

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **JONAS SALK ELEMENTARY** SCHOOL

2022-23

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: 858/935-2100;

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 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: Jonas Salk Elementary

PHONE: 858-935-2100 FAX: _____

SITE CONTACT PERSON: Deidre Hardson

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 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:

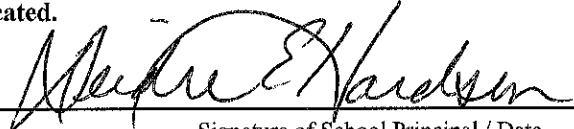
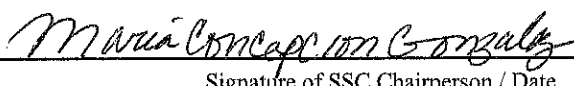
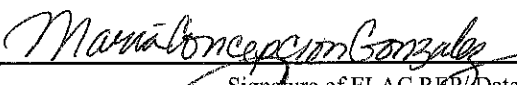
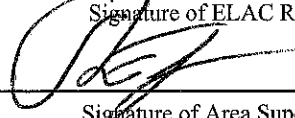
1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board 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: 9/28/2022

- | | | |
|-------------------------------------|-------------------------------------------------------------------|----------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/28/2022</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>NA</u> |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>NA</u> |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/28/2022</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>Staff Lighthouse Team 9/15/2022</u> | Date of presentation: <u>9/28/2022</u> |

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: 9/28/2022

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 E. Hardson</u>		<u>9/28/2022</u>
Type/Print Name of School Principal	Signature of School Principal / Date	
<u>Maria Gonzalez</u>		<u>9/28/2022</u>
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date	
<u>Maria Gonzalez</u>		<u>9/28/2022</u>
Type/Print Name of ELAC Representative	Signature of ELAC REP/Date	
<u>Steve Elizondo</u>		<u>10/12/2022</u>
Type/Print Name of Area Superintendent	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 7th 2022

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

This School Plan for Student Achievement fulfills the requirements of the Title 1 Schoolwide Program and comprehensive budgeting plan for Jonas Salk Elementary for the 2022-23 school year.

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

Jonas Salk Elementary SSC and Governance met in the spring of 2022 to approve the 2022-23 budget (February 23, 2022). The Parent Involvement Policy, and Compact (May 25, 2022). In addition, we set preliminary goals based on the data from multiple sources (February 2022) and re-explored them in September 2022.

The SSC and Governance met on September 28, 2022, to provide additional feedback on the school goals and SPSA. Due to COVID-19, the 2022-23 SPSA does not include the most current CHKS/CSPS. We will instead use the District SEL data for grade 4 (now our current grade 5 students) to set site SEL goals for 2022-23.

Since the SBAC was not administered in 2020-21, we do not have matched data to verify our SBAC growth goals for the 2021-22 school year. Instead, we used teacher data, preliminary SBAC data and district Assessments as the rulers to measure student achievement and set goals for the 2022-23 SPSA.

Once discussed and reviewed, the SSC approved the goals and the Single Plan for Student Achievement in its entirety on September 28, 2022.

RESOURCE INEQUITIES

The root cause analysis for Jonas Salk Elementary was determined using site data from the 2020-21 school year, previous district Cumulative Attendance Percentages (*due to the COVID 19 impact on attendance*), 2018-19 California healthy Kids Survey, California Parent Survey, and a selection of FAST reading data and the DEMI math data from the 2020-21 school year and 2021-22. In addition, the current data was compared to the data from previous years and the SPSA's from 2021-22.

SAFE COLLABORATIVE and INCLUSIVE CULTURE/ATTENDANCE and SUSPENSION:

DISTRICT:

- Pre-COVID 19, our daily attendance was 97.86% according to district measures. Jonas Salk was 2nd out of 118 Elementary Schools and 1st in the Mira Mesa Cluster.
- Once students returned to the site, COVID 19 continued to impact student attendance. September 28, 2021, reflected a 2% decline in positive attendance for the 2020-21 school year.
- For 2021-22, our daily attendance was 94.49%. Jonas Salk was 13th out of 119 Elementary Schools and 1st in the Mira Mesa Cluster.
- September 2022, our data reflected a 2.68% decline in positive attendance for the 2021-22 school year using district measures.
- We will continue to use pre-COVID 19 data to set overarching goals for attendance. However, we are mindful that our goal to return to a 98% attendance rate will take some time.

SITE:

- As indicated by our 2020-21 site monthly attendance report, 98.33% of Jonas Salk ES students were *participating* in school on a daily basis.
- COVID-19 impacted our school significantly as evidenced by our 2021-22 site data which showed our students participating in school on a daily basis had decreased to 92.81%.
- Site data for 2020-21 and 2021-22 indicated that no students received in-school suspension or were formally suspended from school.

TARGETED STUDENTS: Chronic absenteeism is how many students were absent for 10% or more of total instructional school days.

- Using these guidelines, 3% of 603 students (about 20 students) at Jonas Salk ES were considered chronically absent in 2020-21 and needed intervention with our counselor during the 2021-22 school year.
- For 2021-22, significantly more students were chronically absent. We had 654 students and a total of 84 students were chronically absent from school (13% of our total student population were chronically absent).
- 18 students out of 57 with IEP's (includes 5 of whom are also English Learners); 32% of students with IEP's were chronically absent.
- 17 students out of 57 who are English Learners (includes 5 of who also have an IEP); 30% of our English Learners were chronically absent.
- 8 students out of 31 who are African American (includes 1 student who also has an IEP); 26% of our African American students were chronically absent.
- 17 students who are Hispanic; 23% of our Hispanic students were chronically absent.
- 13 students who are White (includes 2 students with IEP's and 2 students who are EL); 18% of our White students were chronically absent.
- *11 students in other categories were chronically absent.*

SUBGROUPS	2020-21	2021-22
Students with IEP	8% of 87 (7 students)	32% of 57(18 students)
English Learners	2% of 98 (2 students)	30% of 57(17 students)
African American	8% of 26 (2 students)	26% of 31 (8 students)
Hispanic		23% of 74 (17 students)
White		18% of 72 (13 students)

ENGLISH LANGUAGE ARTS:SITE SPRING 2021 FAST DATA, indicated:

- 76% of our students were proficient or above in ELA and
- 15.3% of our students were “*near proficient*”.
- Our goal was for 80% of our students to reach proficiency by moving students who were *near proficient into proficiency and by having a relentless focus* on planning strategies that support children with disabilities, English Learners and African American youths.

SITE SPRING 2022 FAST DATA, indicated:

- 77% of our 322 students (248 students) were proficient in ELA as measured by the spring 2022 FAST assessment.
- 25% of our 57 students in grades 3-5, (14 students) with disabilities were proficient or above and
- 46% of our 57 English Learners grades 3-5, (26 students) were proficient or above
- 68% of our 31 African American students grades 3-5, (21 students) were proficient or above

Our data indicates that our children with disabilities and EL's continue to perform significantly below students in the general population in ELA.

