

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **JERABEK ELEMENTARY SCHOOL**

**2022-23**

37-68338-6099071  
CDS Code

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

**Principal:** Watkins, Angelia

**Contact Person:** Watkins, Angelia

**Position:** Principal

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

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

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

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval:** January 24, 2023

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Jerabek Elementary PHONE: 619-605-1700 FAX: 858-578-7367

SITE CONTACT PERSON: Dr. Angelia Watkins E-MAIL ADDRESS: awatkins@sandi.net

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

- Title I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9/29/22</u> |
| <input type="checkbox"/>            | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/>            | Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT)  | Date of presentation: <u>9/29/22</u> |
| <input type="checkbox"/>            | Other (list): _____   | Date of presentation: _____          |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

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

Dr. Angelia Watkins  
Type/Print Name of School Principal

Angela Watkins 9/29/22  
Signature of School Principal / Date

Gail S. Hawley / Melissa McChesney  
Type/Print Name of SSC Chairperson

Gail S. Hawley / Melissa McChesney 9/29/22 10/4/22  
Signature of SSC Chairperson / Date

Stephanie Molina  
Type/Print Name of ELAC Representative

Stephanie Molina 10/5/22  
Signature of ELAC Representative / Date

Monika Hazel  
Type/Print Name of Area Superintendent

Monika Hazel 10/17/22  
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7<sup>th</sup> 2022**

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Budget Summary
  - B. Parent & Family Engagement Policy
  - C. School Parent Compact
  - D. Data Reports
  - E. 2021-22 SPSA Assessment and Evaluation

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

### **PURPOSE AND DESCRIPTION**

#### **This School Plan for Student Achievement fulfills the requirements of a Non-Title 1 school.**

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

#### **School Vision and Reality**

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

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

The Jerabek community and staff have been through many administrators in recent history however, this dynamic has caused a new commitment to the relentless insistence of a child-centered and respectful culture. The staff works collectively to establish an environment of trust and security that is focused on their passion for teaching and the love for their students. Our staff is also working on reestablishing a strong sense of team and the development of trust in their working relationships with school administration. Through professional development and collaboration, staff continues to work on all aspects of servicing the needs of all of our students. This includes the development of progressive instructional strategies and differentiation, along with a commitment to our parents with regards to communication in all aspects of student education. The entire staff sustains a high level, professional efficacy and sustains an unwavering resolve to continue to provide a stellar education to all students. Most importantly, it is collective commitment to protect the student centered environment that serves the interest of ALL students and one that is focused on the development of the whole child.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

LCAP GOAL 1: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

**ENGAGING EDUCATIONAL PARTNERS**

At Jerabek, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, FFO and staff meetings held throughout the year.

September 9, 2021 SSC/SGT, Staff meeting

October 7 2021: Officers were elected, staff meeting

October 7, 2021: SSC/SGT: Presentation of the Jerabek Parent and Family Engagement Policy, Jerabek School Compact, reviewed and approved 2021-2022 SPSA.

December 2, 2021: Updated SGT Bylaws, SPSA Goals and LCFF funding review and vote, Staff Meeting

January 6, 2022: SSC/SGT: Presented final Public Criteria of the School Site Comprehensive Safety Plan, Staff meeting

February 10, 2022: Staff meeting to analyze data and provided budget recommendations

February 10: SSG and SGT meeting, reviewed the LCFF and approved the 22-23 SBB.

March 3, 2022: Staff meeting

April 7, 2022: Staff Meeting and SSC/SGT Data review and GATE testing information

June 6, 2022: SSC/SGT: Discussed 21/22 Election process and reopening of schools.

October 7, 2021 SSC Reviewed and Approved SPSA.

**RESOURCE INEQUITIES**

Jerabek's root cause analysis involved examining data from the 2021/ 22 school year, using the CAASPP, DEMI for math, California Dashboard, and the Core SEL, and a review of the 2020/21SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate these student groups met or exceeded grade level standards (ELA 85% and math 87%)

The 2021/22 3<sup>rd</sup> grade student group met or exceeded grade level standards at 83% (ELA) and 93% (Math). 3<sup>rd</sup> grade student with disabilities met or exceeded grade level standards at 40% (ELA) and 67% (Math).

The 2021/22 4<sup>th</sup> grade student group met or exceeded grade level standards at 80% (ELA) and 87% (Math). 4<sup>th</sup> grade Student with disabilities met or exceeded grade level standards at 60% (ELA) and 70% (Math).

The 2021/22 5<sup>th</sup> grade student group met or exceeded grade level standards at 91% (ELA) and 82% (Math). 5<sup>th</sup> grade Student with disabilities met or exceeded grade level standards at 75% (ELA) and 50% (Math).

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities.

As a result of this focus, there are inequities in the areas of both ELA and Math with regards to our students with disabilities. Resources were not allocated in a strategic way for impact for this subgroup. This plan address the inequities by focusing on professional development in the areas of building upon current instructional practices, implementation of Professional Learning Communities with a focus on Dufour's 4 essential questions.

Administration will do focused walk-through to monitor student achievement within this subgroup. The plan provides resources specifically for our students with disabilities and Black youth.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Dr. Angelia Watkins	Principal
Pam Pond	Teacher
Melissa McChesney	Parent
Gail Hawley	Teacher
Yilanna Torres	Teacher
Donna Telles	Teacher
Denise Cooper	Other School Rep
Stephanie Molina	Parent
Pete Cordero	Parent
Carl deLuca	Parent
Christopher Parrino	Parent
Shannelle Watkins-Changotra	Parent

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW****LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to decrease chronic absenteeism from 3.2% to 2.2%.

Our plan included implementing the following strategies to support this goal:

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



- New this school year, Jerabek is now a Leader In Me Site. Through this program our students will develop leadership skills and build upon their student advocacy voice.

Despite our best efforts, according to the Hoonuit dashboard, our chronic absenteeism for the school year 2021/2022 shows that all student groups increased from 1.3% to 16.67%. This increase is due in large part to students illnesses related to COVID.

We have set an AMO for all subgroup to decrease our chronic absenteeism from 16.67% to 10%.

#### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID implications related to dramatic increase in absenteeism among students and lack of staffing some of the actions/strategies were inconsistently implemented.

#### **\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This year we will work with our site counselor and district support staff to address the overall rate of chronic absenteeism.

