academic and social-emotional needs of our Black Youth. We will use our site Equity Team to develop site-based metrics to determine ways to best support these students.

*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. -Culturally Responsive-Sustaining Practices will be a focus of our site Professional Development

Equity Team

*Students to be served by this Strategy/Activity
Black Youth

*Strategy/Activity - Description
Jones Elementary will develop a site Equity Team that meets at least quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth. Our counselor and guidance assistant will collaborate with district resources and the Principal to lead this committee. The Equity Team will focus on understanding historical racism, our own bias, and how to support black and brown youth. We will also provide professional development focused on increasing the cultural competency of our staff. The principal will work with the Equity Team to provide targeted learning opportunities that will support and lift our black and brown youth.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0159-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N015926	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Black Youth
	Prof&Curriclm Dev Vist Tchr				0159-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N01592L	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Black Youth
	Supplies				0159-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics | Ref Id : N01595	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Black Youth
	Guidance Asst				0159-30100-00-2404-3110-0000-01000-3104	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01591B	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Black Youth
	Guidance Asst				0159-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01591C	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Black Youth

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.

Parent sign-in data for events showed high participation in primary grades, but a decline in the upper grades. Due to the pandemic, many of our family involvement events have been shifted to a digital forum. Being online has created a significant need for more communication in a variety of ways.

*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.

Our focus has shifted to family communication via email, phone, Class Dojo, and the mail. We are creating Family Workshops based on feedback from stakeholders with an emphasis on physical and mental health.

*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.

Continue to provide engaging informational flyers in a variety of ways. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training, meetings, and events either virtually or on-site when safe to do so. All staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	73	100	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	45.5%	60%	CAL - SCHLS (CSPS)

*Identified Need

Based on the California Healthy Kids Survey data the percentage of parents that strongly:

Parental Involvement

The school allows input and welcomes parents' contributions 44%

The school encourages me to be an active partner with the school in educating my child 52%

School actively seeks the input of parents before making important decisions 32%

Parents feel welcome to participate at this school 54%

*Online Learning Implications

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district-issued device to ensure access to the curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- The district is also supplying families with training on SEL, Wellness, Health, and Safety.
- 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.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
- 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. 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.
- Training for parents and other caregivers
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC for parents to consult, provide feedback or advise

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	44%	54%	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	52%	62%	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	32%	42%	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	54%	64%	Other - Describe in Objective

Parent Support

*Families to be served by this Strategy/Activity

All families and students at the school will benefit from this strategy/activity.

*Strategy/Activity - Description

Allocate funds for In-service supplies for parent meetings and workshops.

Allocate funds for School/Home communication. Postage is necessary to consistently inform parents of individual or school-wide matters. This will keep our parents informed and supportive of the work at school.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01594I	Supplies		$522.00	$522.00	0159-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Support closing the achievement gap and increase parent engagement.
N01595Q	Inservice supplies		$400.00	$400.00	0159-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Support closing the achievement gap and increase parent engagement.

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.

Resources were allocated to fund the following:

Counselor interventions such as individual and group meetings

Provide support for English Learners in acquiring English and accessing grade-level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration 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.

There are no major differences at this time. Due to the pandemic, we are continuing our strategy so that we can monitor the data and see the results.

*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.

Funding will continue to be allocated to the Arts Education Program to utilize consistent visiting teachers who will provide VAPA experiences bi-monthly while teachers work in PLCs.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students reading at or above grade level as measured by the DRA2.	66%	80%	Grade 3 ELA Reading	Trimester
June 2021	5th	Increase the percentage of students reading at or above grade level as measured by the DRA2.	50%	75%	Grade 5 ELA Reading	Trimester

*Identified Need

The 2017-18 3rd grade students who met or exceeded grade-level standards were at 76% (ELA). The 2017-18 5th grade students who met or exceeded grade-level standards were at 56% (ELA). Based on the data, we need to continue the focus to maintain and improve student achievement through the upper grades and close the achievement gap specifically with our English Learners and students with disabilities.

*Online Learning Implications

-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.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	18%	45%	Grade 3 ELA Reading	Trimester
June 2021	3rd	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	12%	30%	Grade 3 ELA Reading	Trimester

| June 2021 | 5th | English Learner | Increase the percentage of students reading at or above grade level as measured by the DRA2. | 14% | 40% | Grade 5 ELA Reading | Trimester |
| June 2021 | 5th | Students with Disabilities | Increase the percentage of students reading at or above grade level as measured by the DRA2. | 3% | 30% | Grade 5 ELA Reading | Trimester |

Professional Learning Communities/Professional Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th-grade students.

*Strategy/Activity - Description

Arts for Education visiting teachers will support teachers in collaborating with grade levels. Within PLC teachers will focus on data for ELs and students with disabilities to ensure subgroups are making growth toward goals.