STATE ASSESSMENT DATA (SBAC) JUNE 2022 indicated:

- 73% of our 322 students (235 students) were proficient or above in ELA (48% exceeded the Standard) and
- 16% of our students were “*near proficient*” (62 students).
- 9% of our students did not meet grade level standards (25 students).
- *Our goal continues to be for 80% of our students to reach proficiency by moving students who were near proficient into proficiency and by having a relentless focus on planning strategies that support children with disabilities, English Learners and African American youths. Targeted small group instruction will enhance our practice in this arena.*

MATHEMATICS:

The DEMI measures student Knowledge, Application and Communication in Mathematics.

For the spring 2020-21, grades 2-5 were assessed using the DEMI. The assessment indicated that

- 92.10% of our students were proficient or above in *Knowledge*,
- 96.44% had strong *Applications and*
- 67.33% were proficient in *Communication* about mathematics.
 - The area of Mathematics Communication continues to be our area of focus for all of our students including students with disabilities, English Learners, and African American Youth.
 - Our students with disabilities performed below our general population in Mathematics and 34.4% of students with disabilities were proficient in Mathematics Communication.

Based on SITE DEMI DATA for SPRING 2022:

- 87 % of our students were proficient or above in *Knowledge*,
- 82% had strong *Applications and*
- 78% were proficient in *Communication* about mathematics.
 - *Our students with disabilities and English Learners improved in Mathematics Communication.*
 - 69% of students with disabilities were proficient in Mathematics Communication and
 - 77% of our English Learners were proficient in Mathematics Communication
 - 67% of or African America students were proficient in Mathematics Communication

Strategic planning and teacher collaboration will continue to support our team as they implement strategies that support all learners. We will continue to invest time and resources towards providing small group- targeted instruction so that we can expand our goals for all children, including those Learning English and those with disabilities. The San Diego Enhanced Math Initiative which will continue to expand our knowledge around inclusive and equitable education.

Mathematics Communication will continue to be our area of focus for all of our students.

Based on the State Assessment for 2021-22 (SBAC),

- 68% of our 322 students were proficient (219 children) or above in Math (40% exceeded the Standard) and
- 20% of our students were “*near proficient*” (64 students).
- 12% of our students did not meet grade level standards (39 students).
- *Our goal continues to be for 80% of our students to reach proficiency by moving students who were near proficient into proficiency and by having a relentless focus on planning strategies that support children with disabilities, English Learners and African American youths. Targeted small group instruction will enhance our practice in this arena.*

ENGLISH LEARNERS:

- Our data from 2018-19 indicated 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).
- For the 2021-22, we have 35 students who are eligible to reclassify, and we reclassified 100% of them.

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 started on our Journey to become a Leader in Me Lighthouse School and our staff is learning and implementing the 7 Habits 1 with our Learning Community.

FAMILY ENGAGEMENT:

While 92% of parents who took the 2018-19 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. Parents continue to be involved in online Coffee's with the Principal, Back to School Night and PTA events.

GRADUATION/PROMOTION:

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 2020-21 Spring FAST data:

- 79% of our grade 3 students, 77% of grade 4 and 72% of grade 5 students are proficient or above in ELA.

Subgroups:

- 28% students with disabilities, 63% English Learners and 64% African Americans are proficient or above in ELA.

As measured by 2021-22 Spring FAST data:

- 77% of our grade 3 students, 76% of grade 4 and 73% of grade 5 students are proficient or above in ELA.

Subgroups:

- 24% of students with disabilities, 46% of English Learners and 68% of African American's are proficient or above in ELA.

This data indicates that 77% of our students are proficient or approaching proficient in reading, greatly increasing the likelihood that these students are on target to graduate from high school. We have a significant amount of work to do with our SWD, English Learners and Black youth in reading.

Targeted small group instruction will be essential for these learners.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Deidre Hardson	Principal
Stephanie Frazier	Classroom Teacher
Don Wiech	Classroom Teacher
David Henry	Classroom Teacher
Roz Yamamoto	Classroom Teacher
Maria Gonzalez	Other School Representative
William Gallucci	Parent
Regina Misa	Parent
Vanessa Oshiro	Parent
Neha Tibdewal	Parent
Sarah Adams	Parent
Amy O'Connor	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).

Due to the use of restorative practices for 2020-2021 and 2021-22, 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 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. For 2020-21, 98.33% positive attendance was based on participation in schooling. Despite COVID 19 and needed mitigations, we continue to target a goal of 98%.

During 2021-22, due to COVID-19 outbreaks, we delivered online instruction when students were absent for more than 5 days. We provide opportunities for contracts, however, students with chronic absences did not participate as much as needed. Out of 654 students, 84 students were chronically absent from school. This represents 13% of our population. This is a 10% increase from the 2020-21 school year.

STUDENTS CHRONICALLY ABSENT 2021-22 (Absent more than 10%)

Subgroup	# in the subgroup	# Chronically abs.	% chronically abs.
All students	654	84	13%
SWD	57	18	32%
EL	57	17	30%
Black Youth	31	8	26%
Hispanic	74	17	23%

***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 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.

Due to COVID-19, students reporting to the campus will continue to operate under strict wellness guidelines and mitigations, causing more frequent absences.

At this time, we are uncertain as to the impact this will have on our annual attendance. However, we will continue to implement the following interventions:

- Reminding students to wash their hands to stay well
- Encouraging students to attend school when well
- Contacting parents for absences
- Meeting with families
- Home visits
- At home contracts
- Attendance incentives
- Saturday Academy

***Identified Need**

CHRONIC ABSENTEEISM RATES:

We define chronic absences as missing 10% or more school days in a school year. Using these guidelines, 13% of our current 654 students (84 students) at Jonas Salk ES have been considered chronically absent in 2021-22 and will need intervention with our counselor during the 2022-23 school year.

In addition,

- 32% of the 57 students with disabilities (18 students) were chronically absent in 2021-22.
- 30% of the 57 English Learners (17 students) were chronically absent in 2021-22.
- 26% of the 31 African American students (8 students) were chronically absent in 2021-22(*Note: These may be duplicated counts*).

Site data for 2021-22 indicated that no students received in-school suspension or were formally suspended during the 2021-22 school year.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Attend School Daily	94.49%	96%	Attendance	Annually
June 2023	UTK-5	Maintain a 0% suspension rate	0%	0%	Suspension	Annually
June 2023	Students who were chronically absent during the 2021-22 school year (84/654)	Decrease chronic absenteeism rate by 31 students. Goal is to have fewer than 53 students out of 654 chronically absent.	13%	8%	Attendance	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism rate.	32%	21%	Attendance	Annually
June 2023	TK-5	English Learner	Decrease chronic absenteeism rate.	30%	21%	Attendance	Annually
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate.	26%	20%	Attendance	Annually

Supporting Black Youth - Additional Goals

1. Jonas Salk ES'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.
2. The staff diversity goal at Jonas Salk ES 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. Jonas Salk' ES's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Jonas Salk ES 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.
4. Jonas Salk ES 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.
5. Jonas Salk ES'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. Jonas Salk ES 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. Jonas Salk ES will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Jonas Salk ES will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy: Creating a Positive School Climate and Culture By Improving School Attendance***Students to be served by this Strategy/Activity**

All students at Jonas Salk ES will benefit from the communication and incentive strategies. The 84 students who were chronically absent in 2021-22 will be the main 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 incidents. 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 the 7 Habits with Salk Bucks.