#### **\*Identified Need**

##### **2021-22 Hoonuit Chronic Absenteeism dashboard data**

Jerabek will address the chronic absenteeism goal by supporting our all of our subgroups, but with an emphasis on the following subgroups (Hispanic, African American, Asian, Two or more races). Administration, school counselor and District support staff will work with teachers and parents to decrease the rate of chronic absenteeism. We will monitor attendance, reach out to families to provide additional resources by partnering with our Family Engagement department, as well as implementing a school wide attendance incentive program.

African American: 4 students at 23.5%

Asian: 12 students at 10%

Hispanic: 26 students at 15.29%

Two or more Races: 22 students at 13.2%

White: 63 students at 8.27%

According to the 2022 CHKS Jerabek students rated most areas higher than the state average highlighting that our students feel safe, connected to the school and motivated to learn. One area that was of concern that we would like to focus further attention for the upcoming school year is in the area of "meaningful participation" as only 38% of students reported that they were meaningfully participating in their education.

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<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 2023	All Grades	Increase our percentage rate of attendance	95.22	98%	Attendance	Monthly	
June 2023	All Grades	Decrease our chronic absenteeism	16.67%	10%	Chronic Absenteeism	Monthly	
<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 2023	All Grades	Hispanic or Latino	Decrease chronic absenteeism rate	15.29%	10%	Chronic Absenteeism	Annually
June 2023	All Grades	Students with Disabilities	Decrease chronic absenteeism rate	0	0	Chronic Absenteeism	Annually
June 2023	All Grades	White	Decrease chronic absenteeism rate	8.2%	3%	Chronic Absenteeism	Annually
June 2023	All Grades	English Learner	Decrease chronic absenteeism rate	0	0	Chronic Absenteeism	Annually
June 2023	All Grades	Black or African American	Decrease chronic absenteeism rate	23.5%	15%	Attendance	Annually
June 2023	All Grades	Black or African American	Maintain suspension rate	0%	0%	Suspension	Monthly
June 2023	All Grades	Students with Disabilities	Decrease suspension rate	1%	0.5%	Suspension	Monthly
<b>Supporting Black Youth - Additional Goals</b>							
<p>✓ 1. Jerabek’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>✓ 2. The staff diversity goal at Jerabek is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Jerabek’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)</p> <p>✓ 3. In the 2022-23 school year, Jerabek will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.</p> <p>✓ 4. Jerabek will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.</p>							

- ✓ 5. Jerabek's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Jerabek will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Jerabek will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**Leader In Me**

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

All students at Jerabek will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically our Hispanic, English Learner and Student with Disabilities subgroup.

**\*Strategy/Activity - Description**

To accomplish this goal:

- Jerabek's school counselor will communicate with students and their families that have 3 or more absences in each month, not related to COVID. An action plan will be developed to engage students at school and provide resources/supports. This communication will include dates of the absences and steps parents/guardians can take to improve their student's attendance.
- Contacts will be made by office staff, administrators, or counselors, followed by the school attendance clerk documenting phone contacts with the parents or guardians via a monthly log.
- Admin and staff will coordinate monthly with the Student Ambassadors team to develop a plan for how peers can peacefully problem solve concerns on the playground.
- Counselor meets with individual and small groups of students to promote a safe and inclusive environment for all students
- Jerabek engages in school wide Kindness Week and No Place for Hate activities three times per year to promote a safe and inclusive school culture and environment.
- New this school year, Jerabek is now a Leader In Me Site. Through this program our students will develop leadership skills and build positive relationships.

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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**

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to increase academic achievement for all students in ELA and Mathematics.

We implemented the following actions/strategies to support this goal in ELA:

- Jerabek will continue to utilize our phonics program in grades 3-5 called Words Their Way. This program address language development, phonemic awareness and spelling. Words Their Way also allows teachers to differentiate their instruction based on student needs.
  - Jerabek is able to fund professional development for teachers, library assistants for reading enrichment and supplement instructional materials to address targeted subgroups as well as students at all grade levels.
  - To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
  - Jerabek will continue our focus on supporting our students with disabilities via the co-teaching methods.
  - Jerabek staff continues to monitor student academic progress through the continuation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth). Jerabek will continue to hire visiting teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process at least twice per week.
  - Special education staff (certificated and para-educators) will continue to participate in district professional development focused on reading strategies using Fountas and Pinnell curriculum and assessment to increase their knowledge regarding supporting students with disabilities.
  - Professional learning will be supported by PLCs. Teachers will also work collaboratively during monthly professional learning while participating in grade level inquiries. We hired visiting teachers to support tier 3 instruction in small groups as a way to address the specific learning needs of our students not performing at the proficiency academic level.
  - Visiting teachers were hired to release teachers from the classroom for professional development via their PLC collaboration in order to analyze data, focus on specific teaching practices, and improve instructional strategies.
  - We utilized the additional resident visiting teacher FTE, given by central office, to support students receiving tier 3 small instruction.
- Despite best efforts and the strategies listed above we did not meet our goals for the 2021-22 school year with overall ELA achievement decreasing by 5% school wide. We did see gains of 4% in our 5th grade students and 6% with our students with disabilities that should be celebrated.

According to Spring 2022 SBAC ELA Data

- School wide- 85% of students met and exceeded standards (-5%)
- Grade 3-83% of students met and exceeded standards (-9%)
- Grade 4-80% of students met and exceeded standards (-8%)
- Grade 5-92% of students met and exceeded standards (4%)
- Students with disabilities-64% met and exceeded standards (6%)

We implemented the following strategies/actions to support this goal in Mathematics:

- Jerabek purchased Engage New York teacher guides and student consumables in grades 3-5.

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
  - Jerabek will continue our focus on supporting our students with disabilities via the co-teaching methods.
  - Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
  - Jerabek staff will monitor student academic progress through the implementation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth) sub groups.
  - Jerabek will hire visiting teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
  - We are utilizing ST Math (a district funded math program) and Moby Max. ST Math and Moby Max focus on the conceptual component which is critical for why certain algorithms are utilized in math.
  - Xtra Math for fluency practice for 3rd and 4th grade.
  - Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
  - To strengthen math, professional learning will include the following areas of study in the 2021-2022 school year.
- Despite best efforts and the strategies listed above we did not meet our goals for the 2021-22 school year with overall Math achievement decreasing by 4% school wide. We did see gains of 14% with our students with disabilities that should be celebrated.

