

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **JONAS SALK ELEMENTARY** SCHOOL

**2020-21**

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:** Hardson, Deidre

**Contact Person:** Hardson, Deidre

**Position:** Principal

**Telephone Number:** 858/271-0410;

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

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

**The following items are included:**

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

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

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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

**2020-2021 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME:** JONAS SALK ES

**SITE CONTACT PERSON:** DEIDRE HARDSON

**PHONE:** 858-935-2100    **FAX:** 858-935-2149

**E-MAIL ADDRESS:** dhardson@sandi.net

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

- Title 1 Schoolwide Programs (SWP)**                       **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: 9/30/2020**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____            |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____            |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____            |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <b>9-30-2020</b> |
| <input checked="" type="checkbox"/> Other (list): _____   | Date of presentation: _____            |


4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on:    9-30-2020

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

<u>Deidre Hardson</u>	10/5/2020	
Type/Print Name of School Principal		Signature of School Principal
Date		

<u>Maria Gonzalez</u>	<u>Maria Concepcion Gonzalez</u>	<u>10/5/2020</u>
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date

<u>ELAC decided to turn over their rights to the SSC (2/2020). It will re-open in 2/2022</u>	Delegated to SSC	NA
Type/Print Name of ELAC Chairperson	Signature of ELAC /Chairperson	Date

<u>Lamont Jackson</u>		<u>10/7/2020</u>
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Type/Print Name of Area Superintendent

Signature of Area Superintendent

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

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a school wide comprehensive 2020-21 budgeting plan for Jonas Salk Elementary.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

Jonas Salk Elementary SSC and Governance met in the spring of 2020 to approve the 2020-21 budget (January 30, 2020). The Parent Involvement Policy, and Compact (April 2020). In addition, we set preliminary goals based on the data from multiple sources (March 2020).

The SSC and Governance met in September 2020 to provide additional feedback on the school goals and SPSA. Due to COVID-19, the 2020-21 SPSA does not include the most current CHKS/CSPS. Since the SBAC was not administered, we do not have matched data to verify our goals from the 2019-20 school year. Instead, we used teacher data as the ruler to measure student achievement and set goals for the 2020-21 SPSA.

Once discussed and reviewed, the SSC approved the goals and the Single Plan for Student Achievement in its entirety on September 30, 2020.

**RESOURCE INEQUITIES**

The root cause analysis for Jonas Salk Elementary was determined using site data, 2018-19, partial 2019-20 district Cumulative Attendance Percentages (*due to the COVID 19 impact on attendance*), previous CAASPP data, and 2018-19 California Healthy Kids Survey, California Parent Survey, 2018-19 data from the California Dashboard and a selection of reading data from the 2019-20 school year. In addition, the current data was compared to the data from previous years and the SPSA from 2018-19 and 2019 and 2020.

**SAFE COLLABORATIVE and INCLUSIVE CULTURE/ ATTENDANCE and SUSPENSION:**

We will continue to use pre-COVID 19 data our baseline data for attendance.

As indicated by the 2018-19 district monthly attendance report, 97.62% of Jonas Salk ES students were present on a daily basis. , according to the California Dashboard: 4.3% of 681 students (30 students) at Jonas Salk ES were chronically absent in 2018-19. In addition, 9.2% of the 76 students with disabilities (7 students) and 3.3% of the 91 bi-racial students (3 students) were chronically absent in 2018. Note: Students with disabilities is a duplicated count. Site data for 2018-19 indicated that 2 students with I.E.P.s received in-school suspension in 2018-19 and the Dashboard data showed

that 1.3% of 659 students were suspended at least once in 2018 (fewer than 9 students). Regardless of data source, suspension data indicates that the greatest number students who were suspended were students with disabilities and multi-racial students.

For the 2019-2020, incomplete site data indicates that there were zero suspensions. Pre-COVID 19, our daily attendance was 97.86%. Jonas Salk was 2nd out of 118 Elementary Schools and 1st in the Mira Mesa Cluster.

#### ENGLISH LANGUAGE ARTS:

In 2017-18, 76% of students were proficient in ELA and in 2018-19; the data remained the same as the previous school year. As measured by the Smarter Balanced Assessment, 75% of our students are proficient or above in ELA and 15.3% of our students are “*near proficient*”. In order to move at least 5% of the students who were *near proficient into proficiency*, we will need to focus on these children to ensure that our planning includes strategies that support children with disabilities. Dashboard data indicates that our children with disabilities continue to perform significantly below students in the general population in ELA. Currently, 28% of our students with disabilities are proficient or above and 28% of our students are “*near proficient*” in ELA.

#### MATHEMATICS:

In 2017-18, 80% of our students were proficient in math as measured by the Smarter Balanced Assessment. In 2018-19, 78% of our students are proficient or above and 15% of our students are “*near proficient*” in Math. While our students with disabilities continue to perform significantly below our general population in Mathematics, they have made significant growth. In 2017-18, 69% were *near proficient or above*. For the 2018-19 school year, 80% of our students with disabilities scored *near proficient* or above. Strategic planning and teacher collaboration has helped our team to implement strategies that support all learners. We will need to invest time and resources towards providing small group- targeted instruction if we are to achieve our goals for our children with disabilities.

#### ENGLISH LEARNERS:

Our data from 2018-19 indicates that we reclassified 94% of our students who were eligible as determined by ELPAC, SBAC and classroom performance data. Our reclassified English Learners perform equal to or better than our English Only Population (93% were proficient in ELA and 95% in Math). For the 2019-20, 100% of eligible English Learners were reclassified (19/19).

#### PROFESSIONAL DEVELOPMENT:

Teaming and content specialization are integral parts of our instructional program. Teachers meet in grade level collaboratives once a week (while students are in PE), where they plan for differentiation and analyze student data. In addition, team members have common preps so that there is time to plan quality Tier 1 instruction and discuss the needs of learners. Content Teams meet once a month (Math teachers grade k-5; science teachers grade k-5 and all literacy teachers grades k-5). This is where vertical teaming takes place to build a common language and refine the continuum of standards based on the needs of our learners. We have no other funds for professional development.

**FAMILY ENGAGEMENT:**

While 92% of parents who took the survey feel encouraged by Jonas Salk ES to be an active partner in educating their child, only 58% strongly agree. This year, our parent engagement will continue to center around teaching parents how to support their child with learning. In addition, significant community research has been done to create a quality on line program.

**GRADUATION/PROMOTION:**

1) Jonas Salk ES opened in Sept of 2015. At that time, we were not adequately staffed the entire year due to several district complications. Our students with IEP's who came from a variety of schools received the minimum level of IEP support. These children were in 5th grade during the 2019-20 school year and had struggled to catch up every year. During the 2019-20 school year, my team was committed to keep the class size low in 5th grade so that we could better serve these children. We continued to use a variety of strategies and interventions to meet their needs. Small group targeted instruction was key for these children and improving their achievement. While we do not have SBAC data for these children, classroom evidence indicates that these students demonstrated improvement in multiple areas of their social and academic lives.

2) Research indicates that students who do not learn to read by third grade are at greater risk of dropping out of high school. As measured by SBAC, 75% of our grade 3 students are proficient or above in ELA and 15% were *near proficient*, greatly increasing the likely hood that 90% of our students are on target to graduate from high school. 2019-20 DRA data indicates that 78% of our students are proficient or above in reading.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Deidre Hardson	Principal, ex officio member
Adam Tilghman	Parent, 2019-21
GiGi Hake	Parent, SSC Chairperson, 2020-22
Vanessa Oshiro	Parent, 2019-2021
Kerry Mednick	Classroom Teacher 2020-2022
LaTanya Hartway	Classroom Teacher 2020-2022
Felicia Mignola	Classroom Teacher, Secretary, 2020-2022
Maria Gonzalez	Other School Representative 2019-21
Olivia Mendoza	Parent, 2020-2022
Sonia Minassian	Parent, 2019-21
Phuong-Dung Ho	Parent, 2020-2022
Roz Yamamoto	Classroom Teacher, 2019-2021



## 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

Due to the use of restorative practices for the 2019-2020, site data continues to indicate that there were zero suspensions. Pre-COVID 19, our daily attendance was 97.86%. Jonas Salk was 2nd out of 118 Elementary Schools in the district and 1st in the Mira Mesa Cluster. One reason we may have positive attendance rates is the emphasis that we place on attendance. We addressed deficits in attendance by holding conferences, conducting home visits, monitoring and creating student intervention plans. Monthly data was 98.21, 98.30, 98.02, and 97.86. COVID 19 made it difficult to obtain accurate end of the year closing attendance data, however, we were on target to achieve our goal of 98%.

#### \*Major Differences

ONLINE LEARNING- We monitor attendance and contact any student who is not participating. We make home visits as necessary and ensure that every child has the hardware necessary to participate in on line learning. We left our students in same class groups to maintain relationships and teachers continue to team up for instruction. Since we were already a LOGO (Learning on the Go) school, for us online instruction was a matter of tweaking our instruction to be more student sensitive and greater attention to SEL

#### \*Changes

Due to COVID-19, we are delivering instruction online. With this platform, attendance procedures have been revised.

Students will be considered “present” if they participate in any of the following activities for that day:

- Participation in online activities OR
- Completion of regular assignments for that particular day
- Students will NOT be marked tardy during Online Learning.

At this time, we are uncertain as to the impact this will have on attendance.