Implement Intervention Plans as needed.

Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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	Rationale
F02002A	Attendance Asst	0.50000	\$16,874.50	\$36,195.60	0200-00010-00-2404-3130-0000-01000-0000	Position Allocation	Input and update pupil absence and attendance data. Make and receive parent calls to verify pupil absence; update and distribute attendance rosters; issue and record early leave permits and tardy passes. Provide for distribution of forms, flyers, and other materials to parents; assist school staff with pupil attendance problems; check pupil attendance records and compile data for counselors. Provide illness/accident attention and first aid for pupils in the absence of the school nurse.
F02002B	Attendance Asst	0.15000	\$5,062.35	\$10,858.67	0200-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Contact parents by phone or in writing regarding pupil absenteeism and truancy and arrange appointments for parents with school staff. Assist with parent conferences and home visits regarding educational programs and objectives. Conduct attendance recognition and reward activities. Gather and send homework assignments to pupils on long-term absence. Maintain case and pupil contact records; may assist in gathering information on pupils and writing reports. Transport pupils or parents to
F02002C	Attendance Asst	0.10000	\$3,374.90	\$7,239.12	0200-00001-00-2404-3130-0000-01000-0000	Site Funded Positions	Input and update pupil absence and attendance data. Make and receive parent calls to verify pupil absence; update and distribute attendance rosters; issue and record early leave permits and tardy passes.
F02002D	School Counselor	0.30000	\$26,862.90	\$43,162.58	0200-74220-00-1210-3110-0000-01000-3999	In-Person Instruction Grant	Monitor attendance. Support staff and parents work with students who are chronically absent. Incentives for positive attendance. Home visits. Support SEL needs. Also supports LCAP 2,3,5
F02002E	School Counselor	0.30000	\$26,862.90	\$43,162.58	0200-00010-00-1210-3110-0000-01000-3999	Position Allocation	Monitor attendance. Support staff and parents work with students who are chronically absent. Incentives for positive attendance. Home visits. Support SEL needs.

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).

PROFESSIONAL DEVELOPMENT: In the 2020-21 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. However, this was not a helpful expenditure due to the virtual-on line platform we are engaged in given the COVID-19 pandemic.

For the 2021-22 school year, resources were allocated for a PE teacher so that teachers can collaborate. Since we were back on campus, teachers were able to look at student work together, analyze student progress and observe one another teach. Teachers were able to expand the interventions used and strengthen Tier 1 instruction.

We will continue this intervention for the 2022-23 school year.

INSTRUCTIONAL SUPPLIES: For the 2021-22, funds were not allocated for instructional supplies due to the reduction in funding and our PTA helped to provide instructional supplies that were above and beyond the essential supplies. For the 2022-23 school year, we received Title 1 funds which will support any needs that are beyond the general supplies.

***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).

Funds were used as planned last year. The major difference between the 2018-19, 2019-20 and 2020-21 SPSA is there was a reduction in funding. In 2021-22, no additional instructional supports were purchased using district funds. For the 2022-23 school year, funds were set aside to purchase instructional supplies to support our struggling learners.

However, a priority continues to be students will participate in physical and health education activities while teachers and Education Specialists are released from the classrooms to participate in professional development (PLCs)/collaboration rotations with support staff 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**

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.

INSTRUCTIONAL SUPPLIES: For the 2021-22, funds were not allocated for instructional supplies due to the reduction in funding and our PTA supported our instructional needs. For the 2022-23 school year, we received some Title 1 funds and were able to allocate money towards instructional supplies and parent engagement.

***Identified Need - English Language Arts**

ENGLISH LANGUAGE ARTS:

SITE SPRING 2021 FAST DATA indicated:

- 76% of our students were proficient or above in ELA and 15.3% of our students were “near proficient”.
- Our goal was for 80% of our students to reach proficiency by moving students who were *near proficient into proficiency and by having a relentless focus* on planning strategies that support children with disabilities, English Learners and African American youths.

SITE SPRING 2022 FAST DATA indicated:

- 77% of our 322 students (248 students) were proficient in ELA as measured by the spring 2022 FAST assessment.
- 25% of our 57 students in grades 3-5, (14 students) with disabilities were proficient or above and
- 46% of our 57 English Learners grades 3-5, (26 students) were proficient or above
- 68% of our 31 African American students grades 3-5, (21 students) were proficient or above

Our data indicates that our children with disabilities and EL's continue to perform significantly below students in the general population in ELA.

STATE ASSESSMENT DATA (SBAC) JUNE 2022 indicated:

- 73% of our 322 students (235 students) were proficient or above in ELA (48% exceeded the Standard) and
- 16% of our students were “near proficient” (62 students).
- 9% of our students did not meet grade level standards (25 students).
- *Our goal continues to be for 80% of our students to reach proficiency by moving students who were near proficient into proficiency and by having a relentless focus on planning strategies that support children with disabilities, English Learners and African American youths. Targeted small group instruction will enhance our practice in this arena.*
- Grade 4: 111 students took the SBAC as third grade students in June 2022. 72% were proficient.
- Grade 5: 93 students took the SBAC as fourth graders in June of 2022. 73% were proficient.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting or exceeded grade level standards from 235 to 266 (31 students)	73%	83%	CAASPP ELA	Annually
June 2023	3 (former 2nd grade)	Increase the percentage of students meeting or exceeded grade level standards.	NA	80%	CAASPP ELA	Annually
June 2023	4 (former 3rd grade)	Increase the percentage of students meeting or exceeded grade level standards.	72%	80%	CAASPP ELA	Annually
June 2023	5 (former 4th grade)	Increase the percentage of students meeting or exceeded grade level standards.	73%	80%	CAASPP ELA	Annually

*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	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeded grade level standards.	62%	72%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeded grade level standards.	48%	58%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeded grade level standards.	11%	60%	CAASPP ELA	Annually

***Identified Need - Math**

MATHEMATICS:

Based on SITE DEMI DATA for SPRING 2022:

- 87 % of our students were proficient or above in *Knowledge*,
- 82% had strong *Applications and*
- 78% were proficient in *Communication* about mathematics.
 - *Our students with disabilities and English Learners improved in Mathematics Communication.*
 - 69% of students with disabilities were proficient in Mathematics Communication and
 - 77% of our English Learners were proficient in Mathematics Communication
 - 67% of or African America students were proficient in Mathematics Communication

Strategic planning and teacher collaboration will continue to support our team as they implement strategies that support all learners. We will continue to invest time and resources towards providing small group- targeted instruction so that we can expand our goals for all children, including Learning English and students with disabilities. The San Diego Enhanced Math Initiative which will continue to expand our knowledge around inclusive and equitable education.