The guidance assistant will continue to support the counseling program at Jones. The counseling team will do weekly Second Step lessons in all classrooms as a proactive approach to growing the social-emotional learning of Jones students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0159-30100-00-2404-3110-0000-01000-3104	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01591B	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
	Guidance Asst				0159-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F01591C	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation
	Interprogram Svcs/VAPA				0159-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N015926	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation

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

To continue to support the implementation and integration of STEAM Jones will prioritize professional development and collaboration time. Teachers and principals will attend all district offered STEAM training. Teachers will co-plan and design lessons during PLC time to meet the needs of our student population.

Teachers will build capacity by sharing best practices with colleagues. They will also vertically plan with new grade levels as they begin implementing STEAM. The site will use professional development funds to train new team members as needed.

Grade level teams implementing STEAM have created a STEAM block within their daily schedule reserving a minimum of four hours per week to implement the STEAM curriculum. The principal has scheduled regular classroom visits during the STEAM block to coach, provide feedback, and assess the needs for continued successful implementation.

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

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Jones Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy, and Student Engagement
The site administrator will work alongside all members of the Jones team to ensure that the following are in place at the school:
-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.
-Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
-Daily classroom observations are conducted to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
-All staff knows students' learning needs and can recognize if the instruction is affecting learning.
Monitoring Student Learning and Providing Support
The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support:
-Develop and fine-tune a comprehensive assessment system.
-Implement three- to six-week data cycles to closely monitor student mastery of standards throughout the year.
-Administer common formative and summative assessments and utilize the data to lead teacher teams (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 continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

-Data from classroom observations and common assessments will be used to inform professional learning opportunities.

-Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.

-The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

Interpersonal Skills

-Model positive and productive relationships with staff, students, parents, and the 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.

-Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

-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.

Parents/ Community

-Cultivate positive relationships with parents and the community.

-Implement systems and structures that engage, teach, and support parents/community.

-Have clear and open communication with parents/community.

-Help parents understand their child's learning successes and needs.

-Provide resources to support parents.

Leading for Second-Order Change

-Strengthen and fine-tune current instructional practices.

-Study our instructional practices publicly (within grade levels and vertical alignment).

-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social-Emotional learning (safe, supportive, and collaborative school culture).

-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.

-Reflect on our work as educators and equity for ALL STUDENTS.

-Be comfortable with Being Uncomfortable

-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Online Learning:

What system does your site have for pupil outreach and re-engagement?

At our school, we have many systems to engage and support students and families. The Attendance Team is composed of the principal, office staff, and counselor. Our purpose is to track attendance, floor up daily with phone calls/emails as well as to conduct home visits as needed.

We are forming an Equity Team that will work together to focus on black youth to determine barriers and strategies to support students concerning engagement, participation, and a sense of community. When needed we reach out to the Student Support Team (District Led) for guidance and leadership in reaching students and families.

To communicate with our community, we use School Messenger, Class Dojo, Social Media, and School Signage. Our communication methods are accessible by our community and provide translation as needed.

How are staff being trained to engage students? Relationship building via online learning?

The staff has participated in online professional development to familiarize themselves with various platforms such as Seasaw, Google Classroom, Zoom, etc. Teachers are participating in PLCs to share instructional engagement strategies that are successful in the online platform. Ongoing professional learning is being designed to deepen online engagement for students. Teachers have specific schedules that include daily/weekly class meetings to build classroom communities based on trust. All staff is hosting daily/weekly office hours to ensure differentiated support is available to all students and families.

How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?

I will ensure equity and consistency in attendance taking across settings by 1) ensuring all staff has clarity about attendance procedures, 2) communicating the importance of and the threshold for which attendance is measured, 3) mobilizing an "attendance team" to re-engage students and families when students are absent, and 4) charging both classroom teachers and clerical staff to follow up with absent students.

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?

To ensure equitable access for our students and families, we have a variety of opportunities available.

Material and Supply distribution are available in a walk-up or drive-through experience. . Grade levels are also holding a book and material distribution for families after synchronous learning time. If families cannot make the assigned time, they may come during an alternate time frame. Additionally, we have been making home deliveries to families that cannot make it to the school site.

To communicate with families, we use a variety of platforms. All of the platforms can communicate with families in their chosen language. We use phone calls, emails, and social media to reach as many families as possible.

In the case that some of our families do not have internet access, we can direct them to the SDUSD Technology Family Support Line.

What specific leadership action will you take to meet SPSA during online learning?

As a site leader, I will continue to check in with grade-level PLCs on Zoom to ensure ongoing, student-centered collaboration and planning are vertically aligned and differentiated to ensure the success of all students. I will continuously monitor attendance and participation with my attendance team. I will prioritize my schedule to ensure classroom observations are frequent and I will provide timely, individualized feedback to my teachers. I will virtually sit side by side with my teachers to support, encourage, and push them forward by continuing to build quality relationships with my 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

Jones Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 18,207.94
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 67,019.79

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)	$23,465.72
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $23,465.72

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)	$25,346.13
[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): $ 25,346.13