<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2021	K-5	Attend School Daily	97.86%	98%	Attendance	Triennially	
June 2021	K-5	Maintain a 0% suspension rate	0%	0%	Suspension	Triennially	
<b>*Identified Need</b>							
<b><u>CHRONIC ABSENTEEISM RATES:</u></b>							
Students chronically absent in 2018-19 (according to the California Dashboard):							
-4.3% of 681 students (30 students) at Jonas Salk ES were chronically absent in 2018-19. In 2019-20, 0.86% (6 students out of 698) were chronically absent pre-COVID-19 (March 1). Five of the six students who were chronically absent were students with learning disabilities (SWD).							
-9.2% of the 76 students with disabilities (7 students). In 2019-20, 7.14% (5 students out of 70) SWD were chronically absent pre-COVID-19 (March 1).							
<b><u>SUSPENSIONS:</u></b>							
Students suspended once or more times in 2018-19 (according to the California Dashboard):							
- 1.3% of 659 students were suspended at least once in 2018 (fewer than 9 students).							
- 6.5% of the 77 students with disabilities (5 students).							
- 2.2% of 270 students who are socially disadvantaged (6 students).							
- 2.5% of 119 LatinX (3 students).							
- 3.3% of 91 multi-racial students (4 students).							
Students suspended once or more times in 2019-20 (according to site data/ we do not have California Dashboard data due to COVID-19):							
Out of 698 students, zero students were suspended at Jonas Salk ES.							
<b>*Online Learning Implications</b>							
Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	K-5	Students with Disabilities	Decrease chronic absenteeism rate.	7.14%	4.2%	Attendance	Monthly
June 2021	3-5	English Learners	Decrease chronic absenteeism rate.	4% (5 students/128)	2% (3 students/128)	Attendance	Monthly

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June 2021	3-5	African American	Decrease chronic absenteeism rate.	8% (2 students/25)	4% (1 student/25)	Attendance	Monthly
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### Strategy/Activity 1

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

All students at Jonas Salk ES will benefit from the communication and incentive strategies. Students who were chronically absent in 2019-20 will be the focus in determining where to invest the most resources for the conferences, monitoring, and intervention plans. At Jonas Salk ES, we use a restorative approach to modify student behavior. Suspension is reserved for zero tolerance events. Students who are suspended (extremely rare) will also benefit from the same targeted interventions as the chronically absent students.

#### \*Strategy/Activity - Description

##### COMMUNICATION

- Principal or designee will contact the parent each time the TARGET child is absent increasing parental awareness about the importance of school attendance, arriving on time, and the resources/supports available.
- ASB/PCC will give attendance messages after Den Meeting congratulating award winners and reminding students to “come to school every day...on time.”
- Post and review school expectations daily.

##### MONITORING

- Student Attendance goal tracking of Target students by all involved staff.
- Keep records of absences and contacts

##### INCENTIVES:

- Students will be encouraged and recognized for attending Saturday school to make up absences (if Saturday School is available).
- Students who achieve perfect attendance (no absences) will be rewarded for monthly attendance at the School Den Meeting.
- Rewarding students who practice Character Traits with Salk Bucks.
- Implement Intervention Plans as needed.

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

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Attendance Asst	0.1	\$3,300.90	\$6,875.37	0200-00001-00-2404-3130-0000-01000-3104	Site Funded Positions	Monitor attendance. Support staff and parents work with students who are chronically absent. Incentives for positive attendance.

## Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Counselor	0.3	\$26,121.60	\$32,091.42	0200-00010-00-1210-3110-0000-01000-3401	Position Allocation	Monitor attendance. Support staff and parents work with students who are chronically absent. Incentives for positive attendance. Home visits. SEL
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## 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

#### PROFESSIONAL DEVELOPMENT:

In the 2018-19 and the 2019-20 SPSA's, resources were allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction. For the 2020-21 school year, resources were allocated for a PE teacher so that teachers can collaborate. However, this is not a helpful expenditure due to the virtual-online platform we are engaged in during the COVID-19 pandemic.

#### INSTRUCTIONAL SUPPLIES:

Funds were not sufficient to support our parent and student LMS Schoology that allows students to engage with the teacher and other students remotely. Instead, our PTA funded this expenditure. For 2019-20, purchases included teacher and student instructional resources and materials. For the 2020-21, funds were not allocated for instructional supplies due to the reduction in funding.

#### \*Major Differences

Funds were used as planned last year. The major difference between the 2018-19 and 2019-20 SPSA is there was a reduction in funding. In 2020-21, no additional instructional supports will be purchased using district funds.

However, a priority continues to be utilizing our PE Prep Teacher. With their support, we can have students participate in physical and health education activities while classroom teachers and Education Specialists are released from the classrooms to participate in professional development. During (PLCs)/collaboration rotations with support staff, they are able to work on the following: analyze student work to gather patterns and trends (data); adjust

lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets. Funds continue to be allocated to fund this work.

**\*Changes**

Our PE teachers create Asynchronous lessons so that students can engage in them while teachers collaborate.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 (former 2 grade)	Increase the percentage of students meeting or exceeded grade level standards.	77%	80%	CAASPP ELA	Annually
June 2021	4 (former 3rd grade)	Increase the percentage of students meeting or exceeded grade level standards.	76%	80%	CAASPP ELA	Annually
June 2021	5 (former 4th grade)	Increase the percentage of students meeting or exceeded grade level standards.	75%	80%	CAASPP ELA	Annually

**\*Identified Need**

**SCHOOL WIDE ELA GOAL:**

As measured by the Smarter Balanced Assessment in 2018-19:

- 76% of all students Grade 3-5 were proficient in ELA.

-Our goal is for 4% of the near proficient to move into the proficiency band while all proficient students remain proficient in ELA.

If 76% proficient students remain proficient and 4% of those near proficient become proficient, then ...

*GRADES 3-5:* By June 2021, 80% of our students in 3rd, 4th, and 5th grade will meet or exceed standards in ELA as measured by the SBAC.

**SUBGROUPS:**

As measured by the Smarter Balanced Assessment in 2018-19:

- 28% of our students with disabilities are proficient or above in ELA.

-Our goal is for 10% (3 students) of the near proficient students with disabilities will receive a proficient or above while all proficient students with disabilities remain proficient in ELA.

*Our conjecture is that* if 28% proficient students remain proficient and 10% of those near proficient become proficient, then ...

**ELA SUBGROUP GOAL:**

By June 2021, 37% of our students with disabilities in 3rd, 4th, and 5th grade will meet or exceed standards in ELA as measured by the SBAC.

**\*Online Learning Implications**

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.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeded grade level standards.	28%	37%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeded grade level standards.	54%	60%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting or exceeded grade level standards.	70%	80%	CAASPP ELA	Annually

**Strategy/Activity 1**

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

Unduplicated students/All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. Teachers will implement research-based interventions and quality Tier 1 instruction in the classroom for all children.

**\*Strategy/Activity - Description**

Teachers collaborate 1 day per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student needs. If there are extra spots in the PREP/COLLAB schedule, teachers are able to use this time for targeted small groups with students across the school as determined by the ILT team.

PTA has allocated funds to purchase license/fees for software and/or online reading resources. Each classroom teacher has access to RAZKIDS (Primary-grade level appropriate instructional materials that enhance necessary skills for effective reading instruction), Story works, or Scholastic News (news stories to build non-fiction reading skills).

These programs increase content-area knowledge and inspire a love of literacy, however, funds dictate than PTA must fund these items so that we can cover teacher collaboration expenditures.

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*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
F020021	Elem Prep Teacher/PE	0.39000	\$33,947.94	\$48,949.49	0200-09800-00-1118-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.
N0200BH	Supplies		\$912.00	\$912.00	0200-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Instructional supplies for online learning.
*Additional Supports for this Strategy/Activity								
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale		
Elem Prep Teacher/PE	0.01	\$870.46	\$1,255.11	0200-00001-00-1118-1000-1110-01000-0000	Site Funded Positions	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.		



**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****PROFESSIONAL DEVELOPMENT:**

In the 2018-19 and the 2019-20 SPSA's, resources were allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction. For the 2020-21 school year, resources were allocated for a PE teacher so that teachers can collaborate. However, this is not a helpful expenditure due to the virtual-on line platform we are engaged in during the COVID-19 pandemic.

**INSTRUCTIONAL SUPPLIES:**

Funds were not sufficient to support our parent and student LMS (Schoology) which allows students to engage with the teacher and other students remotely. Instead, our PTA funded this expenditure. For 2019-20, purchases included teacher and student instructional resources and materials. For the 2020-21, funds will not be allocated for instructional supplies due to the reduction in funding.

**\*Major Differences**

Funds were used as planned last year. The major difference between the 2018-19 and 2019-20 SPSA is there was a reduction in funding. In 2020-21, no additional instructional supports will be purchased using district funds.

However, a priority continues to be utilizing our PE Prep Teacher. With their support, we can have students participate in physical and health education activities while classroom teachers and Education Specialists are released from the classrooms to participate in professional development. During (PLCs)/collaboration rotations with support staff, they are able to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets. Funds continue to be allocated to fund this work.

**\*Changes**

Our PE teachers create Asynchronous lessons so that students can engage in them while teachers collaborate.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting or exceeded grade level standards.	NA	80%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting or exceeded grade level standards.	80%	80%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting or exceeded grade level standards.	71%	80%	CAASPP Math	Annually

**\*Identified Need**

**Combined (grades 3-5) MATH GOAL:**

As measured by the Smarter Balanced Assessment:  
 - 80% of our students are proficient or above in Math.  
 -Our goal is for 80% to remain in the proficiency band in Math.

**GOAL:** By June 2021, 80% of our students in 3rd, 4th, and 5th grade will meet or exceed standards in Math as measured by the SBAC. While our students with disabilities continue to perform significantly below our general population in Mathematics, they had made significant growth prior to COVID-19. In 2017-18, 69% were near proficient or above. For the 2018-19 school year, 80% of our students with disabilities scored near proficient or above. Our goal is to maintain all proficient SWD in the proficiency or exceeds band.

**SUBGROUP MATH GOAL:**

As measured by the Smarter Balanced Assessment:  
 -In 2018-19, 40% of our students with disabilities were proficient or above (10 students) & 40% of our students are “near proficient” in Mathematics (10 students)  
 -Our students with disabilities were among the most affected by school closures in 2019-20 due to COVID 19. Our goal is for all proficient students with disabilities to remain proficient in Math for the 2020-21.

**GOAL:** By June 2021, 50% of our students with disabilities in 3rd, 4th, and 5th grade will meet or exceed standards in Math as measured by the SBAC.

**\*Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learners	Increase the percentage of students meeting or exceeded grade level standards	56%	66%	CAASPP Math	Annually
June 2021	3-5	African American	Increase the percentage of students meeting or exceeded grade level standards	80%	84%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeded grade level standards.	40%	40%	CAASPP Math	Annually

**Strategy/Activity 1**

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

Unduplicated students/All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. Teachers will implement research-based interventions and quality Tier 1 instruction in the classroom for all children.