Mathematics Communication will continue to be our area of focus for all of our students.

DEMI MATH DATA FROM JUNE 2022:			
Grade	Knowledge	Application	Communication
3-5	87%	82%	78%
3	89%	88%	58%
4	85%	76%	91%
5	86%	81%	89%
Group	Knowledge	Application	Communication
SWD	63%	60%	69%
EL	91%	87%	77%
AA	75%	66%	67%

Based on the State Assessment for 2021-22 (SBAC),

- 72% of our 322 students were proficient (219 children) or above in Math (40% exceeded the Standard) and
- 20% of our students were “near proficient” (64 students).
- 12% of our students did not meet grade level standards (39 students).
- Our goal continues to be for 80% of our students to reach proficiency by moving students who were near proficient into proficiency and by having a relentless focus on planning strategies that support children with disabilities, English Learners and African American youths. Targeted small group instruction will enhance our practice in this arena.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting or exceeded grade level standards in communication.	78%	80%	DEMI	Biannually
June 2023	3	Increase the percentage of students meeting or exceeded grade level standards in communication.	NA	80%	DEMI	Biannually
June 2023	4	Increase the percentage of students meeting or exceeded grade level standards in communication.	58%	80%	DEMI	Biannually
June 2023	5	Increase the percentage of students meeting or exceeded grade level standards in communication.	91%	91%	DEMI	Biannually

Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeded grade level standards.	69.93%	75%	DEMI	Biannually
June 2022	3-5	English Learner	Increase the percentage of students meeting or exceeded grade level standards.	84.40%	86%	DEMI	Biannually
June 2022	3-5	Black or African American	Increase the percentage of students meeting or exceeded grade level standards.	77.27%	80%	DEMI	Biannually
*Identified Need - English Learners							
<ul style="list-style-type: none"> - 2018-19, 32 out of 34 EL's were reclassified. This is a reclassification rate of 94%. - 2019-20, 19 students were eligible to reclassify and all 19 were approved. - 2020-21 two (2) out of two (2) EL's were reclassified. The number is low due to COVID-19 and its impact on assessments. - As of September 2021, we had 98 students who are English Learners and 35 were eligible to be reclassified English Learners at Jonas Salk ES. Our goal to reclassify 100% of eligible students was met as measured by ELPAC, FAST and Teacher Assessments. ? - As of September 2022, we have 24 students who are English Learners (grades 3-5) who will be eligible to reclassify in June of 2023 as measured by ELPAC, FAST and Teacher Assessments. 							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting the criteria for reclassification.	100%	100%	Summative ELPAC	Annually
*Identified Need - Graduation/Promotion Rate							
<p>SCHOOL WIDE ELA GOAL: As measured by the FAST Assessment in June 2021:</p> <ul style="list-style-type: none"> - 76% of all students Grade 3-5 were proficient in ELA. -Our goal was for 80% of students in grades 3-5 to be proficient in ELA. <p><i>In June of 2022, 77% of our students in 3rd, 4th, and 5th grade met or exceeded standards in ELA as measured by the FAST (73% as measured by the SBAC).</i></p> <p>ELA SUBGROUP GOAL: As measured by the FAST ASSESSMENT in June 2021:</p> <ul style="list-style-type: none"> - 28% of our students with disabilities are proficient or above in ELA. -Our goal was for 41% of our students with disabilities in 3rd, 4th, and 5th grade to meet or exceed standards in ELA as measured by the FAST by June of 2022. <p><i>In June of 2022, 25% of our students with disabilities in 3rd, 4th, and 5th grade met or exceeded standards in ELA as measured by the FAST (62% as measured by the SBAC).</i></p>							

Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Increase the percentage of students reading at or above grade level Standards.	77%	80%	FAST aReading	Triennially	
June 2023	3	Increase the percentage of students reading at or above grade level Standards.	79%	88%	FAST aReading	Triennially	
June 2023	4	Increase the percentage of students reading at or above grade level Standards.	77%	80%	FAST aReading	Triennially	
June 2023	5	Increase the percentage of students reading at or above grade level Standards.	76%	80%	FAST aReading	Triennially	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level.	25%	30%	FAST aReading	Triennially
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level.	46%	60%	FAST aReading	Triennially
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level.	68%	75%	FAST aReading	Triennially

Teacher Collaboration

*Students to be served by this Strategy/Activity

All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. Teachers will implement small group instruction and quality Tier 1 instruction in the classroom for all children.

*Strategy/Activity - Description

Teacher collaboration is essential for student achievement. We have used additional funding to hire a PE teacher to spend additional time providing PE instruction as required by ED CODE. While students are in PE, teachers are able to collaborate 1-2 days per week with their grade-level team. In addition, teachers are able to meet with their partner to discuss student needs. During teacher collaboration time, teachers are able to establish professional goals & work with colleagues to improve professional practice.

One of our objectives is to create a common language across our school community to foster the critical traits that we all need to reach our highest potential as lifelong, independent learners. Focusing on the 7 Habits of Highly Effective People and Leader in Me, we will build our competence in goal setting, planning, collaboration, and organizational relationships while developing character traits that build Independence and Interdependence in our learning community.

Effective leadership with students and adults in the school and community setting, helps to develop a culture of autonomy. Learners who engage and lead their own learning are likely to thrive as lifelong learners in a global economy. This goal is supported by California Standards for the Teaching Profession with emphasis on:

Engaging and Supporting All Students in Learning (CSTP 1) and Assessing their Learning (CSTP 5)

1.3Facilitating learning experiences that promote autonomy, interaction, choice: Students will lead Safety patrol, PCC, ASB, Kinder Helpers, and Friendly patrol

1.5 Promote self directed, reflective learning for all students: Teachers will create instructional supports for students such as HELP BOXES; Instructional charts and sentence frames

5.3Students assessing their own learning: Students will create Wildly Important Goals (WIG's) and measure their success.

Creating and Maintaining Effective Environments for Student Learning (CSTP 2)

2.2Establishing a climate that promotes fairness and respect: Students will receive PAW AWARDS and LION BUCKS for practicing the 7 HABITS
Promoting social development and group responsibility will lead to improved attendance, decrease in student tardiness, improved classwork and homework completion, increased attendance at school functions, positive behavior outcomes, and improved student self-esteem and peer relationships.