### According to Spring 2022 SBAC Math Data

- School wide- 87% of students met and exceeded standards (-4%)
- Grade 3-93% of students met and exceeded standards (-3%)
- Grade 4-87% of students met and exceeded standards (-6%)
- Grade 5-82% of students met and exceeded standards (-3%)
- Students with disabilities-65% met and exceeded standards (14%)

### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID implications related to dramatic increase in absenteeism among students and lack of staffing and visiting teacher availability some of the actions/strategies were inconsistently implemented.

### **\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

At the end of the 21/22 school year, 3<sup>rd</sup>-5<sup>th</sup> grade were again assessed using the Ca. Smarter Balanced Summative Test. As a result, we are including SBAC data results.

### \*Identified Need - English Language Arts

Analysis of the 21/22 Ca. Smarter Balanced Summative Test data shows that the percentage of 3<sup>rd</sup>-5<sup>th</sup> students meeting/exceeding standards in ELA has decreased from last time students were assessed using the Smarter Balance Assessment in 2018/19.

2018/2019: 3<sup>rd</sup> – 5<sup>th</sup> grade ELA data results are 89% of students met/exceeded grade level standards.

2021/2022: 3<sup>rd</sup> - 5<sup>th</sup> ELA data results are 84.8% of students met/exceeded grade level standards.

To support this decrease in overall performance we will focus on data analysis, implementing specific teaching strategies to strengthening Tier 1 instruction and Tier 2 interventions as well as continued progress monitoring.

The 2018-19 3<sup>rd</sup> grade student group met or exceeded grade level standards at 92% (ELA). The 21/22 3<sup>rd</sup> grade student group met or exceeded grade level standards at 83.3% (ELA).

The 2018-19 4<sup>th</sup> grade student group met or exceeded grade level standards at 88% (ELA). The 21/22 4<sup>th</sup> grade student group met or exceeded grade level standards at 80% (ELA).

The 2018-19 5<sup>th</sup> grade student group met or exceeded grade level standards at 88% (ELA). The 21/22 5<sup>th</sup> grade student group met or exceeded grade level standards at 91% (ELA).

The 2018/19 and 2021/22 data shows an increase in our ELA data for 3<sup>rd</sup> -5<sup>th</sup> students with disabilities. In 2018-19, 3<sup>rd</sup> -5<sup>th</sup> grade SWD met or exceeded grade level standards at 59% (ELA). In 21/22, 3<sup>rd</sup> – 5<sup>th</sup> grade SWD met or exceeded grade level standards at 64% (ELA).

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities and our Multiracial subgroup. This plan address the inequities by focusing on professional development in the area of building upon current instructional practices, quarterly progress monitoring and small group instruction provided by Gen Ed and Ed. Specialist on a regular basis.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3 <sup>rd</sup>	Increase the percentage of students performing at the met or exceeded grade level standards.	83.3%	88%	CAASPP ELA	Annually
June 2023	4 <sup>th</sup>	Increase the percentage of students performing at the met or exceeded grade level standards.	80%	85%	CAASPP ELA	Annually
June 2023	5 <sup>th</sup>	Increase the percentage of students performing at the met or exceeded grade level standards.	91.6%	96%	CAASPP ELA	Annually

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3rd-5th grade	Increase the percentage of students performing at the met or exceeded grade level standards.	84.8%	90%	CAASPP ELA	Annually
June 2023	3rd-5th Grade	Decrease the percentage of students performing at the "Some Risk" level	7.8%	3%	FAST aReading	2 x per year

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Increase % meets standards ELA CAASP	64%	74%	CAASPP ELA	Annually
June 2023	3rd-5th	Black or African American	Increase % meets standards ELA CAASP	baseline	94%	CAASPP ELA	Annually
June 2023	3rd-5th	English Learner	Increase % meets standards ELA CAASP	baseline	94%	CAASPP ELA	Annually
June 2023	3rd-5th	Students with Disabilities	Decrease the percentage of students performing at the "Some Risk" level	28.1%	20%	FAST aReading	Annually

**\*Identified Need - Math**

Analysis of the 21/22 Ca. Smarter Balanced Summative Test data shows that the percentage of 3<sup>rd</sup>-5<sup>th</sup> students meeting/exceeding standards in Math has decreased from last time students were assessed using the Smarted Balance Assessment in 2018/19.

2018/2019: 3<sup>rd</sup> – 5<sup>th</sup> grade Math data results are 91.1% of students met/exceeded grade level standards.

2021/2022: 3<sup>rd</sup> – 5<sup>th</sup> grade Math data results are 87.3% of students met/exceeded grade level standards.

To support this decrease in overall performance we will focus on data analysis, implementing specific teaching strategies to strengthening Tier 1 instruction and Tier 2 interventions as well as continued progress monitoring.

The 2018-19 3<sup>rd</sup> grade student group met or exceeded grade level standards at 96% (Math). The 21/22 3<sup>rd</sup> grade student group met or exceeded grade level standards at 93.4% (Math).

The 2018-19 4<sup>th</sup> grade student group met or exceeded grade level standards at 92.4% (Math). The 21/22 4<sup>th</sup> grade student group met or exceeded grade level standards at 86.7% (Math).



## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The 2018-19 5<sup>th</sup> grade student group met or exceeded grade level standards at 85.3% (Math). The 21/22 5<sup>th</sup> grade student group met or exceeded grade level standards at 82.1% (Math).

The 2018/19 and 2021/22 data shows an increase in our Math data for 3<sup>rd</sup> -5<sup>th</sup> students with disabilities. In 2018-19, 3<sup>rd</sup> -5<sup>th</sup> grade SWD met or exceeded grade level standards at 51.2% (Math). In 21/22, 3<sup>rd</sup> – 5<sup>th</sup> grade SWD met or exceeded grade level standards at 65.4% (Math).