**\*Strategy/Activity - Description**

Teachers collaborate 1 day per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student's needs. If there are extra spots in the PREP/COLLAB schedule, teachers are able to use this time for targeted small groups with students across the school as determined by the ILT team.

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Elem Prep Teacher/PE	0200-09800-00-1118-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F020021	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.

## 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

#### PROFESSIONAL DEVELOPMENT:

In the 2018-19 and the 2019-20 SPSA's, resources were allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction. For the 2020-21 school year, resources were allocated for a PE teacher so that teachers can collaborate. However, this is not a helpful expenditure due to the virtual-on line platform we are engaged in during the COVID-19 pandemic.

#### \*Major Differences

Funds were used as planned last year. The major difference between the 2018-19 and 2019-20 SPSA is there was a reduction in funding. In 2020-21, no additional instructional supports will be purchased using district funds.

However, a priority continues to be utilizing our PE Prep Teacher. With their support, we can have students participate in physical and health education activities while classroom teachers and Education Specialists are released from the classrooms to participate in professional development. During (PLCs)/collaboration rotations with support staff, they are able to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets. Funds continue to be allocated to fund this work.

**\*Changes**

Our PE teachers create Asynchronous lessons so that students can engage in them while teachers collaborate.

**\*Integrated English Language Development**

Teachers will meet weekly in PLC's to collaborate. All professional development will include QTEL strategies (Quality Teaching for English Learners). Classroom teachers will review strategies and continue to integrate them into classroom lessons. Classroom walkthroughs will focus on noticing and naming Quality Indicators in the room and lesson.

**\*Designated English Language Development**

Teachers will meet weekly in PLC's to collaborate. Professional development will include specific topics for Designated ELD. Classroom teachers will work together to provide Designated ELD instruction to English Learners. Some classroom walkthroughs will focus on uncovering evidence of Grade-level Designated ELD. Each grade-level will provide 30 min. of (push in or pull out) Designated ELD instruction.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeded grade level standards.	54%	60%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeded grade level standards.	56%	66%	CAASPP Math	Annually

**\*Identified Need**

- 2018-19, 32 out of 34 EL's were reclassified.
- As of September 2019, we have 145 students who are English Learners and 39 Reclassified English learners at Jonas Salk ES.
- Our goal for 2019-20 was that at least 96% of ELs who are eligible would reclassify as measured by ELPAC, SBAC, and Teacher Assessments.
- On 2019-20, 19 students were eligible to reclassify and all 19 were approved. This is a reclassification rate of 100%.

For 2020-21, our goal is to reclassify 100% of eligible English Learners.

**\*Online Learning Implications**

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

## Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	English Learner	Reclassify if eligible	100%	100%	Summative ELPAC	Annually

### **Strategy/Activity 1**

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

Unduplicated students/All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. Teachers will implement research-based interventions and quality Tier 1 instruction in the classroom for all children.

#### **\*Strategy/Activity - Description**

Students are pulled into specialized groups during reading and/or writing based on OPL and needs. In addition, all classrooms will have Strong Tier 1 Instruction to which includes visuals, manipulatives and the following:

- TPR
- Realia
- QTEL
- Thinking Maps
- Technology

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

<b>ID</b>	<b>Proposed Expenditures</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Elem Prep Teacher/PE	0200-09800-00-1118-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F020021	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.

## 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

#### PROFESSIONAL DEVELOPMENT:

In the 2018-19 and the 2019-20 SPSAs, resources were allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction. For the 2020-21 school year, resources were allocated for a PE teacher so that teachers can collaborate. However, this is not a helpful expenditure due to the virtual-online platform we are engaged in during the COVID-19 pandemic.

#### \*Major Differences

Funds were used as planned last year. The major difference between the 2018-19 and 2019-20 SPSA is there was a reduction in funding. In 2020-21, no additional instructional supports will be purchased using district funds. However, a priority continues to be utilizing our PE Prep Teacher. With their support, we can have students participate in physical and health education activities while classroom teachers and Education Specialists are released from the classrooms to participate in professional development. During (PLCs)/collaboration rotations with support staff, they are able to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets. Funds continue to be allocated to fund this work.

#### \*Changes

Our PE teachers create Asynchronous lessons so that students can engage in them while teachers collaborate.

<b>*Goal 5- Students with Disabilities</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by the CAASPP.	28%	37%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by the CAASPP.	40%	50%	Other (Describe in Objective)	Annually
<b>*Identified Need</b>						
<p>1)As measured by the Smarter Balanced Assessment:            - 28% of our students with disabilities are proficient or above in ELA.            -Our goal is for 10% (3 students) of the near proficient students with disabilities will receive a proficient or above while all proficient students with disabilities remain proficient in ELA.            Our students with disabilities were among the most affected by school closures in 2019-20 due to COVID 19. Our goal is for all proficient students with disabilities remain proficient in ELA for the 2020-21.</p> <p><b>ELA SWD GOAL:</b>            By June 2021, 37% of our students with disabilities in 3rd, 4th, and 5th grade will meet or exceed standards in ELA as measured by the SBAC.</p> <p>2) As measured by the Smarter Balanced Assessment:            -In 2018-19, 40% of our students with disabilities were proficient or above (10 students) &amp; 40% of our students are “near proficient” in Mathematics (10 students)            Our students with disabilities were among the most affected by school closures in 2019-20 due to COVID 19. Our goal is for all proficient students with disabilities remain proficient in Math for the 2020-21.</p> <p><b>MATH SWD GOAL:</b>            By June 2021, 40% of our students with disabilities in 3rd, 4th, and 5th grade will meet or exceed standards in Math as measured by the SBAC.</p>						
<b>*Online Learning Implications</b>						
<p>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.).</p>						



<b>*Annual Measurable Outcomes</b>							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	28%	37%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	40%	50%	Other (Describe in Objective)	Annually

**Strategy/Activity 1**

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

All students with learning challenges.

**\*Strategy/Activity - Description**

Special Ed. Team members support students both in and outside of the classroom with regard to goals.

- Students participate in the GENERAL EDUCATION CLASSROOM unless they have a specific need that cannot be met in that setting.
- The case manager is accountable for describing that need to the IEP team.

Teachers collaborate 1 day per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student needs. If there are extra spots in the PREP/COLLAB schedule, teachers are able to use this time for targeted small groups with students across the school as determined by the ILT team. Children with learning disabilities are supported with the strong Tier1 instruction that takes place.

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Elem Prep Teacher/PE	0200-09800-00-1118-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F020021	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.

## 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	K-5	24 African American (24 students)	Increase the percentage of African American students who are reading at or above grade level on the DRA	70%	80%	Grades	Triennially
June 2021	K-5	24 African American (24 students)	Maintain a zero percent suspension rate	0%	0%	Suspensions (Classroom and School)	Triennially

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

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

**\*Identified Need**

At Jonas Salk ES, the SSC is the Site Equity Team that meets eight times throughout the school year to monitor attendance and grades. Black Youth as one of our subgroups of focus.

This team can also monitor the staff diversity goal. At Jonas Salk, the diversity of the staff closely mirrors the diversity of our student enrollment. We have 42% (15/36) certificated staff members of color. The staff diversity goal at Jonas Salk ES is to maintain or increase the percentage of diverse educators from current year to the following years.

Jonas Salk ES has not participated in school police detainments. This information would be noted on the suspension form if it took place. We have had zero school suspensions due to our emphasis on restorative approaches.

**\*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.

**Strategy/Activity 1**

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

Unduplicated students/All students are served by this strategy.

**\*Strategy/Activity - Description**

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Elem Prep Teacher/PE	0200-09800-00-1118-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F020021	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.

## 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

By June 2021, a minimum of 90% of parents will participate in at least three (3) school events to support their child's learning in activities such as parent conferences, Family Literacy, Math /Science nights, Back to School Conferences, ELAC/SSC or SGT, parent Technology Trainings, and Parent Institute as documented by sign in sheets.

As indicated by annual sign in sheets, approximately 88% of parents participated in at least three (3) school-sponsored events in 2019-20.

#### Our Targeted Populations:

- Parents of Spanish Speaking English Learners were among the least represented at school events (60%).
- Parents of Children with disabilities were the least represented at school events (51%)

#### \*Major Differences

This year we will use the California State Parent Survey and the indicators to set goals. In addition, we will engage more parents in completing the CSPS since only 211/691 parents completed the survey and "among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number you contacted the more confidence we can have in the validity and representativeness of the results."

In addition, we will make extra contacts to get the parents of children with disabilities to participate in our school by offering to do home visits if they are unable to attend.

<b>*Changes</b>					
<p>All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.</p> <ul style="list-style-type: none"> <li>- We will begin to use our Enrichment Program (LEADERS OF TOMORROW) to provide childcare for parent trainings/meetings.</li> <li>- Governance and PTA will plan and facilitate events that will increase parent involvement.</li> <li>- Classroom teachers and staff will make an effort to connect directly with families to invite and encourage them to attend trainings and meetings.</li> </ul>					
<b>*Goal 7- Family Engagement</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Teachers increase the number parents of students with disabilities participating in school events.	53%	70%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Teachers increase the number parents of Spanish Speaking English Learners	62%	70%	CAL - SCHLS (CSPS)
<b>*Identified Need</b>					
<p>According to the 2018-19 California School Parent Survey (CSPS)-Due to COVID 19, we have not received 2019-20 data:</p> <ul style="list-style-type: none"> <li>- 30% parents completed the survey (211 in a student population of 691 as of June 2019).</li> <li>- 58% of parents responding “<u>Strongly Agree</u>” 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.</li> <li>- 34% of parents responding “<u>Agree</u>” 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.</li> </ul>					
<b>*Online Learning Implications</b>					
<p>A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p>					
<b>*Annual Measurable Outcomes</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “ <u>Strongly Agree</u> ” 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.	58%	92%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the number of parents who participate in the CSPS.	211 (30%)	(622) 90%	Other - Describe in Objective

**Strategy/Activity 1****\*Families to be served by this Strategy/Activity**

All families are served by this strategy.