Jonas Salk Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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	Rationale
F02002F	Elem Prep Teacher/Pe	0.40000	\$37,462.80	\$54,381.77	0200-30100-00-1118-1000-1110-01000-0000	Title I Basic Program		During one of the times when the PE teacher is teaching PE (100 minutes), teachers are able to: Collaboratively plan and create effective and engaging lessons for math, reading, writing, ELD, science. Collaborate on ways to differentiate instruction and uncover scaffolds to meet the needs of all learners. Collaboratively, look at student achievement data. Interpret assessment data and identify areas of need. Use data to inform future instruction. Discuss student progress and provide start
F02002G	Elem Prep Teacher/Pe	0.20000	\$18,731.40	\$27,190.91	0200-30106-00-1118-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		The PE teacher instructs PE making it possible for teams of teachers to: Collaboratively plan for Leader in Me lessons to help all students feel safe and build a collaborative learning environment. Attend other professional development trainings as available.
N02008Z	Supplies		\$30,387.00	\$30,387.00	0200-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Instructional supplies that address the variability of learners. Supports LCAP GOALS 1, 2, 3 and 4
N02009B	Prof&Curriclm Dev Vist Tchr		\$5,282.00	\$6,539.64	0200-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Resources allocated to support a PE teacher / visiting teachers so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers are able to expand the interventions used and strengthen Tier 1 instruction.
N0200DA	Clerical OTBS Hrly		\$5,110.00	\$7,001.22	0200-09800-00-2451-3160-4760-01000-0000	LCFF Intervention Support	English Learners	Scheduling ELPAC testing. Support ELPAC testing. Communication with parents.
N0200DB	Other Nonclsrn PARAS Hrly		\$5,108.00	\$6,998.47	0200-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Scheduling ELPAC testing. Support ELPAC testing. Communication with parents. Supporting displaced students with supports needed for transitional IEP's.
N0200DF	Supplies		\$1,604.23	\$1,604.23	0200-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Instructional supplies that address the variability of learners. Supports LCAP GOALS 1, 2, 3 and 4

Strategy/Activity 2: Planning for targeted small group instruction
*Students to be served by this Strategy/Activity
All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. Teachers will use data obtained to plan targeted small group instruction to support struggling learners.
*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, Sentence frames
Strategy/Activity 3: Additional para support for students
*Students to be served by this Strategy/Activity
*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. Additional para support is sometimes needed to support a small group instructional model.
Strategy/Activity 4: Additional instructional supplies
*Students to be served by this Strategy/Activity
All students are served by this strategy.
*Strategy/Activity - Description
Knowing that visuals and realia are important to some learners. This funding is to support the purchase of additional materials for mathematics and English language development.
Strategy/Activity 5 Visiting Teachers
*Students to be served by this Strategy/Activity
All students at Jonas Salk ES will benefit from teacher collaboration and analysis of student work. These funds are to fund visiting teachers so our teachers can participate in specialized professional development opportunities. These opportunities can also include Lesson Study Opportunities.
*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).

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).

By June 2022, 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 85% of parents participated in at least three (3) school sponsored events in 2021-22

Our Targeted Populations:

- Parents of Spanish Speaking English Learners were among the least represented at school events (67%).
- Parents of Children with disabilities were the least represented at school events (65%)

***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).

We used the California State Parent Survey and the indicators to set goals. In addition, we will engage more parents in completing the CSPPS 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.

***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.

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

- We will begin to use our Enrichment Program (LEADERS OF TOMORROW) to provide childcare for parent trainings/meetings.
- Governance and PTA will plan and facilitate events that will increase parent involvement.
- Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

***Identified Need**

According to the California School Parent Survey (CSPS)

- 30% parents completed the survey
- 58% of parents responding “Strongly Agree” in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.
- 34% of parents responding “Agree” in indicator #2: "School encourages me to be an active partner with the school in educating my child" from all parent groups as measured by CA Parent Survey.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parents who participate in the CSPS	30%	80%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	58%	92%	Other - Describe in Objective
June 2023	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**

***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 directly connect 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

***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
N0200DC	Interprogram Svcs/Duplicating		\$800.00	\$800.00	0200-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			Copies for parents for inservices. School handbook and calendar to support parent engagement.
N0200DD	Inservice supplies		\$600.00	\$600.00	0200-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Light snacks for parent meetings and inservices.
N0200DE	Supplies		\$643.00	\$643.00	0200-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Materials, laminate, and poster paper to advertise events and engage parents in school activities and interventions.

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

Jonas Salk Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 58,029
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)	\$ 147,006

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)	\$ 44,589
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 44,589

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)	\$ 44,388
[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): \$ 44,388

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 147,006

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Jonas Salk Elementary	09800 LCFF Intervention Support	(blank)	2451 Clerical OTBS Hrly	Clerical OTBS Hrly	5,110.00	0	\$5,110.00
Jonas Salk Elementary			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	5,108.00	0	\$5,108.00
Jonas Salk Elementary			3000 Benefits			0	\$3,781.69
Jonas Salk Elementary			4301 Supplies	Supplies	30,387.00	0	\$30,387.00
Jonas Salk Elementary			5841 Software License	Software License		1	\$1.00
Jonas Salk Elementary		(blank) Total				0	\$44,387.69
Jonas Salk Elementary	09800 LCFF Intervention Support Total					0	\$44,387.69
Jonas Salk Elementary	30100 Title I Basic Program	Elem Prep Teacher/Pe	1118 Prep Time Teacher Allocation	Prep Time Teacher Allocation	37,462.80	0.4	\$37,462.80
Jonas Salk Elementary			3000 Benefits			0	\$16,918.97
Jonas Salk Elementary		Elem Prep Teacher/Pe Total				0.4	\$54,381.77
Jonas Salk Elementary		(blank)	4301 Supplies	Supplies	1,604.23	0	\$1,604.23
Jonas Salk Elementary		(blank) Total				0	\$1,604.23
Jonas Salk Elementary	30100 Title I Basic Program Total					0.4	\$55,986.00
Jonas Salk Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	643	0	\$643.00
Jonas Salk Elementary			4304 Inservice supplies	Inservice supplies	600	0	\$600.00
Jonas Salk Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	800	0	\$800.00
Jonas Salk Elementary		(blank) Total				0	\$2,043.00
Jonas Salk Elementary	30103 Title I Parent Involvement Total					0	\$2,043.00
Jonas Salk Elementary	30106 Title I Supplmnt Prog Imprvmt	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	5,062.35	0.15	\$5,062.35
Jonas Salk Elementary			3000 Benefits			0	\$5,796.32
Jonas Salk Elementary		Attendance Asst Total				0.15	\$10,858.67
Jonas Salk Elementary		Elem Prep Teacher/Pe	1118 Prep Time Teacher Allocation	Prep Time Teacher Allocation	18,731.40	0.2	\$18,731.40
Jonas Salk Elementary			3000 Benefits			0	\$8,459.51
Jonas Salk Elementary		Elem Prep Teacher/Pe Total				0.2	\$27,190.91
Jonas Salk Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	5,282.00	0	\$5,282.00
Jonas Salk Elementary			3000 Benefits			0	\$1,257.64
Jonas Salk Elementary		(blank) Total				0	\$6,539.64
Jonas Salk Elementary	30106 Title I Supplmnt Prog Imprvmt Total					0.35	\$44,589.22