DEMI 21/22 Results:

3<sup>rd</sup>- 5<sup>th</sup> grade results in the area of Application: 288 students tested in the Spring of 2022- 4.2% scored Incomplete, 55.2% scored Proficient and 40.6% scored Strong

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities and our Multiracial subgroup. This plan address the inequities by focusing on professional development in the area of building upon current instructional practices, quarterly progress monitoring and small group instruction provided by Gen Ed and Ed. Specialist on a regular basis.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase the percentage of students performing at the met or exceeded grade level standards.	93.4%	98%	CAASPP Math	Annually
June 2023	4th	Increase the percentage of students performing at the met or exceeded grade level standards.	86.7%	92%	CAASPP Math	Annually
June 2023	5th	Increase the percentage of students performing at the met or exceeded grade level standards.	82.1%	87%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students performing at the met or exceeded grade level standards.	87.3%	92%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students performing at the Strong level in the Application band	40%	50%	DEMI	2x per year

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</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 2023	3rd-5th	Students with Disabilities	Increase % of students meeting and exceeding standard	65.4%	70%	CAASPP Math	Annually
June 2023	3rd-5th	Black or African American	Increase % of students meeting and exceeding standard	baseline	96%	CAASPP Math	Annually
June 2023	3rd-5th	English Learner	Increase % of students meeting and exceeding standard	baseline	96%	CAASPP Math	Annually
June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students performing at the Strong level in the Application band	25%	30%	DEMI	Annually
<b>*Identified Need - English Learners</b>							
Current number of English Learners at each grade level based on Fall 2022/23 ELPAC testing							
UTK & Kinder- 8 students- (ELPAC scores: 5 intermediate Learner, 3 Novice learners)							
1st- 13 students- (ELPAC scores: 1 Novice Learner, 1 somewhat developed, 1 minimally developed, 6 moderately developed, 4 well developed)							
2nd – 3 students- (ELPAC scores: 2 somewhat developed, 1 minimally developed)							
3rd- 5 students- (ELPAC scores: 1 well developed, 3 moderately developed, 1 somewhat developed)							
4th - 1 students- (ELPAC scores: 1 somewhat developed)							
<b>*Goal 4 - English Learners</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 2023	3rd-5th	English Learner	Increase the number of students that are reclassified	38%	43%	Summative ELPAC	Annually

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Identified Need - Graduation/Promotion Rate</b>							
To support student's underperforming we will continue to support their progress in ELA and math in a variety of ways including teachers' professional learning. During professional learning we will focus on lessons that are aligned with standards, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA and math, professional learning will include: Lucy Calkins Writing, Reading comprehension, phonics development and Engage New York math strategies. Teachers will work in collaboration with the Ed Specialists during grade level PLCs.							
<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	Increase the percentage of students performing at the met or exceeded grade level standards.	83.3%	88%	CAASPP ELA	Annually	
June 2023	5th	Increase the percentage of students performing at the met or exceeded grade level standards.	91.6%	96%	CAASPP ELA	Annually	
June 2023	3rd	Increase the percentage of students performing at the met or exceeded grade level standards.	93.4%	98%	CAASPP Math	Annually	
June 2023	5th	Increase the percentage of students performing at the met or exceeded grade level standards.	82.1%	87%	CAASPP Math	Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students performing at the met or exceeded grade level standards.	64%	70%	CAASPP ELA	Annually
June 2023	3rd-5th	English Learner	Increase the percentage of students performing at the met or exceeded grade level standards.	Baseline	85%	CAASPP ELA	Annually

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3rd-5th	Black or African American	Increase the percentage of students performing at the met or exceeded grade level standards.	Baseline	85%	CAASPP ELA	Annually
June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students performing at the met or exceeded grade level standards.	65.4%	70%	CAASPP Math	Annually
June 2023	3rd-5th	English Learner	Increase the percentage of students performing at the met or exceeded grade level standards.	Baseline	85%	CAASPP Math	Annually
June 2023	3rd-5th	Black or African American	Increase the percentage of students performing at the met or exceeded grade level standards.	Baseline	85%	CAASPP Math	Annually

### Math Supports

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

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

#### \*Strategy/Activity - Description

- Jerabek purchased Engage New York teacher guides and student consumables in grades 3-5.
- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
- Jerabek staff will monitor student academic progress through the implementation of the Targeted Intervention Program. Our English Learners and African American (Black Youth) are part of this intervention process.
- Jerabek will hire visiting teachers to implement our tier 3 Targeted Intervention Program.
- We are utilizing Moby Max which focuses on the conceptual component which is critical for why certain algorithms are utilized in math.
- Xtra Math for fluency practice for 3rd and 4th grade.

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.

these areas include:

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

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015632	Supplies		\$6,889.00	\$6,889.00	0156-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Used to purchase instructional supplies such as student consumables and teacher instructional manual. Will also purchase math online Engage New York math program.

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

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

\*\*Will be repurposing part of the supply allocation budget to purchase math online program: Engage New York. Will submit a budget transfer form to open new account and purchase this program.

## ELA Supports

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

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

### \*Strategy/Activity - Description

- Jerabek will continue to utilize our phonics program in grades 3-5 called Words Their Way.
- Jerabek is able to fund 4 PLC professional development for teachers, at all grade levels.
- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.

- Jerabek staff continues to monitor student academic progress through the continuation of the Targeted Intervention Program, both English Learners and African American (Black Youth) are included in this intervention.
  - Special education staff (certificated and para-educators) will continue to participate in district professional development focused on reading strategies using Fountas and Pinnell curriculum and assessment to increase their knowledge regarding supporting students with disabilities.
  - Online curriculum support: Raz-Kids, Moby Max, Mystery Science
- these areas include:

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

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

### **PLC (EL SWD)**

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

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

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

English Learners:

- We will monitor the progress of our ELs to accelerate their English language acquisition with a goal of reclassification.
- During PLCs teachers will analyze student work, discuss progress and plan next instructional steps for English Learners.
- Jerabek's PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development
- All classrooms with English Learners in their classrooms will dedicate at least 20 minutes of Designated ELD on the daily schedule
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics across content areas (explaining their thinking, construction arguments and justifying their positions with sound evidence, etc.)

Students with Disabilities:

To address the above goals,

- PLC and grade level planning will include ongoing monitoring of academic progress and adjustments for students with dualities.
- General and Special education staff will ensure instruction is being differentiated to allow core content access for students with disabilities.
- Administrative team will conduct ongoing walk-through with a lens on students with disabilities.