**\*Strategy/Activity - Description**

All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

- Governance and PTA will plan and facilitate events that will increase parent involvement as outlined in our Parent Engagement Plan.
- Classroom teachers and staff will make an effort to connect directly with families to invite and encourage them to attend trainings and meetings.
- Parent engagement division will offer courses on Family Fridays.
- Technology Leader will offer related training.
- Science teachers will hold a Science Night

**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**

Degree of achievement:  
 In June 2020, 77% *second graders* met or exceeded level M on the DRA 2.  
 - **These students are our 3rd graders for the 2020-21 school year (new goal P).**  
 In June 2020, 76% *third graders* met or exceeded level P on the DRA 2 and there was no SBAC data due to COVID 19.  
 - **These students are our 4th graders for the 2020-21 school year (new goal ST).**  
 By June 2020, 75% *4th graders* met or exceeded level S in DRA.  
 - **These students are our 5th graders for the 2020-21 school year (new goal V).** *(Note: in 2018-19, 75% of these students were proficient or above on their grade 3 SBAC. Of these proficient students, 55% exceeded standards.)*

**\*Major Differences**

Funds were used as planned last year. The major difference between the 2018-19 and 2019-20 SPSA is there was a reduction in funding. Fewer instructional supports will be purchased this year using district funds.

However, a priority continues to be utilizing our PE Prep Teacher. With their support, we can have students participate in physical and health education activities while classroom teachers and Education Specialists are released from the classrooms to participate in professional development. During (PLCs)/collaboration rotations with support staff, they are able to work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets. Funds continue to be allocated to fund this work.

<b>*Changes</b>						
None.						
<b>*Goal 8- Graduation/Promotion Rate</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	77%	80%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students reading at or above grade level as measured by the DRA2.	76%	80%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	75%	80%	CAASPP ELA	Annually
<b>*Identified Need</b>						
<b><u>20120-21, students with learning disabilities in grades 4-5 (There are 31 of which 9 are proficient in reading = 28%):</u></b>						
- 16 students in grade 4 with IEP's; 3 are SPEDLEP - 5/16=31% are proficient in reading						
15 students in grade 5 with IEP's; 6 are SPEDLEP - 3/15=20% are proficient in reading						
<b><u>2020-21, students who are English Learners in grades 4-5: (There are 33 of which 18 are proficient in reading = 54%):</u></b>						
- 19 students in grade 4 who are English Learners; 3 are SPEDLEP - 11/19=58% are proficient in reading						
14 students in grade 5 who are English Learners; 6 are SPEDLEP - 7/14=50% are proficient in reading						
<b>*Online Learning Implications</b>						
Standards-Based Grading Structures and digital tools to support student collaboration Flexibility for teachers to provide both whole group, small group and individual instruction						



## Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	28%	37%	Grade 3 ELA Reading	November, March, June
June 2021	4-5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	54%	60%	Grade 3 ELA Reading	November, March, June
June 2021	4-5	African American	Increase the percentage of students reading at or above grade level as measured by the DRA2.	70%	80%	Grade 3 ELA Reading	November, March, June

### Strategy/Activity 1

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

Unduplicated students/All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. Teachers will implement research-based interventions and quality Tier 1 instruction in the classroom for all children.

#### \*Strategy/Activity - Description

Professional development time is provided within the structure of Professional Learning Communities.

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

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Elem Prep Teacher/PE	0200-09800-00-1118-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F020021	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.

## 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

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

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

A.) I will integrate the priorities and strategies outlined in our SPSA and support our Mission as follows:

- monitor student achievement data (November, March and June).
- monitor attendance and suspensions (at the end of each month).
- attend PLC's for each grade-level (at least once a month).
- conduct regular observations to look for instructional strategies that are research based and meet the needs of English Learners, Children with learning disabilities and students with other special needs (At least 3 times per week or more if possible).
- Offer "Family Friday" events that assist parents in helping their child and walk through classrooms with parents (at least 4 times a year).
- work with teachers to realign parent conferences to a time to engage parents in support of their child rather than just receiving a data report (progress report and support meetings- Twice a year).
- Meet with ILT members to discuss key learnings for Content groups that they lead. Coach and support leaders as needed (At least 4 times per year).
- Continue to work towards common assessments at the primary level to help drive a guaranteed and viable curriculum for all students (ongoing).
- Serve on the SSC and Governance Team to engage with parents with regard to school needs and programs (8 times per year).

B.) These are the specific leadership actions I will take to meet or exceed my SPSA goals:

#### INSTRUCTIONAL LEADERSHIP

1. Develop, articulate, implement, and steward a vision of the centrality of student learning and instruction that is shared and supported by the school community.

2. Ensure and sustain a school culture and instructional program resulting in high academic achievement for students.
3. Organize and lead professional development focused on improving and enhancing student achievement and engaging in their own professional growth.

***Indicators of Effective Performance toward Meeting Standards of Instructional Leadership:***

- Develop school direction consistent with long-term needs and goals, and district instructional initiatives.
- Plan, implement and sustain school improvement efforts.
- Develop a strong instructional program.
- Set and maintains high student performance standards for all students.
- Identify student needs and encourage the development of programs accordingly.
- Model sensitivity to issues of diversity.
- Develop effective programs to address educational and appropriate social needs of all students, works to provide high quality assistance for students with special needs.
- Assess and respond to staff's professional development needs.
- Assess and respond to staff's performance and give feedback.
- Develop and implement principal work plan based on student and teacher instructional needs.
- Develop and Implement a plan to monitor classroom instruction with a focus providing immediate feedback to teachers
- Collaborate with an ILT to analyze data and make decisions to guide instruction and professional development.

**OPERATIONAL/ ORGANIZATIONAL LEADERSHIP**

1. Ensure effective management of the organization
2. Ensure operations that lead to a safe, efficient, and effective learning environment.
3. Ensure utilization of resources to provide a safe, efficient, and effective learning environment.

***Indicators of Effective Performance toward Meeting Standards of Organizational Leadership:***

- Manage and motivate others; assign staff effectively; utilize effective team management skills; delegate effectively.
- Use time efficiently; initiate personal professional development; solicit external feedback and guidance.
- Manage the daily school operations; handle crises effectively; maintain discipline and order in the school; work to provide a secure school environment.
- Effectively allocate and manage finances/resources and implement procedures to comply with state and federal program requirements.
- Effectively manage co-curricular and extra-curricular programs and activities.

**COMMUNITY RELATIONS/COMMUNICATIONS**

1. Collaborate and communicate with parents regarding student achievement and school programs.
2. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

3. Understand, respond to, and influence issues within the context of the community in which the school exists.

***Indicators of Effective Performance toward Meeting Standards of Community Relations/Communication:***

- Employ parent outreach programs and strategies to engage parents in student learning.
- Communicate with parents, family and students regarding student achievement and school programs.
- Respond to district and school community, acting as an effective advocate for the school.

***ONLINE LEARNING- Communication; Relationship Building and an academically rigorous program.***

We began by surveying our community to determine what structures worked and what needed to be revised. We held opening of school orientations, created the Lion Den to streamline the communications at our site. We monitor attendance and contact any student who is not participating. We make home visits as necessary and ensure that every child has the hardware necessary to participate in on line learning.

We left our students in same class groups to maintain relationships and teachers continue to team up for instruction. Since we were already a LOGO (Learning on the Go) school, for us online instruction was a matter of tweaking our instruction to be more student sensitive and greater attention to SEL. We have work to do in this area in some of our classrooms; however, teaming ensures that all children have an adult that they can connect to in part of their school day. We have a great deal of work to do around honoring and teaching to multiple modalities to increase the level of student engagement.

## 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**

# Salk Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 49,861.49

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

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)	\$49,861.49
[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): \$ 49,861.49

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$49,861.49

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Jonas Salk Elementary	09800 LCFF Intervention Support	Elem Prep Teacher/Pe	1118	Prep Time Teacher Allocation	0.3900	\$ 33,947.94
		Elem Prep Teacher/Pe	3000			\$ 15,001.55
			4301	Supplies		\$ 912.00
	<b>09800 LCFF Intervention Support Total</b>				<b>0.3900</b>	<b>\$ 49,861.49</b>
<b>Grand Total</b>					<b>0.3900</b>	<b>\$ 49,861.49</b>



**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**

***JONAS SALK ELEMENTARY SCHOOL***  
**Parent & Family Engagement Policy 2020-21**

*Jonas Salk Elementary* has developed a written parent & family engagement policy with input from parents via the annual California School Parent Survey, conversations held during the Principal's open door policy, Governance Team meetings and School Site Council (SSC) meetings.

This Parent & Family Engagement Policy is distributed to all parents (*posted on line for Online Learning*) and families in our School *Calendar/Handbook* at the start of each school year.

*This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established:*

- I. The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- Kindergarten and New Student Orientation.
- Curriculum and Back to School Night
- Parent Conferences
- Family Fridays/*Principal's Coffees*

- II. The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- SSC Meetings
- Governance meetings
- Parent Teacher Association Meetings
- IEP, SST, and Scheduled Parent Conferences

- III. The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- Monthly PTA Meetings
- PTA Association Meeting (at least 3 times a year)
- Back to School Night
- Parent/Teacher Conferences
- Science Night
- Family Friday

- IV. The school provides parents of students with timely information about the schools programs. How does the school provide the information?

- school white boards,
- school FaceBook,
- digital flyers,
- School Messenger,
- marquee and Schoology

- V. The school provides parents 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. How does the school provide the information?

- Curriculum Night,
- Family Learning Days,
- Parent/Teacher conferences and
- report cards (information is available in several languages).
- Parents are also notified annually of individual assessment results by the Research and Reporting Department or via PowerSchool.

- VI. If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- SSC Meetings
- Governance Meetings
- California School Parent Survey
- Scheduled meetings with the Principal.
- PTA Board Meetings

*Jonas Salk Elementary distributes to parents a school-parent compact. The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the State's high academic standards and goals. **To help reach these goals, the school has established the following practices:***

- I. The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Parent Teacher Conferences
- Back to School Curriculum Nights
- Schoology Postings
- California Standards AP's

- II. The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Family Fridays
- District Training Opportunities
- Parent Instructional Groups during Spring Conference Time

- III. The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Grade-Level Meetings
- Content Collab Meetings
- Teacher/Principal conversations as needed

- IV. The school coordinates and integrates parental involvement program with other programs and other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Monthly School Restaurant Nights
- Purposeful recruiting by PTA
- Movie Nights
- Baskets and BINGO
- Garden Club
- Beautification Day
- Ballard Center for Parent Engagement as requested

- V. The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- school FaceBook,
- digital flyers,
- School Messenger,
- Schoology
- Translation is available by bilingual staff members in the front office

- IV. The school provides support for parental involvement activities requested by parents.