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $67,019.79

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Jones Elementary	**09800 LCFF Intervention Support**	Guidance Asst	**2404**	Guidance/Attendance Asst		$ -
		Guidance Asst	**3000**			$ -
			1192	Prof&Curriclm Dev Vist Tchr		$ 8,586.00
			1957	Non Clsrm Tchr Hrly		$ 4,117.00
			2451	Clerical OTBS Hrly		$ 377.00
			3000			$ 2,955.13
			4301	Supplies		$ 9,311.00
	09800 LCFF Intervention Support Total					**$ 25,346.13**
	30100 Title I Basic Program	Guidance Asst	**2404**	Guidance/Attendance Asst	0.3500	$ 11,380.60
		Guidance Asst	**3000**			$ 3,786.34
			4301	Supplies		$ 2,119.00
			5738	Interprogram Svcs/VAPA		$ -
	30100 Title I Basic Program Total				**0.3500**	**$ 17,285.94**
	30103 Title I Parent Involvement		**4301**	Supplies		$ 522.00
			4304	Inservice supplies		$ 400.00
			5721	Interprogram Svcs/Duplicating		$ -
	30103 Title I Parent Involvement Total					**$ 922.00**
	30106 Title I Supplmnt Prog Imprvmnt	Guidance Asst	**2404**	Guidance/Attendance Asst	0.0875	$ 2,845.15
		Guidance Asst	**3000**			$ 946.57
			1192	Prof&Curriclm Dev Vist Tchr		$ -
			4301	Supplies		$ 4,530.00
			5000	Services & Other Operating		$ -
			5738	Interprogram Svcs/VAPA		$ 15,144.00
			5801	Consultants <=$25K		$ -
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.0875**	**23,465.72**
Grand Total					**0.4375**	**$ 67,019.79**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Jones Elementary
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

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

Jones Elementary has developed a written Title I parent and family engagement policy with input from Title I parents. Parental input was sought from the "School Site Council (SSC), and School Governance Team (SGT) and community to provide an organized, ongoing and timely way of involving parents and providing them a venue to have input in the school. The Title I Parent Involvement Policy and its requirements will be shared with in the fall semester.

It has distributed the policy to parents of Title I students. The school prints a copy for every student to take home to their families. A copy of the policy is also available through the school office and on our school website.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

> - The policy is written each year in a consistent format following the school district's template.
> - Whenever possible the school translates the policy into the home language so the parent can understand.
> - The policy is linked to the school web site so members of the community have access.
> - The School Site Council (SSC) meets monthly and the policy can be update during the meeting. Each spring the document is fully reviewed and updated before it can be approved for the next school year.

To involve parents in the Title I, Part A programs, the following practices have been established:

> - Parental input will be sought from parent meetings such as SSC, and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

> - The annual meeting is held during Back-to-School night when there is high parent participation.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

> - Throughout the year meetings are scheduled before school, after school, or in the evenings.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

> - Parental input will be sought from parent meetings such as School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

> - Parents are notified in a timely manner through flyers sent home, the use of Peach Jar, the school website, marquee, and via School Messenger emails.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

> - The school provides an explanation of the curriculum, the assessments, and proficiency levels in the Parent & Student Handbook. Each student receives a copy of the handbook the first week of school. The handbook is also available on the school website.
> - Teachers provide an explanation of the curriculum, the assessments, and proficiency levels specific to their respective grade level during Back-to-School night presentations.
> - Teachers provide an explanation of the curriculum, the assessments, and proficiency levels during the parent teacher conferences in November and March.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

> - Parental input will be sought from parent meetings such as School Site Council (SSC), and School Governance Team (SGT) to provide an organized, ongoing and timely way of informing parents of district initiatives, district programs, and to allow parents to have input that will result in school improvement.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

> - Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during Back-to-School night presentations. They also include tips and ideas for supporting students at home.
> - Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during the parent teacher conferences in November and March.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

> - When teachers meet with parents during parent teacher conferences they train them on how to best support their child at home.
> - At least three parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discuss in the workshop.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

> - Staff members are continually encouraged to create equal partnerships with parents.
> - Parent participation rates are collected for each classroom and monitored. When there are trends of low participation, staff members meet to brainstorm ways to increase parent engagement.
> - Staff members are encouraged to connect with parents during morning duty and at school and PTA events. This fosters stronger relationships and makes them more approachable to parents.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

> - The school has a parent volunteer workroom. Trainings are offered periodically to train volunteers on how they can support the classroom teacher and how to use the workroom equipment.
> - At least three parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discuss in the workshop.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

> - Whenever possible the school translates flyers, notices, and meeting agendas in a language/s the parent can understand.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

> - The front office staff maintain a welcoming environment for parents. The record any requests and share that information with the appropriate staff. Those requests are followed up in a timely manner.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

> - The school tries to recruit parents with limited English proficiency, parents with disabilities, and parents of migratory students to hold positions on school committees to ensure there is wide representation of stakeholder input.
> - The school has an English Learner Advisory Committee (ELAC) that advises the principal and staff in the development of the site plan for English learners.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

This policy was adopted by Jones Elementary on October 1, 2020 and will be in effect for the period of 2020-2021 School Year

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 30, 2019

Allison Buell

Signature of authorized official here

APPENDIX C

SCHOOL PARENT COMPACT

Jones Elementary

Title I School Parent Compact

This School Parent Compact is in effect year 2020-2021.