## Jerabek Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- We have purchased the PRIDE learning program (Tier 2 intervention curriculum) to address and enhance necessary skills of students with disabilities during their pull-out hours of their IEP.
  - To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
  - Special education staff (certificated and para-educators) will continue to participate in district professional development focused on reading strategies using Fountas and Pinnell curriculum and assessment to increase their knowledge regarding supporting students with disabilities.
- these areas include:
1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
  2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
  3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
  4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching methods.
  5. Ed Specialists to participate in collaborative planning I n PLCs
  6. Promote student agency through goal setting via our Leader In Me curriculum

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0156J	Classroom PARAS Hrly		\$1,486.00	\$2,035.97	0156-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	English Learners		Used for ELPAC Testing

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Jerabek is fortunate to have a large active parent population. Families participate in all school activities, serve on our SSC/SGT and ELAC committees, as well as volunteer regularly in and outside of classrooms.

Our goal during the 2021-22 school year was to increase the % of parents who "strongly agree" that school actively seeks the input of parents before making big decisions from 28%-50%.

We implemented the following strategies/actions to support this goal:

- Conduct frequent Principal's Chat to gather input and inform families of upcoming events and activities
- Utilize multiple avenues to send information to families to keep them informed.

- Include information about SSC decisions in my school-to-home communication to increase transparency and to make the information public.

According to the 2022 California Schools Parent Survey (CSPS) we did not achieve our goal. 27% of parents reported they "strongly agree" that the school actively seeks input of parents before making big decisions. We will continue to focus on this goal for the upcoming school year.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No Major differences



**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This school year parents are being allowed to come onto campus with specific COVID protocols in place.

**\*Identified Need**

According to the CSPS 27% of parents "strongly agree" that the school gathers input from parents prior to making decisions. It is important to have parents know that they are valued and their opinions are taken into account during the decision making process.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	To increase the percentage of parents who "strongly agree" that the school actively seeks the input of parents before making big decisions.	27%	50%	CAL - SCHLS (CSPS)

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Maintain the attendance participation of elected parents	90%	95%	Committee Attendance
June 2023	SGT	Maintain the attendance participation of elected parents	90%	95%	Committee Attendance
June 2023	Foundation	Increase the attendance participation of elected parents	70%	80%	Meeting Attendance

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

All Families will be served by these activities

**\*Strategy/Activity - Description**

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

**Family Communication**

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

- Monthly Jerabek Community Newsletter
- Daily Morning Opening led by students
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee

## **APPENDICES**

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

## **APPENDIX A**

### **BUDGET SUMMARY**

# Jerabek Elementary 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)	\$ 8,925

## 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)	\$ 8,925
[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): \$ 8,925

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 8,925

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Jerabek Elementary	09800 LCFF Intervention Support	(blank)	2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$1,486.00
Jerabek Elementary			3000 Benefits		0	\$549.97
Jerabek Elementary			4301 Supplies	Supplies	0	\$6,889.00
Jerabek Elementary		(blank) Total			0	\$8,924.97
Jerabek Elementary	09800 LCFF Intervention Support Total				0	\$8,924.97

## **APPENDIX B**

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



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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*Jerabek Elementary*

**Parent and Family Engagement Policy 2022-23**

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

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

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

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

To involve parents the following practices have been established:

In conjunction with the SSC the Parent and Family Engagement Policy is updated annually during the second SSC meeting. This policy is provided to all families at the beginning of each school year via email. Additional copies can be obtained by contacting the school.



Jerabek offers meetings for teacher collaborations in the morning or after school. Various events are held in the evenings such as Back to School Night and Open House.



Jerabek involves parents in the planning, review, and improvement of the School's Parent and Family Engagement Policy, through formalized groups like the Foundation, SSC, and Site Governance Team (SGT). Our parents are highly involved in all aspects of the school. We have about 25 parents on campus volunteering every day.



Jerabek provides parents with timely information about the Parent and Family Engagement Policy. Information about our policy is emailed out to parents via School Messenger and sent through our Foundation's announcements. In addition, teachers share information using newsletters or their own webpages. Important announcements are sent home via phone calls and posted on the main school webpage and the "News" section of our website.





Jerabek provides parents with an explanation of the school curriculum, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers explain the curriculum to parents at Back to School Night. Teachers explain how their students are progressing in relation to Common Core proficiency levels during parent conferences. All parents attend at least one conference a year.

Jerabek provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents can attend our monthly SGT and SSC meetings.

**School-Parent Compact:**

Jerabek Elementary distributes to parents a School-Parent Compact. The compact, which has been jointly developed with parents, outlines how parents, Jerabek staff, and students will share the responsibility for improved student academic achievement. It describes specific ways Jerabek and families will partner to help children achieve the State’s high academic standards.

Jerabek provides parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

Jerabek provides parents with materials to help them improve their student’s achievement. Jerabek purchased an online math and reading program that gives parents explicit content instruction and examples for supporting student knowledge and understanding.

With the assistance of Jerabek’s parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. Jerabek has an extremely high level of parent participation. Parents are an integral part of our school.

Jerabek coordinates and integrates the Parent and Family Engagement Policy with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. Parents participate in school events including

volunteering in the classroom, attending special events, going on field trips, and attending family science night.



Jerabek distributes information related to school and parent programs, meetings, and other activities to parents in an understandable format and language.



Jerabek provides support for parent and family engagement activities requested by Jerabek parents. Some of these suggestions are taken to the SGT or SSC and some are presented to the Foundation. Many of the programs and activities we offer at our School were originally suggested by parents.



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

This policy was adopted by Jerabek Elementary on September 29, 2022 and will be in effect for the period of the 2022/2023 school year.

The school will distribute the policy to all parents of students on, or before: October 10, 2022.

## **APPENDIX C**

### **SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**School-Parent Compact 2022-2023**  
**Jerabek Elementary**

**This School Parent Compact is in effect for the 2022/2023 school year.**

*Jerabek* 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 the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**School Responsibility**

Jerabek Elementary will:

- Provide high quality curriculum and instruction that enables participating students to meet California's student academic achievement standards as follows:

The high-quality curriculum resources used at Jerabek adheres and aligns to the required Common Core State Standards at all grade levels. Teachers employ appropriate and differentiated strategies to meet the diverse behavioral and academic needs of all children to support an effective learning environment within a community of high expectations.

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

Hold parent-teacher conferences, during which this compact will be discussed as it relates to the individual student's achievement. Conferences for all children are scheduled in the Fall and available in the Spring. Teachers will meet via zoom, with parents of students who are at-risk and/or through parent request.

- Frequent reports to parents on their children's progress:

Provide parents with frequent reports on their student's progress. Teachers adhere to the Common Core district required progress reporting periods that can include conferences. Teachers work to communicate student progress throughout the year

through conferences, meeting requests (by parents) email and phone. This collaboration is ongoing.

- Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities:

Provide parents (per COVID guidelines) opportunities to become an essential volunteer on campus as well as opportunities to volunteer and support their student’s classroom outside of campus. Parent volunteering is a valued aspect of our educational program. Parent volunteers are coordinated through our Room Coordinator Program (FFO). Parents can also speak to the teacher directly for opportunities to volunteer.

- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand:

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

- Jerabek provides parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- With parent assistance, during regular meetings with the principal and staff the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
- Jerabek coordinates and integrates the parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. Parents participate in school events including volunteering in the classroom, attending special events, going on field trips, and attending family science and art night.
- Jerabek distributes information related to school and parent programs, meetings, and other activities to parents in an understandable format and language through the school newsletter and the Jerabek Community Handbook.
- Jerabek provides support for parental involvement activities requested by Jerabek parents whenever possible. Some of these suggestions are taken to the SGT or SSC and some are presented to the FFO.

- Jerabek provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and our transient families. Information and school reports are provided in an understandable format. This includes telephone calls, emails, paper newsletters, flyers, announcements on the marquee, and announcements via the P.A. system, website notices, and a monthly posting in the Scripps Ranch Community Association Newsletter which is delivered to all residences in Scripps Ranch. When we have parents who do not understand English we provide translated material or we engage a translator for meetings.

This Compact was adopted by Jerabek Elementary on September 29, 2022 and will be in effect for the 2022-23 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before October 10, 2022.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes 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. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	298	88.3	299	87.3	319	90.9	327	89.3	290	84.8	-3.5	-4.5	298	88.9	301	89.4	321	88.5	327	91.1	291	87.3	-1.6	-3.8
Female	150	90.7	144	91.7	158	94.3	166	92.8	146	87.0	-3.7	-5.8	150	88.7	145	88.3	159	86.8	166	90.4	146	82.9	-5.8	-7.5
Male	148	85.8	155	83.2	161	87.6	161	85.7	144	82.6	-3.2	-3.1	148	89.2	156	90.4	162	90.1	161	91.9	145	91.7	2.5	-0.2
African American	3	-	2	-	1	-	1	-	5	-	-	-	3	-	2	-	1	-	1	-	5	-	-	-
Asian	16	100.0	20	80.0	17	94.1	30	100.0	25	92.0	-8.0	-8.0	17	100.0	22	90.9	19	84.2	30	96.7	25	92.0	-8.0	-4.7
Filipino	5	-	3	-	5	-	10	100.0	12	100.0	-	0.0	5	-	3	-	5	-	10	100.0	12	100.0	-	0.0
Hispanic	32	81.3	30	83.3	32	93.8	31	87.1	33	81.8	0.5	-5.3	32	84.4	30	96.7	32	93.8	31	87.1	33	81.8	-2.6	-5.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	212	88.7	211	89.1	221	90.0	212	86.3	161	85.7	-3.0	-0.6	211	89.6	211	89.1	221	88.2	212	90.6	162	87.0	-2.6	-3.6
Multiracial	28	89.3	30	83.3	38	92.1	43	95.3	54	75.9	-13.4	-19.4	28	85.7	30	80.0	38	84.2	43	90.7	54	87.0	1.3	-3.7
English Learner	2	-	3	-	0	-	4	-	2	-	-	-	3	-	5	-	2	-	4	-	2	-	-	-
English-Speaking	296	88.9	296	87.5	319	90.9	323	89.8	288	85.1	-3.8	-4.7	295	89.5	296	89.5	319	89.0	323	91.6	289	87.2	-2.3	-4.4
Reclassified†	11	100.0	12	91.7	9	-	16	100.0	22	86.4	-13.6	-13.6	11	90.9	12	91.7	9	-	16	100.0	22	81.8	-9.1	-18.2
Initially Eng. Speaking	285	88.4	284	87.3	310	91.0	307	89.3	266	85.0	-3.4	-4.3	284	89.4	284	89.4	310	88.7	307	91.2	267	87.6	-1.8	-3.6
Econ. Disadv.*	28	71.4	23	82.6	28	82.1	35	74.3	29	72.4	1.0	-1.9	27	74.1	23	82.6	28	78.6	35	77.1	30	70.0	-4.1	-7.1
Non-Econ. Disadv.	270	90.0	276	87.7	291	91.8	292	91.1	261	86.2	-3.8	-4.9	271	90.4	278	89.9	293	89.4	292	92.8	261	89.3	-1.1	-3.5
Gifted	151	94.7	138	94.2	103	96.1	128	96.1	61	86.9	-7.8	-9.2	151	98.7	138	97.1	103	96.1	128	98.4	61	90.2	-8.5	-8.2
Not Gifted	147	81.6	161	81.4	216	88.4	199	84.9	229	84.3	2.7	-0.6	147	78.9	163	82.8	218	84.9	199	86.4	230	86.5	7.6	0.1
With Disabilities	28	46.4	33	54.5	40	65.0	41	58.5	25	64.0	17.6	5.5	28	71.4	33	57.6	40	57.5	41	51.2	26	65.4	-6.0	14.2
WO Disabilities	270	92.6	266	91.4	279	94.6	286	93.7	265	86.8	-5.8	-6.9	270	90.7	268	93.3	281	92.9	286	96.9	265	89.4	-1.3	-7.5
Homeless	0	-	1	-	1	-	3	-	2	-	-	-	1	-	1	-	1	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	27	88.9	20	90.0	17	100.0	22	86.4	14	85.7	-3.2	-0.7	26	92.3	20	80.0	17	94.1	22	90.9	8	-	-	-