- PTA recruiting of parent members and volunteers
- SSC Meetings
- Governance Meetings
- Family Friday requests

Jonas Salk Elementary provides opportunities for the participation of all 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 1116f).

This policy was adopted by **Jonas Salk Elementary SSC** on **January 29, 2020** and will be in effect for the **2020-2021** school year. The school will distribute the policy to all parents of students via the school handbook on or before **September 1, 2020**.

**Deidre Hardson, Principal**



**Approved by SSC: 1/29/2020**

**APPENDIX C**

**SCHOOL PARENT COMPACT**

*JONAS SALK ELEMENTARY SCHOOL*  
**SCHOOL/PARENT COMPACT**

This School/Parent Compact is in effect year: **2020-2021**

**Jonas Salk Elementary School** *distributes to parents and family members 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 responsibility for improved student academic achievement. This Compact describes specific ways the school and families will develop a partnership that will help children achieve California's high standards. This Compact addresses legally required items, as well as other items suggested by SSC members.*

**Jonas Salk Elementary School will:**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet California's student academic achievement standards as follows:

The teachers at Jonas Salk participate in professional development and work in collaboration on a weekly basis. These sessions provide teachers with an opportunity to plan and discuss grade level curriculum that is aligned to Common Core State Standards. These meetings also provide teachers with an opportunity to discuss their students' academic progress and plan for instituting successful teaching strategies and effective learning environments that best support our students' individual needs.

Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement:

Parent Conferences will be held in November and March each year (*see school handbook for dates*). All parents are expected to attend the fall conference. Parents may schedule additional conferences throughout the school year with their child's teacher as needed.

Provide parents with frequent reports on their child's progress:

Teachers keep parents informed on their child's progress in many ways. Report Cards are distributed and discussed with parents during fall Parent Conferences. Jonas Salk teachers are available before and after school for parent meetings. Teachers use a variety of additional methods including student contracts, parent-teacher communication journals and *Schology*.

Provide parents reasonable access to staff:

In addition to Parent Conferences, parents are welcomed to call the school and schedule an appointment at least 48 hours in advance to meet with their child's teacher. Parents may schedule classroom visits or additional conferences. Our teachers participate in school activities and events and are available to parents and families.

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"There is no such thing as failure, there's just giving up too soon." -[Jonas Salk](#)



Provide parents and family members opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Here at Jonas Salk we value parent contributions and working with parents as equal partners. Parents are informed throughout the school year about the variety of opportunities our school offers for volunteering. Once a parent has completed the Volunteer Application and has been cleared to volunteer, parents are welcome to volunteer in classrooms, with notice, during mutually agreed upon times. Additional information can be found in the Community Handbook which is posted on our school's website, <https://www.sandiegounified.org/schools/jonas-salk-es>.

**Jonas Salk Elementary parents and families will support our child's learning by:**

- ensuring that my child attends school daily, on time, prepared, and ready to work and learn (I will plan family vacations for times when school is not in session).
- holding high expectations for my child and regularly monitoring my child's progress.
- supporting school/classroom rules, and the site discipline and attendance plan.
- participating in decisions related to the education of my child, as appropriate.
- contacting teachers/counselors about concerns or problems in a timely manner.
- attending a minimum of one parent-teacher conference a year and returning teacher calls, emails or other forms of communication in a timely manner.
- reviewing *Schoology* regularly.
- serving as a good model for my child and school community.
- providing a regular time, place, and supervision for homework completion.
- reading to my child and/or ensure that my child reads daily for 30 minutes.
- limiting my child's access to non-educational media and encouraging healthy physical activity.

**Jonas Salk Elementary students will share the responsibility to improve our academic achievement and achieve California's high standards by:**

- attending school daily, on time, prepared, and ready to work and learn.
- following school rules, cooperating with others and respecting the property of the school and community.
- respecting the rights of others to learn and helping to create a positive learning environment for everyone.
- completing all assignments to the best of my ability, and requesting help when I need it.
- by studying, reading 30 minutes per day, and completing homework.

This policy was adopted by Jonas Salk Elementary SSC on **January 29, 2020** and will be in effect for the **2020-2021** school year. The school will distribute the policy to all parents of students via the school handbook on or before **September 1, 2020**.

**Deidre Hardson, Principal**

**Approved by SSC: 1/29/2020**

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"There is no such thing as failure, there's just giving up too soon." -[Jonas Salk](#)

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

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

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

Reclassification data results can be requested from the school site.

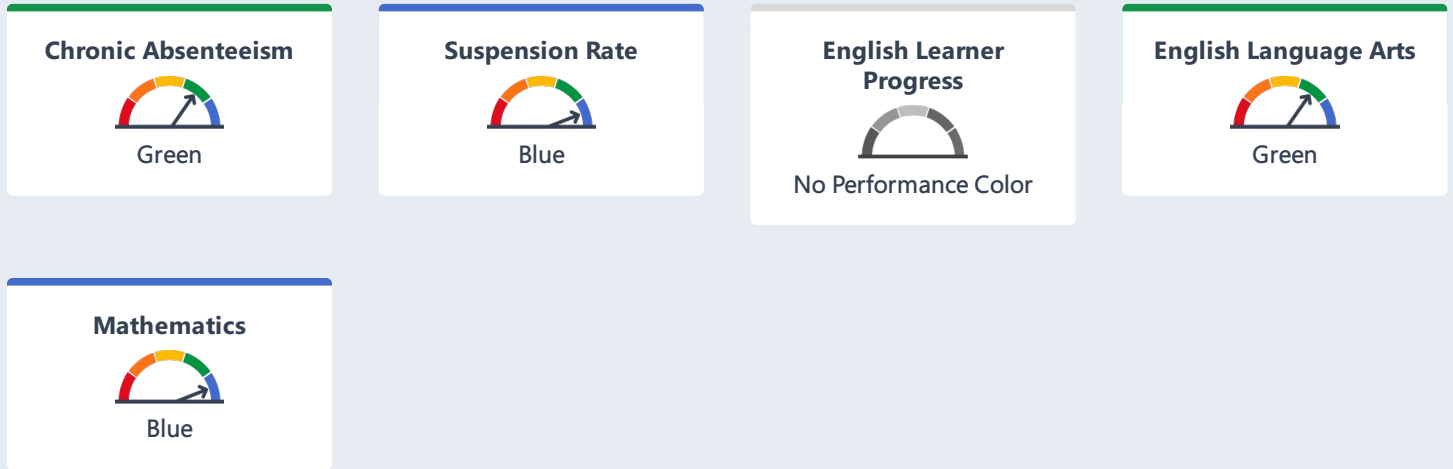
Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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



# Jonas Salk Elementary

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

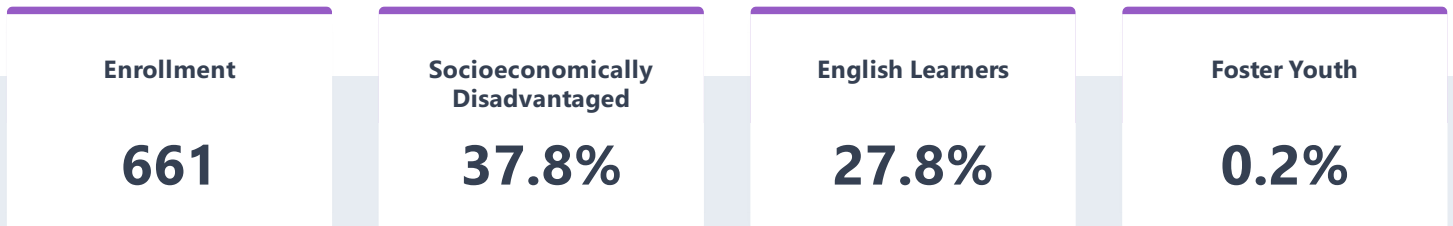


## School Details

<b>NAME</b> Jonas Salk Elementary	<b>ADDRESS</b> 7825 Flanders Drive San Diego, CA 92126-3449	<b>WEBSITE</b> <a href="http://www.sandi.net/salk">http://www.sandi.net/salk</a>	<b>GRADES SERVED</b> K-5
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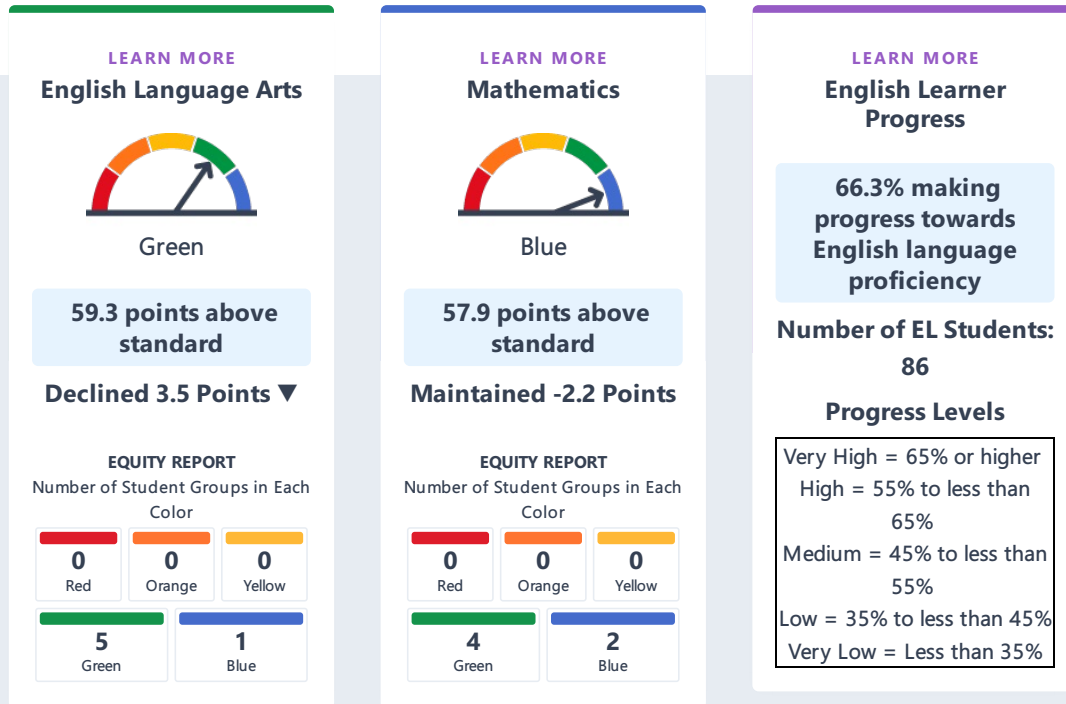
## Student Population

Explore information about this school's student population.