Jones Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. 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 Title I, Part A students:

Required School Parent Compact provisions

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Teachers will communicate with parents via written progress reports per the district reporting schedule three times per year.
- Teachers will communicate with parents on an individual baiab as needed: weekly, bi-monthly, or monthly.
- Parent teacher conferences will be for one week during November and March. Additional conference are scheduled as needed in June.
- Teachers are available to parents before or after school daily.

- Teachers are available for appointments throughout the week and will accomidate parents as needed.
- The principal invites parents to in to visit and conference regarding any concerns they may have about the school or their child's education.
- Teachers accept phone conferences and are available via email during the non-instructional day.

The school engages Title I, Part A 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:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during Back-to-School night presentations. They also include tips and ideas for supporting students at home.
- Teachers provide assistance in understanding the content standards, assessments, and how to monitor and improve achievement during the parent teacher conferences in November and March.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- When teachers meet with parents during parent teacher conferences they train them on how to best support their child at home.
- At least three parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discuss in the workshop.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Staff members are continually encouraged to create equal partnerships with parents.
- Parent participation rates are collected for each classroom and monitored. When there are trends of low participation, staff members meet to brainstorm ways to increase parent engagement.

> - Staff members are encouraged to connect with parents during morning duty and at school and PTA events. This fosters stronger relationships and makes them more approachable to parents.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

> - The school has a parent volunteer workroom. Trainings are offered periodically to train volunteers on how they can support the classroom teacher and how to use the workroom equipment.
> - At least three parent/family workshops are held per year by the principal. The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discuss in the workshop.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

> - Whenever possible the school translates flyers, notices, and meeting agendas in a language/s the parent can understand.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

> - The front office staff maintain a welcoming environment for parents. The record any requests and share that information with the appropriate staff. Those requests are followed up in a timely manner.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

> - The school tries to recruit parents with limited English proficiency, parents with disabilities, and parents of migratory students to hold positions on school committees to ensure there is wide representation of stakeholder input.
> - The school has an English Learner Advisory Committee (ELAC) that advises the principal and staff in the development of the site plan for English learners.

This Compact was adopted by the Jones Elementary on October 1, 2020, and will be in effect for the period of 2020-2021 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 30, 2019.

Allison Buell

Signature of authorized Official here

10/5/20

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school
- ELA/Math Multi-year Demographic Summary 2015-2019
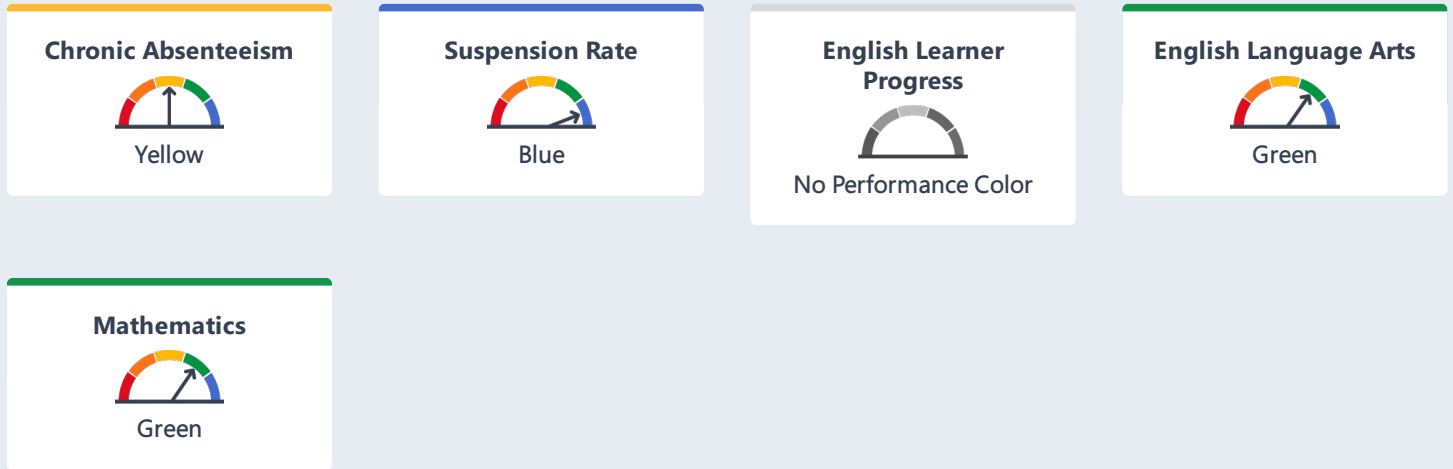- CHKS 2018-2019
- CSPS 2018-2019

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.