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Jonas Salk Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)

2.0 With approval from the local governing board, [Jonas Salk Elementary School](#) has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) [It is distributed to all parents and guardians. This Parent & Family Engagement Policy is distributed to all parents via our Website, SSC Meetings, our Lions Den Site and in our School Calendar/Handbook at the start of each school year.](#)

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how [Jonas Salk Elementary School](#) shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

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

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

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

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

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

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- school white boards,
- school Facebook,
- digital flyers,
- School Messenger, weekly message
- marquee and Schoology Messages
- Using The Lion's Den Site

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- 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.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

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

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

[Hold an SSC meeting to discuss the concerns/comments and hold a vote.](#)

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

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

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

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

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

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

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

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

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

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

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

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

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Jonas Salk Elementary School](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

[Provide an interpreter as needed and translate invitations to events in the *School Messenger* invite system.](#)

APPENDIX C

SCHOOL PARENT COMPACT



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

Title I School-Parent Compact 2022-2023
(Jonas Salk Elementary School)

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

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.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

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.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

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 *Canvas* or *Google Classroom*.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

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.

4. 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. (20 U.S.C. § 6318[d][2][D])

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.jonassalk.sandiegounified.org/>.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from 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
Jonas Salk
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	%	%	%
Total	202	78.2	229	71.2	234	76.5	242	75.2	322	73.9	-4.3	-1.3	203	67.0	234	75.2	236	79.7	246	78.0	322	68.0	1.0	-10.0
Female	98	87.8	110	79.1	106	82.1	131	80.2	151	73.5	-14.3	-6.7	99	64.6	113	77.0	107	82.2	132	75.8	151	60.3	-4.3	-15.5
Male	104	69.2	119	63.9	128	71.9	111	69.4	171	74.3	5.1	4.9	104	69.2	121	73.6	129	77.5	114	80.7	171	74.9	5.7	-5.8
African American	16	50.0	11	45.5	9	-	7	-	14	35.7	-14.3	-	16	31.3	11	63.6	9	-	7	-	14	42.9	11.6	-
Asian	17	82.4	20	65.0	31	90.3	62	77.4	100	90.0	7.6	12.6	17	82.4	22	77.3	31	87.1	65	84.6	100	89.0	6.6	4.4
Filipino	54	83.3	58	86.2	55	81.8	64	81.3	62	71.0	-12.3	-10.3	55	74.5	59	83.1	56	82.1	64	81.3	62	58.1	-16.4	-23.2
Hispanic	32	75.0	46	69.6	44	68.2	46	63.0	57	52.6	-22.4	-10.4	32	40.6	47	61.7	44	68.2	46	63.0	57	43.9	3.3	-19.1
Native American	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	4	-	3	-	1	-	0	-	0	-	-	-	4	-	3	-	1	-	0	-	0	-	-	-
White	17	70.6	21	71.4	19	52.6	29	69.0	45	80.0	9.4	11.0	17	64.7	21	71.4	19	68.4	30	73.3	45	66.7	2.0	-6.6
Multiracial	35	85.7	38	68.4	42	76.2	33	84.8	44	75.0	-10.7	-9.8	35	77.1	39	82.1	42	85.7	33	87.9	44	75.0	-2.1	-12.9
English Learner	38	44.7	31	38.7	36	52.8	40	50.0	44	45.5	0.8	-4.5	39	48.7	36	55.6	38	57.9	43	55.8	44	50.0	1.3	-5.8
English-Speaking	164	86.0	198	76.3	198	80.8	202	80.2	278	78.4	-7.6	-1.8	164	71.3	198	78.8	198	83.8	203	82.8	278	70.9	-0.4	-11.9
Reclassified†	40	100.0	45	91.1	40	92.5	38	97.4	50	98.0	-2.0	0.6	40	87.5	45	88.9	40	95.0	38	92.1	50	88.0	0.5	-4.1
Initially Eng. Speaking	124	81.5	153	71.9	158	77.8	164	76.2	228	74.1	-7.4	-2.1	124	66.1	153	75.8	158	81.0	165	80.6	228	67.1	1.0	-13.5
Econ. Disadv.*	102	70.6	102	61.8	94	69.1	98	69.4	143	66.4	-4.2	-3.0	102	53.9	104	63.5	95	68.4	101	71.3	143	57.3	3.4	-14.0
Non-Econ. Disadv.	100	86.0	127	78.7	140	81.4	144	79.2	179	79.9	-6.1	0.7	101	80.2	130	84.6	141	87.2	145	82.8	179	76.5	-3.7	-6.3
Gifted	59	86.4	57	91.2	32	96.9	41	97.6	36	97.2	10.8	-0.4	59	84.7	57	94.7	32	100.0	41	100.0	36	94.4	9.7	-5.6
Not Gifted	143	74.8	172	64.5	202	73.3	201	70.6	286	71.0	-3.8	0.4	144	59.7	177	68.9	204	76.5	205	73.7	286	64.7	5.0	-9.0
With Disabilities	6	-	14	28.6	27	25.9	33	21.2	43	25.6	-	4.4	6	-	14	28.6	27	37.0	34	38.2	43	32.6	-	-5.6
WO Disabilities	196	79.1	215	74.0	207	83.1	209	83.7	279	81.4	2.3	-2.3	197	69.0	220	78.2	209	85.2	212	84.4	279	73.5	4.5	-10.9
Homeless	7	-	5	-	6	-	11	54.5	10	30.0	-	-24.5	7	-	5	-	6	-	11	45.5	6	-	-	-
Foster	3	-	1	-	1	-	0	-	0	-	-	-	3	-	1	-	1	-	0	-	0	-	-	-
Military	20	90.0	17	76.5	12	66.7	10	80.0	13	76.9	-13.1	-3.1	20	80.0	17	94.1	12	75.0	10	70.0	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
Jonas Salk
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	%	%	%
Total	68	64.7	83	67.5	73	71.2	0	-	111	73.0	8.3	-	68	70.6	85	76.5	73	78.1	96	80.2	111	77.5	6.9	-2.7