# Academic Performance

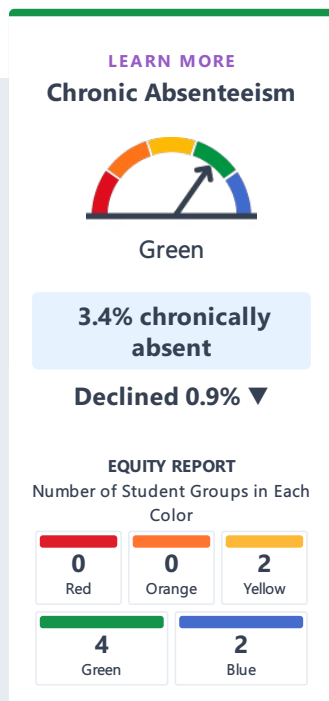
View Student Assessment Results and other aspects of school performance.



## JONAS SALK ELEMENTARY

# Academic Engagement

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




# Conditions & Climate

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

[LEARN MORE](#)

## Suspension Rate



Blue

**0.1% suspended at least once**

**Declined 1.2% ▼**

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

<b>0</b> Red	<b>0</b> Orange	<b>0</b> Yellow
<b>1</b> Green	<b>7</b> Blue	

# Academic Performance

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

## English Language Arts

### All Students

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

#### All Students



Green

59.3 points above standard

Declined 3.5 Points ▼

Number of Students: 238

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Asian

English Learners

Filipino

Hispanic

Socioeconomically Disadvantaged



Blue

Two or More Races



No Performance Color

African American

American Indian

Homeless

Students with Disabilities

White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

30 points above standard

No Data

Number of Students: 11

### Students with Disabilities



No Performance Color

25.6 points below standard

Increased 9.2 Points ▲

Number of Students: 40

### White



No Performance Color

69.9 points above standard

Increased 20.1 Points ▲

Number of Students: 29

### Asian



Green

55.5 points above standard

Declined 9.9 Points ▼

Number of Students: 57

### English Learners



Green

39.8 points above standard

Declined 5.1 Points ▼

Number of Students: 74

### Filipino



Green

71.3 points above standard

Declined 10.1 Points ▼

Number of Students: 65

### Hispanic



Green

35.8 points above standard

Declined 16.5 Points ▼

Number of Students: 46

### Socioeconomically Disadvantaged



Green

41 points above standard

Maintained 0 Points

Number of Students: 96

### Two or More Races



Blue

75.3 points above standard

Increased 13.5 Points ▲

Number of Students: 33

## 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 51 points above standard

62.8 points above standard

59.3 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
12.8 points below standard	95.3 points above standard	65 points above standard
Declined 15.4 Points ▼	Increased 11.3 Points ▲	Declined 3.9 Points ▼
Number of Students: 38	Number of Students: 36	Number of Students: 142

## Mathematics

### All Students

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

**All Students**



Blue

---

57.9 points above standard







Maintained -2.2 Points

Number of Students: 239

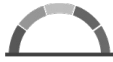
### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups

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

**African American**

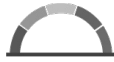


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**American Indian**



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Homeless**



No Performance Color

21.8 points above standard

No Data

Number of Students: 11

**Students with Disabilities**



No Performance Color

9.6 points below standard

Declined 8.2 Points ▼

Number of Students: 41

**White**



No Performance Color

63.9 points above standard

Increased 9.2 Points ▲

Number of Students: 30

**Asian**



Green

70.2 points above standard

Declined 6.8 Points ▼

Number of Students: 57

**English Learners**



Green

41.6 points above standard

Declined 3.5 Points ▼

Number of Students: 74

**Filipino**



Green

62.8 points above standard

Declined 10.6 Points ▼

Number of Students: 65

**Hispanic**



Green

31.2 points above standard

Declined 11.8 Points ▼

Number of Students: 46

**Two or More Races**



Blue

65.1 points above standard

Increased 8.5 Points ▲

Number of Students: 33

**Socioeconomically Disadvantaged**



Blue

45.1 points above standard

Increased 6.7 Points ▲

Number of Students: 96

**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	56.5 points above standard	60.1 points above standard	57.9 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.

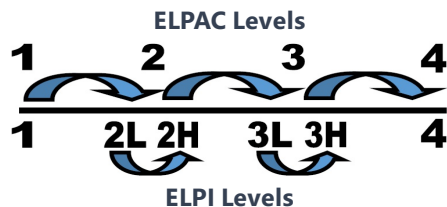
Current English Learners	Reclassified English Learners	English Only
5.3 points above standard	79.8 points above standard	60.4 points above standard
Declined 11.4 Points ▼	Increased 8.4 Points ▲	Maintained -1.1 Points
Number of Students: 38	Number of Students: 36	Number of Students: 143

## 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.

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



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

[LEARN MORE](#)

#### English Learner Progress

66.3% making progress towards English language proficiency

Number of EL Students: 86

Performance Level

Very High

### 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 Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	24.4%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	66.2%

---

# 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



Green

3.4% chronically absent

Declined 0.9% ▼

Number of Students: 686

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Filipino



Green

Asian

Students with Disabilities

Socioeconomically Disadvantaged

White



Blue

Hispanic

Two or More Races



No Performance Color

American Indian

African American

Foster Youth

Homeless

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### African American



No Performance Color

0% chronically absent

Declined 5% ▼

Number of Students: 21

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

5.3% chronically absent

Increased 5.3% ▲

Number of Students: 19

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### English Learners



Yellow

4.1% chronically absent

Increased 1.1% ▲

Number of Students: 196

### Filipino



Yellow

4.7% chronically absent

Increased 1.3% ▲

Number of Students: 148

### Asian



Green

2.9% chronically absent

Maintained 0%

Number of Students: 207

### Students with Disabilities



Green

4.8% chronically absent

Declined 4.4% ▼

Number of Students: 83

### Socioeconomically Disadvantaged



Green

4.5% chronically absent

Declined 1.6% ▼

Number of Students: 268

### White



Green

6.4% chronically absent

Declined 3% ▼

Number of Students: 94

### Hispanic



Blue

1.8% chronically absent

Declined 1.6% ▼

Number of Students: 114

### Two or More Races



Blue

1% chronically absent

Declined 2.3% ▼

Number of Students: 96

# 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

0.1% suspended at least once

Declined 1.2% ▼

Number of Students: 698

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Filipino



Blue

Asian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



No Performance Color

African American

American Indian

Foster Youth

Homeless

Pacific Islander



### African American



No Performance Color

0% suspended at least once

Declined 5% ▼

Number of Students: 21

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

4.8% suspended at least once

Declined 4.3% ▼

Number of Students: 21

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Filipino



Green

0.7% suspended at least once

Maintained 0%

Number of Students: 151

### Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 208

### English Learners



Blue

0% suspended at least once

Declined 0.5% ▼

Number of Students: 197

### Hispanic



Blue

0% suspended at least once

Declined 2.5% ▼

Number of Students: 115

### Two or More Races



Blue

0% suspended at least once

Declined 3.3% ▼

Number of Students: 99

### Socioeconomically Disadvantaged



Blue

0.4% suspended at least once

Declined 1.9% ▼

Number of Students: 274

### Students with Disabilities



Blue

0% suspended at least once

Declined 6.5% ▼

Number of Students: 84

### White



Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 97

## Suspension Rate By Year

Percentage of students who were suspended.

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	2017	2018	2019
Suspension Rate	1.3%	1.3%	0.1%

---



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	0	-	202	78.2	229	71.2	234	76.5	242	75.2	-	-1.3	0	-	203	67.0	234	75.2	236	79.7	246	78.0	-	-1.7
Female	0	-	98	87.8	110	79.1	106	82.1	131	80.2	-	-1.9	0	-	99	64.6	113	77.0	107	82.2	132	75.8	-	-6.4
Male	0	-	104	69.2	119	63.9	128	71.9	111	69.4	-	-2.5	0	-	104	69.2	121	73.6	129	77.5	114	80.7	-	3.2
African American	0	-	16	50.0	11	45.5	9	-	7	-	-	-	0	-	16	31.3	11	63.6	9	-	7	-	-	-
Asian**	0	-	17	82.4	20	65.0	31	90.3	62	77.4	-	-	0	-	17	82.4	22	77.3	31	87.1	65	84.6	-	-
Filipino	0	-	54	83.3	58	86.2	55	81.8	64	81.3	-	-0.5	0	-	55	74.5	59	83.1	56	82.1	64	81.3	-	-0.8
Hispanic	0	-	32	75.0	46	69.6	44	68.2	46	63.0	-	-5.2	0	-	32	40.6	47	61.7	44	68.2	46	63.0	-	-5.2
Indochinese**	0	-	27	81.5	31	64.5	33	84.8	-	-	-	-	0	-	27	85.2	31	80.6	34	88.2	-	-	-	-
Native American	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	4	-	3	-	1	-	0	-	-	-	0	-	4	-	3	-	1	-	0	-	-	-
White	0	-	17	70.6	21	71.4	19	52.6	29	69.0	-	16.4	0	-	17	64.7	21	71.4	19	68.4	30	73.3	-	4.9
Multiracial	0	-	35	85.7	38	68.4	42	76.2	33	84.8	-	8.6	0	-	35	77.1	39	82.1	42	85.7	33	87.9	-	2.2
English Learner	0	-	38	44.7	31	38.7	36	52.8	40	50.0	-	-2.8	0	-	39	48.7	36	55.6	38	57.9	43	55.8	-	-2.1
English-Speaking	0	-	164	86.0	198	76.3	198	80.8	202	80.2	-	-0.6	0	-	164	71.3	198	78.8	198	83.8	203	82.8	-	-1.0
Reclassified†	0	-	40	100.0	45	91.1	40	92.5	38	97.4	-	4.9	0	-	40	87.5	45	88.9	40	95.0	38	92.1	-	-2.9
Initially Eng. Speaking	0	-	124	81.5	153	71.9	158	77.8	164	76.2	-	-1.6	0	-	124	66.1	153	75.8	158	81.0	165	80.6	-	-0.4
Econ. Disadv.*	0	-	102	70.6	102	61.8	94	69.1	98	69.4	-	0.3	0	-	102	53.9	104	63.5	95	68.4	101	71.3	-	2.9
Non-Econ. Disadv.	0	-	100	86.0	127	78.7	140	81.4	144	79.2	-	-2.2	0	-	101	80.2	130	84.6	141	87.2	145	82.8	-	-4.4
Gifted	0	-	59	86.4	57	91.2	32	96.9	41	97.6	-	0.7	0	-	59	84.7	57	94.7	32	100.0	41	100.0	-	0.0
Not Gifted	0	-	143	74.8	172	64.5	202	73.3	201	70.6	-	-2.7	0	-	144	59.7	177	68.9	204	76.5	205	73.7	-	-2.8
With Disabilities	0	-	6	-	14	28.6	27	25.9	36	25.0	-	-0.9	0	-	6	-	14	28.6	27	37.0	37	37.8	-	0.8
WO Disabilities	0	-	196	79.1	215	74.0	207	83.1	206	84.0	-	0.9	0	-	197	69.0	220	78.2	209	85.2	209	85.2	-	0.0
Homeless	0	-	7	-	5	-	6	-	11	54.5	-	-	0	-	7	-	5	-	6	-	11	45.5	-	-
Foster	0	-	3	-	0	-	1	-	0	-	-	-	0	-	3	-	1	-	1	-	0	-	-	-
Military	0	-	20	90.0	17	76.5	12	66.7	10	80.0	-	13.3	0	-	20	80.0	17	94.1	12	75.0	10	70.0	-	-5.0