Jones Elementary

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

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Blue	No Performance Color	Green

Mathematics
Green

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Jones Elementary	2751 Greyling Drive San Diego, CA 92123-2836	http://www2.sandi.net/j...	K-5

JONES ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
290	47.9%	23.1%	0.3%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Green

25.9 points above standard

Declined 6.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
3 Green		0 Blue

LEARN MORE

Mathematics

Green

21 points above standard

Increased 10.3 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green		2 Blue

LEARN MORE

English Learner Progress

66.7% making progress towards English language proficiency

Number of EL Students: 21

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

JONES ELEMENTARY

Academic Engagement

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

Chronic Absenteeism

Yellow

11.3% chronically absent

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	2 Yellow
0 Green		0 Blue
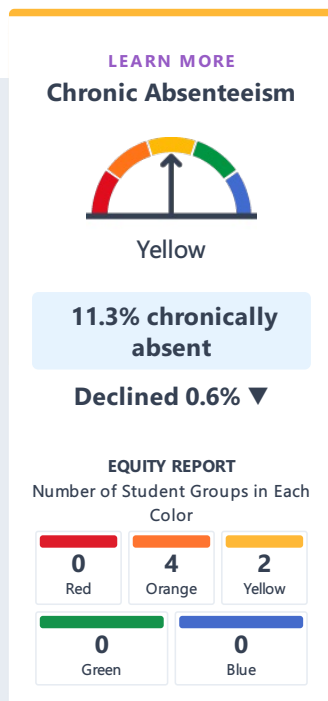
LEARN MORE

Conditions & Climate

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

LEARN MORE
Suspension Rate

Blue

0.3% suspended at least once

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**1** Orange	**0** Yellow
1 Green	**5** 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

25.9 points above standard

Declined 6.4 Points ▼

Number of Students: 121

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Green

Hispanic

Socioeconomically Disadvantaged

White

Blue

No Students

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

○ ○ ● ○ ○ ○

African American

No Performance Color

2.5 points above standard

Declined 13.2 Points ▼

Number of Students: 11

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

48.5 points above standard

Increased 13.1 Points ▲

Number of Students: 15

Students with Disabilities

No Performance Color

68.5 points below standard

Increased 10.9 Points ▲

Number of Students: 24

English Learners

Yellow

8.9 points above standard

Declined 30.3 Points ▼

Number of Students: 34

Hispanic

Green

11 points above standard

Increased 3.4 Points ▲

Number of Students: 44

Socioeconomically Disadvantaged

Green

17.5 points above standard

Maintained 0.2 Points

Number of Students: 69

White

Green

36.7 points above standard

Declined 9.1 Points ▼

Number of Students: 38

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.

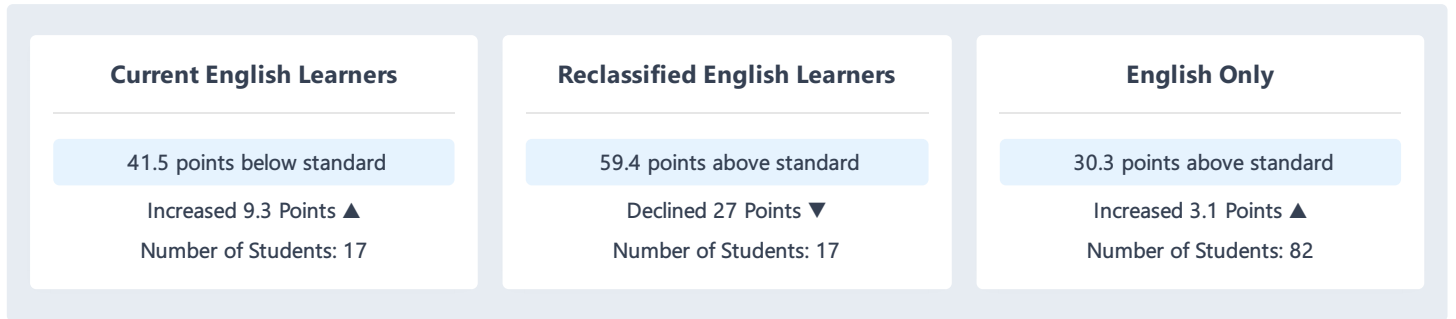|	2017	2018	2019
All Students	35.3 points above standard	32.3 points above standard	25.9 points above standard

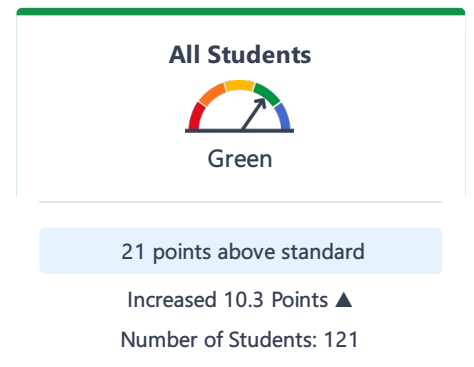# English Language Arts Data Comparisons: English Learners