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

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





**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	103	85.4	105	90.5	114	87.7	0	-	90	83.3	-2.1	-	103	91.3	105	92.4	114	94.7	100	96.0	91	93.4	2.1	-2.6
Female	50	84.0	50	94.0	60	95.0	0	-	45	91.1	7.1	-	50	94.0	50	88.0	60	96.7	52	94.2	45	95.6	1.6	1.4
Male	53	86.8	55	87.3	54	79.6	0	-	45	75.6	-11.2	-	53	88.7	55	96.4	54	92.6	48	97.9	46	91.3	2.6	-6.6
African American	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Asian	5	-	8	-	7	-	0	-	11	90.9	-	-	5	-	8	-	7	-	10	100.0	11	100.0	-	0.0
Filipino	1	-	1	-	4	-	0	-	4	-	-	-	1	-	1	-	4	-	1	-	4	-	-	-
Hispanic	14	85.7	7	-	12	83.3	0	-	10	80.0	-5.7	-	14	92.9	7	-	12	91.7	8	-	10	80.0	-12.9	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	74	86.5	76	89.5	72	86.1	0	-	46	80.4	-6.1	-	74	93.2	76	92.1	72	94.4	64	98.4	47	93.6	0.4	-4.8
Multiracial	8	-	12	100.0	16	93.8	0	-	18	83.3	-	-	8	-	12	83.3	16	93.8	17	94.1	18	94.4	-	0.3
English Learner	2	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	2	-	1	-	-	-
English-Speaking	101	87.1	104	90.4	114	87.7	0	-	89	84.3	-2.8	-	101	93.1	104	92.3	114	94.7	98	96.9	90	93.3	0.2	-3.6
Reclassified†	4	-	5	-	2	-	0	-	9	-	-	-	4	-	5	-	2	-	8	-	9	-	-	-
Initially Eng. Speaking	97	86.6	99	89.9	112	87.5	0	-	80	83.8	-2.8	-	97	92.8	99	91.9	112	94.6	90	96.7	81	92.6	-0.2	-4.1
Econ. Disadv.*	11	72.7	7	-	10	70.0	0	-	10	60.0	-12.7	-	11	81.8	7	-	10	90.0	12	75.0	11	81.8	0.0	6.8
Non-Econ. Disadv.	92	87.0	98	90.8	104	89.4	0	-	80	86.3	-0.7	-	92	92.4	98	93.9	104	95.2	88	98.9	80	95.0	2.6	-3.9
Gifted	53	96.2	31	100.0	35	91.4	0	-	61	86.9	-9.3	-	53	100.0	31	100.0	35	100.0	48	97.9	61	90.2	-9.8	-7.7
Not Gifted	50	74.0	74	86.5	79	86.1	0	-	90	83.3	9.3	-	50	82.0	74	89.2	79	92.4	52	94.2	91	93.4	11.4	-0.8
With Disabilities	13	30.8	10	50.0	11	54.5	0	-	6	-	-	-	13	69.2	10	60.0	11	72.7	11	72.7	7	-	-	-
WO Disabilities	90	93.3	95	94.7	103	91.3	0	-	84	85.7	-7.6	-	90	94.4	95	95.8	103	97.1	89	98.9	84	95.2	0.8	-3.7
Homeless	0	-	1	-	1	-	0	-	2	-	-	-	0	-	1	-	1	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	5	-	9	-	0	-	2	-	-	-	7	-	5	-	9	-	4	-	1	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	95	88.4	108	83.3	100	89.0	0	-	105	80.0	-8.4	-	95	94.7	110	86.4	100	89.0	118	92.4	105	86.7	-8.0	-5.7
Female	47	93.6	55	85.5	46	93.5	0	-	58	77.6	-16.0	-	47	93.6	56	85.7	46	84.8	63	96.8	58	77.6	-16.0	-19.2
Male	48	83.3	53	81.1	54	85.2	0	-	47	83.0	-0.3	-	48	95.8	54	87.0	54	92.6	55	87.3	47	97.9	2.1	10.6
African American	2	-	0	-	0	-	0	-	4	-	-	-	2	-	0	-	0	-	1	-	4	-	-	-
Asian	6	-	4	-	7	-	0	-	7	-	-	-	7	-	6	-	7	-	11	100.0	7	-	-	-
Filipino	2	-	0	-	1	-	0	-	6	-	-	-	2	-	0	-	1	-	7	-	6	-	-	-
Hispanic	8	-	15	93.3	6	-	0	-	13	76.9	-	-	8	-	15	100.0	6	-	15	93.3	13	76.9	-	-16.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	64	90.6	79	83.5	74	87.8	0	-	53	83.0	-7.6	-	63	95.2	79	86.1	74	87.8	70	90.0	53	92.5	-2.7	2.5
Multiracial	12	91.7	9	-	11	90.9	0	-	22	63.6	-28.1	-	12	83.3	9	-	11	81.8	14	92.9	22	81.8	-1.5	-11.1
English Learner	0	-	0	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
English-Speaking	95	88.4	108	83.3	100	89.0	0	-	105	80.0	-8.4	-	94	94.7	108	87.0	100	89.0	118	92.4	105	86.7	-8.0	-5.7
Reclassified†	2	-	4	-	4	-	0	-	10	80.0	-	-	2	-	4	-	4	-	4	-	10	60.0	-	-
Initially Eng. Speaking	93	88.2	104	83.7	96	89.6	0	-	95	80.0	-8.2	-	92	94.6	104	87.5	96	88.5	114	92.1	95	89.5	-5.1	-2.6
Econ. Disadv.*	9	-	10	80.0	8	-	0	-	10	80.0	-	-	8	-	10	80.0	8	-	12	91.7	10	60.0	-	-31.7
Non-Econ. Disadv.	86	89.5	98	83.7	92	89.1	0	-	95	80.0	-9.5	-	87	95.4	100	87.0	92	91.3	106	92.5	95	89.5	-5.9	-3.0
Gifted	43	90.7	53	92.5	28	96.4	0	-	30	80.0	-10.7	-	43	100.0	53	96.2	28	100.0	32	96.9	30	90.0	-10.0	-6.9
Not Gifted	52	86.5	55	74.5	72	86.1	0	-	75	80.0	-6.5	-	52	90.4	57	77.2	72	84.7	86	90.7	75	85.3	-5.1	-5.4
With Disabilities	7	-	18	55.6	11	45.5	0	-	10	60.0	-	-	7	-	18	55.6	11	54.5	17	52.9	10	70.0	-	17.1
WO Disabilities	88	90.9	90	88.9	89	94.4	0	-	95	82.1	-8.8	-	88	95.5	92	92.4	89	93.3	101	99.0	95	88.4	-7.1	-10.6
Homeless	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	83.3	6	-	5	-	0	-	6	-	-	-	11	90.9	6	-	5	-	10	90.0	3	-	-	-