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	0	-	68	64.7	83	67.5	73	71.2	92	75.0	-	3.8	0	-	68	70.6	85	76.5	73	78.1	96	80.2	-	2.1
Female	0	-	31	77.4	41	80.5	35	77.1	50	78.0	-	0.9	0	-	31	74.2	43	79.1	35	80.0	51	76.5	-	-3.5
Male	0	-	37	54.1	42	54.8	38	65.8	42	71.4	-	5.6	0	-	37	67.6	42	73.8	38	76.3	45	84.4	-	8.1
African American	0	-	6	-	2	-	1	-	4	-	-	-	0	-	6	-	2	-	1	-	4	-	-	-
Asian**	0	-	6	-	10	60.0	11	100.0	21	71.4	-	-	0	-	6	-	11	81.8	11	90.9	24	79.2	-	-
Filipino	0	-	15	80.0	25	84.0	18	66.7	20	85.0	-	18.3	0	-	15	86.7	25	84.0	18	72.2	20	85.0	-	12.8
Hispanic	0	-	8	-	14	71.4	13	53.8	18	61.1	-	7.3	0	-	8	-	14	71.4	13	69.2	18	77.8	-	8.6
Indochinese**	0	-	13	61.5	9	-	8	-	-	-	-	-	0	-	13	76.9	9	-	8	-	-	-	-	-
Native American	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
White	0	-	4	-	9	-	8	-	16	75.0	-	-	0	-	4	-	9	-	8	-	17	82.4	-	-
Multiracial	0	-	14	71.4	13	53.8	14	78.6	12	91.7	-	13.1	0	-	14	78.6	14	78.6	14	92.9	12	91.7	-	-1.2
English Learner	0	-	19	36.8	13	23.1	13	61.5	15	53.3	-	-8.2	0	-	19	57.9	15	60.0	13	53.8	18	50.0	-	-3.8
English-Speaking	0	-	49	75.5	70	75.7	60	73.3	77	79.2	-	5.9	0	-	49	75.5	70	80.0	60	83.3	78	87.2	-	3.9
Reclassified†	0	-	5	-	9	-	9	-	12	100.0	-	-	0	-	5	-	9	-	9	-	12	100.0	-	-
Initially Eng. Speaking	0	-	44	72.7	61	72.1	51	68.6	65	75.4	-	6.8	0	-	44	75.0	61	77.0	51	80.4	66	84.8	-	4.4
Econ. Disadv.*	0	-	29	48.3	32	65.6	30	60.0	40	65.0	-	5.0	0	-	29	58.6	32	71.9	30	63.3	43	72.1	-	8.8
Non-Econ. Disadv.	0	-	39	76.9	51	68.6	43	79.1	52	82.7	-	3.6	0	-	39	79.5	53	79.2	43	88.4	53	86.8	-	-1.6
Gifted	0	-	17	70.6	16	93.8	7	-	17	94.1	-	-	0	-	17	94.1	16	93.8	7	-	17	100.0	-	-
Not Gifted	0	-	51	62.7	67	61.2	66	68.2	75	70.7	-	2.5	0	-	51	62.7	69	72.5	66	75.8	79	75.9	-	0.1
With Disabilities	0	-	6	-	9	-	16	25.0	15	20.0	-	-5.0	0	-	0	-	9	-	16	43.8	16	31.3	-	-12.5
WO Disabilities	0	-	68	64.7	74	73.0	57	84.2	77	85.7	-	1.5	0	-	68	70.6	76	81.6	57	87.7	80	90.0	-	2.3
Homeless	0	-	7	-	5	-	3	-	5	-	-	-	0	-	2	-	5	-	3	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	6	-	4	-	3	-	-	-	0	-	4	-	6	-	4	-	3	-	-	-

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

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

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





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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	0	-	79	84.8	74	64.9	84	81.0	73	69.9	-	-11.1	0	-	80	70.0	76	72.4	86	80.2	73	71.2	-	-9.0
Female	0	-	41	87.8	29	75.9	43	88.4	36	75.0	-	-13.4	0	-	42	69.0	30	73.3	44	84.1	36	66.7	-	-17.4
Male	0	-	38	81.6	45	57.8	41	73.2	37	64.9	-	-8.3	0	-	38	71.1	46	71.7	42	76.2	37	75.7	-	-0.5
African American	0	-	6	-	5	-	3	-	1	-	-	-	0	-	6	-	5	-	3	-	1	-	-	-
Asian**	0	-	7	-	5	-	13	84.6	20	90.0	-	-	0	-	7	-	6	-	13	84.6	20	90.0	-	-
Filipino	0	-	19	84.2	14	85.7	22	95.5	19	68.4	-	-27.1	0	-	20	75.0	15	86.7	23	91.3	19	78.9	-	-12.4
Hispanic	0	-	16	75.0	15	60.0	17	70.6	14	50.0	-	-20.6	0	-	16	50.0	15	66.7	17	64.7	14	35.7	-	-29.0
Indochinese**	0	-	8	-	14	64.3	9	-	-	-	-	-	0	-	8	-	14	85.7	10	70.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
White	0	-	8	-	6	-	7	-	9	-	-	-	0	-	8	-	6	-	7	-	9	-	-	-
Multiracial	0	-	14	100.0	13	69.2	13	76.9	10	80.0	-	3.1	0	-	14	78.6	13	76.9	13	76.9	10	90.0	-	13.1
English Learner	0	-	11	63.6	14	50.0	13	46.2	16	50.0	-	3.8	0	-	12	33.3	16	68.8	15	60.0	16	50.0	-	-10.0
English-Speaking	0	-	68	88.2	60	68.3	71	87.3	57	75.4	-	-11.9	0	-	68	76.5	60	73.3	71	84.5	57	77.2	-	-7.3
Reclassified†	0	-	20	100.0	10	80.0	12	91.7	9	-	-	-	0	-	20	95.0	10	80.0	12	100.0	9	-	-	-
Initially Eng. Speaking	0	-	48	83.3	50	66.0	59	86.4	48	70.8	-	-15.6	0	-	48	68.8	50	72.0	59	81.4	48	72.9	-	-8.5
Econ. Disadv.*	0	-	40	75.0	33	45.5	28	78.6	31	61.3	-	-17.3	0	-	40	52.5	34	58.8	29	72.4	31	61.3	-	-11.1
Non-Econ. Disadv.	0	-	39	94.9	41	80.5	56	82.1	42	76.2	-	-5.9	0	-	40	87.5	42	83.3	57	84.2	42	78.6	-	-5.6
Gifted	0	-	22	90.9	16	81.3	15	100.0	9	-	-	-	0	-	22	81.8	16	93.8	15	100.0	9	-	-	-
Not Gifted	0	-	57	82.5	58	60.3	69	76.8	64	65.6	-	-11.2	0	-	58	65.5	60	66.7	71	76.1	64	67.2	-	-8.9
With Disabilities	0	-	4	-	1	-	8	-	14	28.6	-	-	0	-	4	-	14	28.6	8	-	14	35.7	-	-
WO Disabilities	0	-	75	86.7	73	64.4	76	86.8	59	79.7	-	-7.1	0	-	76	73.7	75	73.3	78	84.6	59	79.7	-	-4.9
Homeless	0	-	4	-	5	-	1	-	4	-	-	-	0	-	4	-	5	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	10	90.0	3	-	3	-	5	-	-	-	0	-	10	90.0	3	-	3	-	5	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	0	-	55	85.5	72	81.9	77	76.6	77	80.5	-	3.9	0	-	55	58.2	73	76.7	77	80.5	77	81.8	-	1.3
Female	0	-	26	100.0	40	80.0	28	78.6	45	86.7	-	8.1	0	-	26	46.2	40	77.5	28	82.1	45	82.2	-	0.1
Male	0	-	29	72.4	32	84.4	49	75.5	32	71.9	-	-3.6	0	-	29	69.0	33	75.8	49	79.6	32	81.3	-	1.7
African American	0	-	4	-	4	-	5	-	2	-	-	-	0	-	4	-	4	-	5	-	2	-	-	-
Asian**	0	-	4	-	5	-	7	-	21	71.4	-	-	0	-	4	-	5	-	7	-	21	85.7	-	-
Filipino	0	-	20	85.0	19	89.5	15	80.0	25	88.0	-	8.0	0	-	20	65.0	19	78.9	15	80.0	25	80.0	-	0.0
Hispanic	0	-	8	-	17	76.5	14	78.6	14	78.6	-	0.0	0	-	8	-	18	50.0	14	71.4	14	71.4	-	0.0
Indochinese**	0	-	6	-	8	-	16	93.8	-	-	-	-	0	-	6	-	8	-	16	100.0	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
White	0	-	5	-	6	-	4	-	4	-	-	-	0	-	5	-	6	-	4	-	4	-	-	-
Multiracial	0	-	7	-	12	83.3	15	73.3	11	81.8	-	8.5	0	-	7	-	12	91.7	15	86.7	11	81.8	-	-4.9
English Learner	0	-	8	-	4	-	10	50.0	9	-	-	-	0	-	8	-	5	-	10	60.0	9	-	-	-
English-Speaking	0	-	47	93.6	68	83.8	67	80.6	68	85.3	-	4.7	0	-	47	59.6	68	82.4	67	83.6	68	82.4	-	-1.2
Reclassified†	0	-	15	100.0	26	92.3	19	89.5	17	94.1	-	4.6	0	-	15	80.0	26	88.5	19	89.5	17	82.4	-	-7.1
Initially Eng. Speaking	0	-	32	90.6	42	78.6	48	77.1	51	82.4	-	5.3	0	-	32	50.0	42	78.6	48	81.3	51	82.4	-	1.1
Econ. Disadv.*	0	-	33	84.8	37	73.0	36	69.4	27	85.2	-	15.8	0	-	33	51.5	38	60.5	36	69.4	27	81.5	-	12.1
Non-Econ. Disadv.	0	-	22	86.4	35	91.4	41	82.9	50	78.0	-	-4.9	0	-	22	68.2	35	94.3	41	90.2	50	82.0	-	-8.2
Gifted	0	-	20	95.0	25	96.0	10	90.0	15	100.0	-	10.0	0	-	20	80.0	25	96.0	10	100.0	15	100.0	-	0.0
Not Gifted	0	-	35	80.0	47	74.5	67	74.6	62	75.8	-	1.2	0	-	35	45.7	48	66.7	67	77.6	62	77.4	-	-0.2
With Disabilities	0	-	2	-	4	-	3	-	7	-	-	-	0	-	2	-	4	-	3	-	7	-	-	-
WO Disabilities	0	-	53	86.8	68	85.3	74	78.4	70	85.7	-	7.3	0	-	53	60.4	69	79.7	74	83.8	70	84.3	-	0.5
Homeless	0	-	1	-	2	-	2	-	2	-	-	-	0	-	1	-	2	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	6	-	8	-	5	-	2	-	-	-	0	-	6	-	8	-	5	-	2	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