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

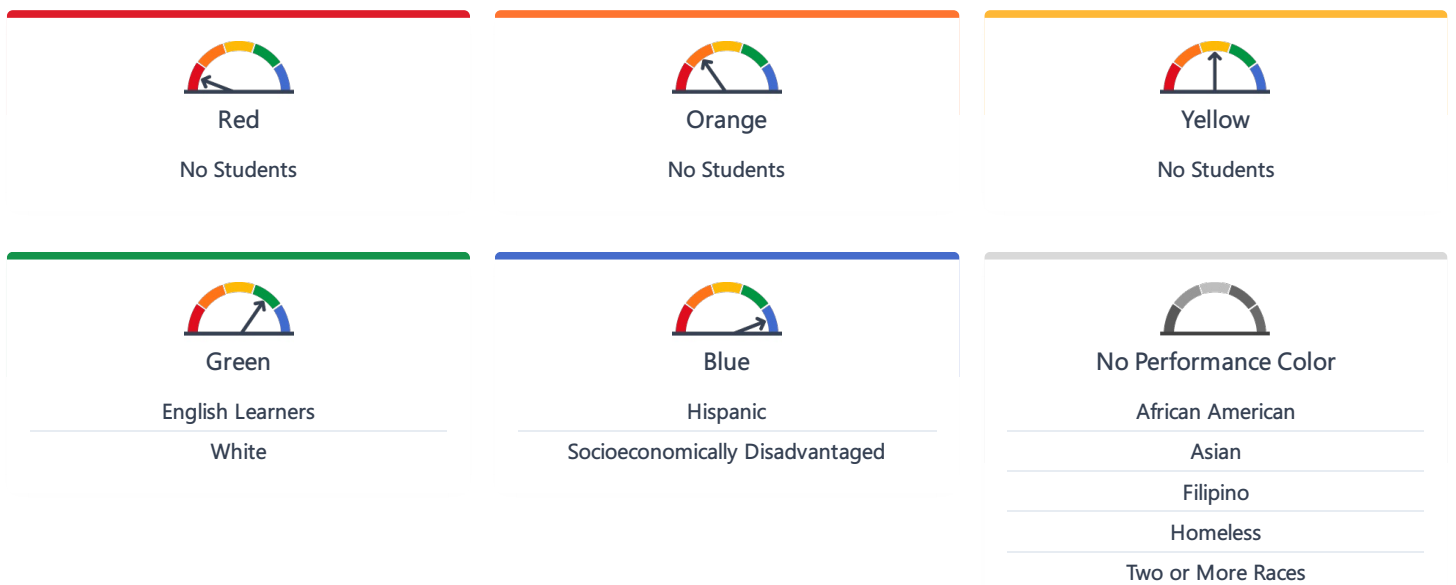| Current English Learners	Reclassified English Learners	English Only
41.5 points below standard	59.4 points above standard	30.3 points above standard
Increased 9.3 Points ▲	Declined 27 Points ▼	Increased 3.1 Points ▲
Number of Students: 17	Number of Students: 17	Number of Students: 82

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

Green

21 points above standard

Increased 10.3 Points ▲

Number of Students: 121

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

English Learners

White

Blue

Hispanic

Socioeconomically Disadvantaged

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

○ ○ ○ ● ○ ○

African American

No Performance Color

6.4 points below standard

Maintained 1.9 Points

Number of Students: 11

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

54 points above standard

Increased 43 Points ▲

Number of Students: 15

Students with Disabilities

No Performance Color

66.7 points below standard

Increased 21.7 Points ▲

Number of Students: 24

English Learners

Green

11.7 points above standard

Declined 9 Points ▼

Number of Students: 34

White

Green

29.6 points above standard

Declined 6.6 Points ▼

Number of Students: 38

Hispanic

Blue

3.8 points above standard

Increased 24.9 Points ▲

Number of Students: 44

Socioeconomically Disadvantaged

Blue

10.3 points above standard

Increased 20.1 Points ▲

Number of Students: 69

Distance From Standard (Mathematics)

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	8.9 points above standard	10.8 points above standard	21 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**
20.7 points below standard	44.1 points above standard	23 points above standard
Increased 44.4 Points ▲	Declined 22.2 Points ▼	Increased 19.1 Points ▲
Number of Students: 17	Number of Students: 17	Number of Students: 82

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

66.7% making progress towards English language proficiency

Number of EL Students: 21

Performance Level

Very High

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

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

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	N/A
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	N/A