Female	31	77.4	41	80.5	35	77.1	0	-	56	73.2	-4.2	-	31	74.2	43	79.1	35	80.0	51	76.5	56	69.6	-4.6	-6.9
Male	37	54.1	42	54.8	38	65.8	0	-	55	72.7	18.6	-	37	67.6	42	73.8	38	76.3	45	84.4	55	85.5	17.9	1.1
African American	6	-	2	-	1	-	0	-	4	-	-	-	6	-	2	-	1	-	4	-	4	-	-	-
Asian	6	-	10	60.0	11	100.0	0	-	35	82.9	-	-	6	-	11	81.8	11	90.9	24	79.2	35	91.4	-	12.2
Filipino	15	80.0	25	84.0	18	66.7	0	-	24	66.7	-13.3	-	15	86.7	25	84.0	18	72.2	20	85.0	24	54.2	-32.5	-30.8
Hispanic	8	-	14	71.4	13	53.8	0	-	20	55.0	-	-	8	-	14	71.4	13	69.2	18	77.8	20	70.0	-	-7.8
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
White	4	-	9	-	8	-	0	-	12	66.7	-	-	4	-	9	-	8	-	17	82.4	12	75.0	-	-7.4
Multiracial	14	71.4	13	53.8	14	78.6	0	-	16	87.5	16.1	-	14	78.6	14	78.6	14	92.9	12	91.7	16	93.8	15.2	2.1
English Learner	19	36.8	13	23.1	13	61.5	0	-	15	40.0	3.2	-	19	57.9	15	60.0	13	53.8	18	50.0	15	46.7	-11.2	-3.3
English-Speaking	49	75.5	70	75.7	60	73.3	0	-	96	78.1	2.6	-	49	75.5	70	80.0	60	83.3	78	87.2	96	82.3	6.8	-4.9
Reclassified†	5	-	9	-	9	-	0	-	17	94.1	-	-	5	-	9	-	9	-	12	100.0	17	94.1	-	-5.9
Initially Eng. Speaking	44	72.7	61	72.1	51	68.6	0	-	79	74.7	2.0	-	44	75.0	61	77.0	51	80.4	66	84.8	79	79.7	4.7	-5.1
Econ. Disadv.*	29	48.3	32	65.6	30	60.0	0	-	47	63.8	15.5	-	29	58.6	32	71.9	30	63.3	43	72.1	47	63.8	5.2	-8.3
Non-Econ. Disadv.	39	76.9	51	68.6	43	79.1	0	-	64	79.7	2.8	-	39	79.5	53	79.2	43	88.4	53	86.8	64	87.5	8.0	0.7
Gifted	17	70.6	16	93.8	7	-	0	-	1	-	-	-	17	94.1	16	93.8	7	-	17	100.0	1	-	-	-
Not Gifted	51	62.7	67	61.2	66	68.2	0	-	110	72.7	10.0	-	51	62.7	69	72.5	66	75.8	79	75.9	110	77.3	14.6	1.4
With Disabilities	6	-	9	-	16	25.0	0	-	11	18.2	-	-	0	-	9	-	16	43.8	16	31.3	11	63.6	-	32.3
WO Disabilities	68	64.7	74	73.0	57	84.2	0	-	100	79.0	14.3	-	68	70.6	76	81.6	57	87.7	80	90.0	100	79.0	8.4	-11.0
Homeless	7	-	2	-	3	-	0	-	3	-	-	-	2	-	2	-	3	-	5	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	6	-	4	-	0	-	3	-	-	-	4	-	6	-	4	-	3	-	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
Jonas Salk
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	79	84.8	74	64.9	84	81.0	0	-	93	74.2	-10.6	-	80	70.0	76	72.4	86	80.2	73	71.2	93	64.5	-5.5	-6.7
Female	41	87.8	29	75.9	43	88.4	0	-	45	73.3	-14.5	-	42	69.0	30	73.3	44	84.1	36	66.7	45	55.6	-13.4	-11.1
Male	38	81.6	45	57.8	41	73.2	0	-	48	75.0	-6.6	-	38	71.1	46	71.7	42	76.2	37	75.7	48	72.9	1.8	-2.8
African American	6	-	5	-	3	-	0	-	4	-	-	-	6	-	5	-	3	-	1	-	4	-	-	-
Asian	7	-	5	-	13	84.6	0	-	27	96.3	-	-	7	-	6	-	13	84.6	20	90.0	27	88.9	-	-1.1
Filipino	19	84.2	14	85.7	22	95.5	0	-	23	60.9	-23.3	-	20	75.0	15	86.7	23	91.3	19	78.9	23	56.5	-18.5	-22.4
Hispanic	16	75.0	15	60.0	17	70.6	0	-	11	54.5	-20.5	-	16	50.0	15	66.7	17	64.7	14	35.7	11	45.5	-4.5	9.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
White	8	-	6	-	7	-	0	-	18	83.3	-	-	8	-	6	-	7	-	9	-	18	55.6	-	-
Multiracial	14	100.0	13	69.2	13	76.9	0	-	10	70.0	-30.0	-	14	78.6	13	76.9	13	76.9	10	90.0	10	60.0	-18.6	-30.0
English Learner	11	63.6	14	50.0	13	46.2	0	-	14	64.3	0.7	-	12	33.3	16	68.8	15	60.0	16	50.0	14	71.4	38.1	21.4
English-Speaking	68	88.2	60	68.3	71	87.3	0	-	79	75.9	-12.3	-	68	76.5	60	73.3	71	84.5	57	77.2	79	63.3	-13.2	-13.9
Reclassified†	20	100.0	10	80.0	12	91.7	0	-	8	-	-	-	20	95.0	10	80.0	12	100.0	9	-	8	-	-	-
Initially Eng. Speaking	48	83.3	50	66.0	59	86.4	0	-	71	73.2	-10.1	-	48	68.8	50	72.0	59	81.4	48	72.9	71	59.2	-9.6	-13.7
Econ. Disadv.*	40	75.0	33	45.5	28	78.6	0	-	44	68.2	-6.8	-	40	52.5	34	58.8	29	72.4	31	61.3	44	61.4	8.9	0.1
Non-Econ. Disadv.	39	94.9	41	80.5	56	82.1	0	-	49	79.6	-15.3	-	40	87.5	42	83.3	57	84.2	42	78.6	49	67.3	-20.2	-11.3
Gifted	22	90.9	16	81.3	15	100.0	0	-	17	100.0	9.1	-	22	81.8	16	93.8	15	100.0	9	-	17	94.1	12.3	-
Not Gifted	57	82.5	58	60.3	69	76.8	0	-	76	68.4	-14.1	-	58	65.5	60	66.7	71	76.1	64	67.2	76	57.9	-7.6	-9.3
With Disabilities	4	-	1	-	8	-	0	-	12	16.7	-	-	4	-	1	-	8	-	13	38.5	12	8.3	-	-30.2
WO Disabilities	75	86.7	73	64.4	76	86.8	0	-	81	82.7	-4.0	-	76	73.7	75	73.3	78	84.6	60	78.3	81	72.8	-0.9	-5.5
Homeless	4	-	1	-	1	-	0	-	4	-	-	-	4	-	1	-	1	-	4	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	10	90.0	3	-	3	-	0	-	3	-	-	-	10	90.0	3	-	3	-	5	-	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
Jonas Salk
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	%	%	%
Total	55	85.5	72	81.9	77	76.6	0	-	118	74.6	-10.9	-	55	58.2	73	76.7	77	80.5	77	81.8	118	61.9	3.7	-19.9
Female	26	100.0	40	80.0	28	78.6	0	-	50	74.0	-26.0	-	26	46.2	40	77.5	28	82.1	45	82.2	50	54.0	7.8	-28.2
Male	29	72.4	32	84.4	49	75.5	0	-	68	75.0	2.6	-	29	69.0	33	75.8	49	79.6	32	81.3	68	67.6	-1.4	-13.7
African American	4	-	4	-	5	-	0	-	6	-	-	-	4	-	4	-	5	-	2	-	6	-	-	-
Asian	4	-	5	-	7	-	0	-	38	92.1	-	-	4	-	5	-	7	-	21	85.7	38	86.8	-	1.1
Filipino	20	85.0	19	89.5	15	80.0	0	-	15	93.3	8.3	-	20	65.0	19	78.9	15	80.0	25	80.0	15	66.7	1.7	-13.3
Hispanic	8	-	17	76.5	14	78.6	0	-	26	50.0	-	-	8	-	18	50.0	14	71.4	14	71.4	26	23.1	-	-48.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
White	5	-	6	-	4	-	0	-	15	86.7	-	-	5	-	6	-	4	-	4	-	15	73.3	-	-
Multiracial	7	-	12	83.3	15	73.3	0	-	18	66.7	-	-	7	-	12	91.7	15	86.7	11	81.8	18	66.7	-	-15.1
English Learner	8	-	4	-	10	50.0	0	-	15	33.3	-	-	8	-	5	-	10	60.0	9	-	15	33.3	-	-
English-Speaking	47	93.6	68	83.8	67	80.6	0	-	103	80.6	-13.0	-	47	59.6	68	82.4	67	83.6	68	82.4	103	66.0	6.4	-16.4
Reclassified†	15	100.0	26	92.3	19	89.5	0	-	25	100.0	0.0	-	15	80.0	26	88.5	19	89.5	17	82.4	25	80.0	0.0	-2.4
Initially Eng. Speaking	32	90.6	42	78.6	48	77.1	0	-	78	74.4	-16.2	-	32	50.0	42	78.6	48	81.3	51	82.4	78	61.5	11.5	-20.9
Econ. Disadv.*	33	84.8	37	73.0	36	69.4	0	-	52	67.3	-17.5	-	33	51.5	38	60.5	36	69.4	27	81.5	52	48.1	-3.4	-33.4
Non-Econ. Disadv.	22	86.4	35	91.4	41	82.9	0	-	66	80.3	-6.1	-	22	68.2	35	94.3	41	90.2	50	82.0	66	72.7	4.5	-9.3
Gifted	20	95.0	25	96.0	10	90.0	0	-	18	94.4	-0.6	-	20	80.0	25	96.0	10	100.0	15	100.0	18	94.4	14.4	-5.6
Not Gifted	35	80.0	47	74.5	67	74.6	0	-	100	71.0	-9.0	-	35	45.7	48	66.7	67	77.6	62	77.4	100	56.0	10.3	-21.4
With Disabilities	2	-	4	-	3	-	0	-	20	35.0	-	-	2	-	4	-	3	-	5	-	20	30.0	-	-
WO Disabilities	53	86.8	68	85.3	74	78.4	0	-	98	82.7	-4.1	-	53	60.4	69	79.7	74	83.8	72	83.3	98	68.4	8.0	-14.9
Homeless	1	-	2	-	2	-	0	-	3	-	-	-	1	-	2	-	2	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	8	-	5	-	0	-	7	-	-	-	6	-	8	-	5	-	2	-	6	-	-	-