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

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Jerabek**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	100	91.0	86	88.4	105	96.2	0	-	95	91.6	0.6	-	100	81.0	86	89.5	107	81.3	109	85.3	95	82.1	1.1	-3.2
<b>Female</b>	53	94.3	39	97.4	52	94.2	0	-	43	95.3	1.0	-	53	79.2	39	92.3	53	77.4	51	78.4	43	76.7	-2.5	-1.7
<b>Male</b>	47	87.2	47	80.9	53	98.1	0	-	52	88.5	1.3	-	47	83.0	47	87.2	54	85.2	58	91.4	52	86.5	3.5	-4.9
<b>African American</b>	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
<b>Asian</b>	5	-	8	-	3	-	0	-	7	-	-	-	5	-	8	-	5	-	9	-	7	-	-	-
<b>Filipino</b>	2	-	2	-	0	-	0	-	2	-	-	-	2	-	2	-	0	-	2	-	2	-	-	-
<b>Hispanic</b>	10	90.0	8	-	14	100.0	0	-	10	90.0	0.0	-	10	60.0	8	-	14	92.9	8	-	10	90.0	30.0	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	74	89.2	56	96.4	75	96.0	0	-	62	91.9	2.7	-	74	81.1	56	89.3	75	82.7	78	84.6	62	77.4	-3.7	-7.2
<b>Multiracial</b>	8	-	9	-	11	90.9	0	-	14	85.7	-	-	8	-	9	-	11	72.7	12	83.3	14	85.7	-	2.4
<b>English Learner</b>	0	-	2	-	0	-	0	-	1	-	-	-	0	-	2	-	2	-	2	-	1	-	-	-
<b>English-Speaking</b>	100	91.0	84	89.3	105	96.2	0	-	94	91.5	0.5	-	100	81.0	84	89.3	105	82.9	107	86.0	94	81.9	0.9	-4.1
Reclassified†	5	-	3	-	3	-	0	-	3	-	-	-	5	-	3	-	3	-	4	-	3	-	-	-
Initially Eng. Speaking	95	90.5	81	88.9	102	96.1	0	-	91	91.2	0.7	-	95	81.1	81	88.9	102	82.4	103	85.4	91	81.3	0.2	-4.1
<b>Econ. Disadv.*</b>	8	-	6	-	10	90.0	0	-	9	-	-	-	8	-	6	-	10	80.0	11	63.6	9	-	-	-
<b>Non-Econ. Disadv.</b>	92	93.5	80	88.8	95	96.8	0	-	86	93.0	-0.5	-	92	83.7	80	88.8	97	81.4	98	87.8	86	83.7	0.0	-4.1
<b>Gifted</b>	55	96.4	54	92.6	40	100.0	0	-	31	93.5	-2.9	-	55	96.4	54	96.3	40	90.0	48	100.0	31	90.3	-6.1	-9.7
<b>Not Gifted</b>	45	84.4	32	81.3	65	93.8	0	-	64	90.6	6.2	-	45	62.2	32	78.1	67	76.1	61	73.8	64	78.1	15.9	4.3
<b>With Disabilities</b>	8	-	5	-	18	83.3	0	-	9	-	-	-	8	-	5	-	18	50.0	13	30.8	9	-	-	-
<b>WO Disabilities</b>	92	93.5	81	90.1	87	98.9	0	-	86	93.0	-0.5	-	92	82.6	81	91.4	89	87.6	96	92.7	86	84.9	2.3	-7.8
<b>Homeless</b>	0	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	8	-	9	-	3	-	0	-	6	-	-	-	8	-	9	-	3	-	8	-	4	-	-	-

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

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

## **APPENDIX E**

### **2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: JERABEK ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To address the above goals:

- Jerabek purchased Engage New York teacher guides and student consumables in grades 3-5.
- To address the learning goals of our students with disabilities Jerabek will continue to implement both push in and pull out support services in the least restrictive environment as directed on students' Individual Education Plans.
- Jerabek will continue our focus on supporting our students with disabilities via the co-teaching methods.
- Special education staff (certificated and para-educators) will continue to participate in district professional development throughout the year to increase their knowledge regarding supporting students with disabilities.
- Jerabek staff will monitor student academic progress through the implementation of the Targeted Intervention Program, a tier 2 and 3 intervention process for our English Learners and our African American (Black Youth) sub groups.
- Jerabek will hire visiting teachers to implement our tier 2 and 3 Targeted Intervention Program. Students outside the sphere of success will be identified based on teacher data and supported through the targeted intervention process twice per week.
- We are utilizing ST Math (a district funded math program) and Moby Max. ST Math and Moby Max focus on the conceptual component which is critical for why certain algorithms are utilized in math.
- XtraMath for fluency practice for 3rd and 4th grade.
- Professional learning will be supported by PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
- To strengthen math, professional learning will include the following areas of study in the 2021-2022 school year.  
these areas include:
  1. Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
  2. Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
  3. Shift from a deficit model to a strengths-based approach to determine root causes, including social emotional component and intervention strategies
  4. Cultivating a culture where Sped and Gen Ed teachers are equally responsible through the co-teaching methods.
  5. Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
  6. Promote student agency through goal setting

## Jerabek Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

\*\* Administration will be meeting with the SSC committee to discuss and finalize the possibility of using LCFF supply funds to purchase Insync, an online math program to support students and parents. This program aligns with the site's current Engage New York Program.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$5,354.00	09800-4301	Insync online math program to support students and parents providing support understanding math curriculum.	This online student and parent technology support, has been effective because it allows students to review specific math strategies at home. This online program also give parents	At this time there are no areas of ineffectiveness.	No modifications

## Jerabek Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>content information that allows them to understand various math concepts that will facilitate them being able to support their student with homework. Both students and parents have stated that the program is user friendly and give multiple examples of how the math concept is being taught.</p>		

**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

- We will monitor the progress of our ELs to accelerated their English language acquisition with a goal of reclassification.
- During PLCs and grade level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners.
- Jerabek's PD plan, with collaborative input from ILT, will focus on common instructional practices to strengthen English language development
- All classrooms with English Learners in their classrooms will dedicate at least 20 minutes of Designated ELD on the daily schedule
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics across content areas (explaining their thinking, construction arguments and justifying their positions with sound evidence, etc.)

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.



**Jerabek Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tchr Hrly		\$2,396.20	09800-1957	Staff member will be conducting ELPAC testing.	Using a staff member to support ELPAC testing has been going very well. We are able to meet the testing deadline.	Everything is working well.	NA
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