ELs Who Progressed at Least One ELPI Level   66.6%

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

11.3% chronically absent

Declined 0.6% ▼

Number of Students: 319

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Two or More Races

Yellow

Students with Disabilities

White

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian

No Performance Color

20.7% chronically absent

Increased 8.2% ▲

Number of Students: 29

African American

No Performance Color

7.4% chronically absent

Declined 15.9% ▼

Number of Students: 27

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners

Orange

19.8% chronically absent

Increased 2.1% ▲

Number of Students: 81

Hispanic

Orange

13.7% chronically absent

Increased 0.9% ▲

Number of Students: 102

Socioeconomically Disadvantaged

Orange

15.3% chronically absent

Maintained 0.4%

Number of Students: 157

Two or More Races

Orange

13.2% chronically absent

Maintained -0.3%

Number of Students: 53

Students with Disabilities

Yellow

14.3% chronically absent

Declined 4% ▼

Number of Students: 49

White

Yellow

6.9% chronically absent

Maintained 0%

Number of Students: 101

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

Blue

0.3% suspended at least once

Declined 0.6% ▼

Number of Students: 330

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Yellow

No Students

Green

Socioeconomically Disadvantaged

Blue

Asian

English Learners

Hispanic

Two or More Races

White

No Performance Color

African American

Filipino

Foster Youth

Homeless

○ ● ○ ○ ○ ○

African American

No Performance Color

3.4% suspended at least once

Increased 3.4% ▲

Number of Students: 29

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

0% suspended at least once

No Data

Number of Students: 11

Students with Disabilities

Orange

2% suspended at least once

Increased 2% ▲

Number of Students: 49

Socioeconomically Disadvantaged

Green

0.6% suspended at least once

Maintained 0.1%

Number of Students: 160

Asian

Blue

0% suspended at least once

Maintained 0%

Number of Students: 31

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 84

Hispanic

Blue

0% suspended at least once

Declined 1.8% ▼

Number of Students: 106

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 53

White

Blue

0% suspended at least once

Declined 0.9% ▼

Number of Students: 104

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: JONES ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity

*Strategy/Activity - Description

The Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Finally clerical staff will maintain attendance data and documents as well as communicate with families about student attendance.

*Proposed Expenditures for this Strategy/Activity

Description:

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

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

Analysis:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst - Gonzalez, Michelle	0.28420	$19,729.18	09800-2404	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.	Great to have coverage most days. Comes into the classroom every week and builds relationship with the students. There is a need. Parent has felt the support of the guidance assistant		All funding will come from Title I

Jones Elementary SPSA Evaluation of LCFF Funded Actions/Activities

| Clerical OTBS Hrly | $1,000.54 | 09800-2451 | with their child and really appreciates. Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates. Meet with families to support their needs and connect to resources. | Providing time for families to enroll outside of regular hours is supportive. Office staff attending evening event to educate families and help fill out paperwork that is needed. |

Note/Reminders (optional):

Jones Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Arts Education Program will provide release time so teachers can support and collaborate as grade level teams during PLCs. Teachers will plan and implement differentiated instruction and supports for struggling students (tier 1 instruction). Teachers will continually monitor ELA data with a specific focus on ELs and students with disabilities.

*Proposed Expenditures for this Strategy/Activity

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

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	Description: Analysis:	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$3,000.48	09800-1157	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Needed for initial assessments.	ELPAC	Increasing to support teacher leadership in preparation and planning of PLCs and monthly monitoring.
Supplies		$1,163.00	09800-4301	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Additional big books for primary classrooms and mentor texts to increase our cultural responsiveness		

Note/Reminders (optional):

San Diego Unified
SCHOOL DISTRICT

Jones Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

*Strategy/Activity - Description

Arts Education Program will provide release time so teachers can support and collaborate as grade level teams during PLCs. Teachers will plan and implement differentiated instruction and supports for struggling students (tier 1 instruction). Teachers will continually monitor Math data with a specific focus on Els and students with disabilities.

*Proposed Expenditures for this Strategy/Activity

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

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

				Strategy/Activity 1		
				Description:		
				Analysis:		
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curricln Dev Vist Tchr		$2,001.13	09800-1192	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Deeping our knowledge of mathematics.	

Note/Reminders (optional):

Jones Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Teachers will collaborativily write grade level specific ELA and Math curriculum that meet common core state standards. They will plan tiered instructional supports so that all students can access grade level content. They will also be strategic about how they are growing independence and fostering student agency. Education Specialists will help plan and facilitate professional development for para educators who directly supports students with disabilities.

*Proposed Expenditures for this Strategy/Activity

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vlst Tchr	--	--	09800-1192	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Allowing release time for Ed. Specialists to collabor		

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.

Note/Reminders (optional).

Goal 7 - Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Arts for Education visiting teachers will support teachers in collaborating with grade levels. Within PLC teachers will focus on data for ELs and students with disabilities to ensure subgroups are making growth toward goals.

Guidance assistant will continue to support the counseling program at Jones. The counseling team will do weekly Second Step lessons in all classrooms as a proactive approach to growing the social emotional learning of Jones students.

*Proposed Expenditures for this Strategy/Activity

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

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

Analysis:

Description:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst – Gonzalez, Michelle	–	–	09800-2404	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Great to have coverage most days. Comes into the classroom every week and builds relationship with the students. There is a need. Parent has felt the support of the guidance assistant with their child and really appreciates.		

Jones Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Providing time for
families to enroll
outside of regular
hours is
supportive. Office
staff attending
evening event to
educate families
and help fill out
paperwork that is
needed.

Note/Reminders (optional):
What are my leadership strategies in service of the goals?

SCHOOL NAME: JONES ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

The Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Finally clerical staff will maintain attendance data and documents as well as communicate with families about student attendance.