* 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: JONAS SALK ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

***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		\$257.00	09800-4301	Instructional	Funds are not	Funds are not	Funds are not

Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				supplies to support printing services for attendance incentives.	sufficient to tell	sufficient to tell	sufficient to tell

Goal 2 - English Language Arts

Strategy/Activity 1

***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 that PTA must fund these items so that we can cover teacher collaboration expenditures.

***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.

Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Elem Prep Teacher/Pe	0.39000	\$48,368.49	09800-1118	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 are able to expand the interventions used and strengthen Tier 1 instruction.	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).
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Goal 3 - Mathematics							
Strategy/Activity 1							
*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 students 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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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.
Elem Prep Teacher/Pe	--	--	09800-1118	Resources allocated to support a PE teacher so that students could engage in PE	Teachers have time to collaborate and support one another and monitor student progress. Students	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

Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>while teachers collaborate, look at student work and analyze student progress. Teachers are able to expand the interventions used and strengthen Tier 1 instruction.</p>	<p>meet required minutes of PE while teachers collaborate.</p>		<p>PTA (one day).</p>
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Goal 4- Supporting English Learners

Strategy/Activity 1

***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**

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.
Elem Prep Teacher/Pe	--	--	09800-1118	Resources allocated to	Teachers have time to collaborate and	Time available is not sufficient. More	Continue to look for funds to

Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>support a PE teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers are able to expand the interventions used and strengthen Tier 1 instruction.</p>	<p>support one another and monitor student progress. Students meet required minutes of PE while teachers collaborate.</p>	<p>time is needed to effectively plan and monitor student achievement.</p>	<p>support collaboration. ART funded by PTA (one day).</p>
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Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***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**

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.
Elem Prep Teacher/Pe	--	--	09800-1118	Resources allocated to support a PE	Teachers have time to collaborate and support one	Time available is not sufficient. More time is needed to	Continue to look for funds to support

Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>teacher so that students could engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers are able to expand the interventions used and strengthen Tier 1 instruction.</p>	<p>another and monitor student progress. Students meet required minutes of PE while teachers collaborate.</p>	<p>effectively plan and monitor student achievement.</p>	<p>collaboration. ART funded by PTA (one day).</p>
This row is intentionally left empty for data entry							

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***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**

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.
Elem Prep Teacher/Pe	--	--	09800-1118	Resources allocated to support a PE teacher so that students could	Teachers have time to collaborate and support one another and monitor student	Time available is not sufficient. More time is needed to effectively plan and monitor student	Continue to look for funds to support collaboration.

Jonas Salk Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				engage in PE while teachers collaborate, look at student work and analyze student progress. Teachers are able to expand the interventions used and strengthen Tier 1 instruction.	progress. Students meet required minutes of PE while teachers collaborate.	achievement.	ART funded by PTA (one day).
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Goal 6 - Supporting Black Youth							
Strategy/Activity 1							
*Strategy/Activity - Description							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
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.
Elem Prep Teacher/Pe	--	--	09800-1118	Resources allocated to support a PE teacher so that students could engage in PE while teachers collaborate, look at student work	Teachers have time to collaborate and support one another and monitor student progress. Students meet required minutes of PE while teachers	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).

Jonas Salk Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				and analyze student progress. Teachers are able to expand the interventions used and strengthen Tier 1 instruction.	collaborate.		
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What are my leadership strategies in service of the goals?