## APPENDIX E

### 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

## Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: JONAS SALK ELEMENTARY**

**2020-21 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Strategy/Activity 1

#### \*Strategy/Activity - Description

Jonas Salk has an unduplicated pupil percentage (UPP) of 53.6%. Knowing that these students historically struggle with attendance and suspension, the site is using this LCFF money for these class rooms and intervention supports for the primary benefit of their unduplicated students.

#### COMMUNICATION

-Principal or designee will contact the parent each time the TARGET child is absent increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.

-ASB/PCC will send attendance messages after the Den Meeting congratulating award winners & reminding students to “come to school every day-on time.”

-Post and review school expectations daily.

#### MONITORING

-Student Attendance goal tracking of Target students by all involved staff.

- Keep records of absences and contacts

#### INCENTIVES

-Students will be encouraged and recognized for attending Saturday school to make up absences (if Saturday School is available).

-Students who achieve perfect (no absences) will be rewarded for monthly attendance at the School Den Meeting)

-Rewarding students who practice Character Traits with Salk Bucks .- Implement Intervention Plans as

needed. <https://sandiegounified.zoom.us/j/95570639618?pwd=RmUwaGZPU2ttTko0enc4Mkw3Wko0UT09>

#### \*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 budgeted expenditures to implement strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Attendance Asst - Bates, Christine	0.10	\$6,463.12 \$0	00010 09800	-Monitor attendance of chronically absent students. Prepare letters and communicate with teachers and parents. -Prepare incentives and -Assist ASB/ PCC in making automated calls with regard to the importance to being in school every day on time.	We have been able to monitor chronically absent students. Phone contacts are made daily and parents are reminded that students need to be at school when they are well.	Letters are sent home to chronically absent students. This has not been effective for 80% of those who are chronically absent due to lack of parent support.	We will continue to try to involve parents in supporting the school.
Supplies		\$17019.34 Copier \$1799	00000	Incentives, materials for Saturday school.	Uncertain of the impact since the Student Store Hours have been limited.	The most chronically absent are not attending Saturday School.	Teachers will request that parents send students to Saturday Academy

		\$0	09800				to make up work missed.
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Note/Reminders (optional):

## Goal 2 - English Language Arts

### Strategy/Activity 1

#### \*Strategy/Activity - Description

-Jonas Salk has an unduplicated pupil percentage (UPP) of **53.6%**. Knowing that these students historically struggle with achievement in core content areas, the site is using this LCFF money for professional development and related classroom and intervention supports for the primary benefit of their unduplicated students. Teachers will meet to collaborate one day per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student needs. If there are extra spots in the PREP/COLLAB schedule, teachers are able to use this time for targeted small groups with students across the school as determined by the ILT team.

-Funding has not been allocated to purchase license/fees for software and/or online reading resources. Each classroom teacher has access to RAZKIDS (Primary-grade level appropriate instructional materials that enhance necessary skills for effective reading instruction), Story works, and Scholastic News (news stories to build non-fiction reading skills). These programs increase content-area knowledge and inspire a love of literacy, however, funds dictate that PTA needed to help fund these items so that we can cover teacher collaboration expenditures.

#### \*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.
<i>Elem Prep Teacher/Pe - Sawyer, Alyssa</i>	<i>0.30000</i>	<i>\$34474.80</i>	<i>09800-1118</i>	<i>PE teachers teach PE so that teachers are able to collaborate with their grade-level teams.</i>	Teachers have time to collaborate and support one another and monitor student progress. Students meet required minutes of PE while teachers collaborate.	Time available is not sufficient. More time is needed to effectively plan and monitor student achievement.	Continue to look for funds to support collaboration.  ART funded by PTA (one day).
<i>Supplies</i>		<i>\$0</i>	<i>09800-4301</i>	<i>In the past, these funds were used to support programs, our LMS and other supplemental instructional supplies. These funds will need to come from our school PTA.</i>	N/A		

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Jonas Salk has an unduplicated pupil percentage (UPP) of **53.6%**. Knowing that these students historically struggle with achievement in core content areas, the site is using this LCFF money for professional development and related classroom and intervention supports for the primary benefit of their unduplicated students.

Teachers will meet to collaborate one day per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student needs. If there are extra spots in the PREP/COLLAB schedule, teachers are able to use this time for targeted small groups with students across the school as determined by the ILT team.

**\*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.
<i>Elem Prep Teacher/Pe - Sawyer, Alyssa</i>	--	--	09800-1118	<i>PE teachers teach PE so that teachers are able to collaborate with their grade-level teams.</i>	See above-Goal #2	See above-Goal #2	See above-Goal #2
<i>Supplies</i>	--	--	09800-4301	<i>In the past, these funds were used to support programs, our LMS and other supplemental instructional supplies. These funds will need to come from our school PTA</i>			

Note/Reminders (optional):

## Goal 4- English Learners

### Strategy/Activity 1 \*Strategy/Activity - Description

Jonas Salk has an unduplicated pupil percentage (UPP) of 53.6%, with 27.8% English Learners. Knowing that these students historically struggle with achievement in core content areas, the site is using this LCFF money for professional development and related classroom and intervention supports for the primary benefit of this unduplicated student group. Students are pulled into specialized groups during reading and/or writing based on OPL and needs. In addition, all classrooms will have strong Tier 1 Instruction to which includes visuals, manipulatives and the following:  
- TPR, Realia, QTEL strategies- Thinking Maps, Technology

### \*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 b	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
<i>Elem Prep Teacher/PE - Sawyer, Alyssa</i>	--	--	09800-1118	<i>PE teachers teach PE so that teachers are able to collaborate with their grade-level teams.</i>	See above-Goal #2	See above-Goal #2	See above-Goal #2

Note/Reminders (optional):

## Goal 5 - Students with Disabilities

### Strategy/Activity 1

#### \*Strategy/Activity - Description

Jonas Salk has an unduplicated pupil percentage (UPP) of 53.6%. These students who also have IEPs face additional academic concerns. Knowing that these students historically struggle with achievement in core content areas, the site is using this LCFF money for professional development and related classroom and intervention support for the primary benefit of their unduplicated students.

Special Ed. Team members support students both in and outside of the classroom with regard to goals.

- Students participate in the GENERAL EDUCATION CLASSROOM unless they have a specific need that cannot be met in that setting.

- The case manager is accountable for describing that need to the IEP team.

Teachers collaborate one day per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student needs. If there are extra spots in the PREP/COLLAB schedule, teachers are able to use this time for targeted small groups with students across the school as determined by the ILT team. Students with learning disabilities are supported with the strong Tier 1 instruction that takes place.

#### \*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.
<i>Elem Prep Teacher/Pe - Sawyer, Alyssa</i>	--	--	09800-1118	<i>PE teachers teach PE so that teachers are able to collaborate with their grade-level teams.</i>	See above-Goal #2	See above-Goal #2	See above-Goal #2
<i>Attendance Asst - Bates, Christine</i>	--	--	00010	<i>Monitor attendance of chronically absent students. Prepare letters and communicate with teachers and parents. Prepare incentives and assist ASB and PCC in making automated calls with regard to the importance of being in school every day on time.</i>	See above-Goal #1	See above-Goal #1	See above-Goal #1
<i>Supplies</i>	--	--	65000-4301	<i>Funds are used to create specialized instructional supplies.</i>	Funds are not sufficient to tell	Funds are not sufficient to tell	Funds are not sufficient to tell





## **Jonas Salk Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

What are my leadership strategies in service of the goals?