*Proposed Expenditures for this Strategy/Activity

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

Description:

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve 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.
Guidance Asst - Gonzalez, Michelle	0.09080	$6,303.35	30100-2404	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.	Great to have coverage most days. Comes into the classroom every week and builds relationship with the students. There is a need. Parent has felt the support of the guidance assistant		Increasing FTE to provide additional time to support Second Step curriculum.

with their child
and really
appreciates.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Arts Education Program will provide release time so teachers can support and collaborate as grade level teams during PLCs. Teachers will plan and implement differentiated instruction and supports for struggling students (tier 1 instruction). Teachers will continually monitor ELA data with a specific focus on ELs and students with disabilities.

*Proposed Expenditures for this Strategy/Activity

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

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve 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.
Prof&Curriclm Dev Vist Tchr		$1,500.86	30106-1192	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	PD offerings are valuable learning to increase effectiveness of teaching staff		Targeting PD and shifting funding to LCFF
Services & Other Operating		$19,000.00	30106-5000	VAPA-Arts Education Program will support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Parents have shared they love the VAPA and want their students to have the electives. Arts at the school makes it more appealing. It is a draw to the school. Teachers		

Jones Elementary SPSA Evaluation of Title I Funded Actions/Activities

appreciate not
having to write
sub plans and the
built in time to
collaborate with
colleagues.

Note/Reminders (optional):

![San Diego Unified SCHOOL DISTRICT logo]

Jones Elementary SPSA Evaluation of Title I Funded Actions/Activities

Goal 3 - Mathematics

*Strategy/Activity - Description

Arts Education Program will provide release time so teachers can support and collaborate as grade level teams during PLCs. Teachers will plan and implement differentiated instruction and supports for struggling students (tier 1 instruction). Teachers will continually monitor Math data with a specific focus on ELs and students with disabilities.

*Proposed Expenditures for this Strategy/Activity

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

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

			Strategy/Activity 1		
			Analysis:		
			Description:		
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		$15,034.00 / 30100-4301	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	New big books at all of the levels support instruction and differentiation. New math assessments are allowing teachers to target gaps in number senses.	

Note/Reminders (optional):

Jones Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

PDs and PLCs will support the collaborate of classroom teachers to impact instructional effectiveness for English learners. District curriculum resources for designated ELD will be utilized. Grade level teams will also continue to support the integration of El strategies in both ELA and Math.

*Proposed Expenditures for this Strategy/Activity

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

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

Analysis:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	Description:	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vlst Tchr	--	--	30106-1192	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Time to collaborate as colleagues and monitor data is vital.		Shifting funding to LCFF.
Services & Other Operating	--	--	30106-5000	VAPA-Arts Program support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	A positive experience.	Cost of program has decreased.

Note/Reminders (optional):

Jones Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 5 - Students with Disabilities

*Strategy/Activity - Description

Teachers will collaboratively write grade level specific ELA and Math curriculum that meet common core state standards. They will plan tiered instructional supports so that all students can access grade level content. They will also be strategic about how they are growing independence and fostering student agency. Education Specialists will help plan and facilitate professional development for para educators who directly supports students with disabilities.

*Proposed Expenditures for this Strategy/Activity

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

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

				Strategy/Activity 1			
				Description:			
				Analysis:			
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap in ELA and Math, English Learners, Students with Disabilities, Graduation	Essential to strengthening our Tier I Instruction		Shifting all Visiting Teacher to LCFF

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Allocate funds for Inservice supplies for parent meetings and workshops.
Allocate funds for School/Home communication. Postage is necessary in order to consistently inform parents of individual or school wide matters. This will keep our parents informed and supportive of the work at school.

*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		$237.00	30103-4301	Support closing the achievement gap and increase parent engagement.	Parents appreciate seeing flyers/info on the pockets around the school campus		
Inservice supplies		$380.00	30103-4304	Support closing the achievement gap and increase parent engagement.	Refreshments bring in families and create a community feel		
Interprogram Svcs/Duplicating		$300.00	30103-5721	Support closing the achievement gap and increase parent engagement.	Copies on bright stands out.		

Note/Reminders (optional):

Jones Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7 – Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Arts for Education visiting teachers will support teachers in collaborating with grade levels. Within PLC teachers will focus on data for ELs and students with disabilities to ensure subgroups are making growth toward goals.

Guidance assistant will continue to support the counseling program at Jones. The counseling team will do weekly Second Step lessons in all classrooms as a proactive approach to growing the social emotional learning of Jones students.

*Proposed Expenditures for this Strategy/Activity

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

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

<u>Analysis:</u>

<u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating	--	--	30106-5000	VAPA-Arts	Program support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation	Great to have coverage most days. Comes into the classroom every week and builds relationship	Adding some hourly to allow time to attend parent events that happen outside of work day
Guidance Asst - Gonzalez, Michelle	--	--	30100-2404	Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation			

Jones Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

with the students.

There is a need.

Parent has felt the

support of the

guidance assistant

with their child

and really

appreciates

Note/Reminders (optional):
What are my leadership strategies in service of the goals?