# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT JONES ELEMENTARY SCHOOL

## 2022-23

37-68338-6039796
CDS Code

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

**Principal:** Buell, Allison
**Contact Person:** Buell, Allison
**Position:** Principal
**Telephone Number:** 619/605-8800;
**Address:** 2751 Greyling Dr, Jones Elementary, San Diego, CA, 92123-2836,
**E-mail Address:** abuell@sandi.net

**The following items are included:**
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

**Board Approval:** *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.*

**San Diego Unified**
SCHOOL DISTRICT

Attachment 3 – R/A
Modification of SPSA 2022-23

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
### RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Jones Elementary

SITE CONTACT PERSON: Jenna Greif

DUE: October 3, 2022

PHONE: FAX: 574-2677   E-MAIL ADDRESS: jgreif@sandi.net

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

☒ Title I School wide 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:

| | | |
|---|---|---|
| ☐ | English Learner Advisory Committee (ELAC) | Date of presentation: 5/24/22 |
| ☐ | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: ____ |
| ☐ | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: ____ |
| ☐ | Site Governance Team (SGT) | Date of presentation: 5/17/22 |
| ☐ | Other (list): _____ | Date of presentation: ____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan 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.

6. The site plan or revisions to the site plan were adopted by the SSC on: __5/24/22__

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

| Allison Buell | Allison Buell  6/1/22 |
|---|---|
| Type/Print Name of School Principal | Signature of School Principal / Date |
| Wendy Jensen | Wendy Jensen |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson / Date |
| Celeste Bilbao | 6-10-2022 |
| Type/Print Name of ELAC Representative | Signature of ELAC Representative / Date |
| | Christina Cadll  10·11·22 |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent / Date |

**Submit Document Original Signatures To:**
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

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

**PURPOSE AND DESCRIPTION**

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

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

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

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

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

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

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

**ENGAGING EDUCATIONAL PARTNERS**

At Jones, our community engaged in a collaborative process in the development of the SPSA. In the 2021-2022 school year, educational partners were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and to solicit input. and feedback These included SGT, SSC and ELAC, PTA, and staff meetings held throughout the year.

-January 25, 2022 - Google forms went out to families, Classified, and Certificated staff to get their input on budget priorities and recommendations.

-January 25, 2022 - SSC/ELAC met to begin needs assessment and data review.

-February 1, 2022 - Staff Meeting held to give a budget overview. Staff met to analyze data and provide budget recommendations.

-February 8, 2022- PTA Executive Board met to analyze data and provided budget recommendations.

- February 15, 2022- SGT met to analyze data and provided budget recommendations.

-February 22, 2022 - SSC/ELAC provided input on funding that would support English Language Learners andmet to discuss the evaluation and assessment survey. The needs assessment was continued. SSC analyzed data, heard recommendations from other educational partner groups, and made budget recommendations.

-February 22, 2022- SSC /ELAC reviewed and approved the 22-23 budget.

-April 26, 2022- SSC/ELAC developed the School-Parent Compact and Parent Involvement Policy for the 22-23 school year.

-May 24, 2022- SSC/ELAC developed and approved the 2022-2023 SPSA utilizing current data, educational partner feedback, and insights/rationale gained during the budgeting process.

**RESOURCE INEQUITIES**

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

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

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

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---|---|
| Celeste Bilbao | Parent |
| Deanna Helenihi | Parent |
| Wendy Jensen, Chair | Classroom Teacher, Chair |
| Lori Anderson | Classroom Teacher, DAC Rep |
| Betsy Colarusso | Classroom Teacher |
| Khalid Alzahrani | Parent |
| Veronica Gomez | Parent |
| Allison Buell | Principal |
| Jenna Greif | Other School Personnel |
| Vivian Franco | Parent, Secretary |

# 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).

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

### *Major Differences

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

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

### *Changes

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

Now that we are back on site fully there are still attendance health implications due to the pandemic. Our attendance clerk is working with our teachers, counselor, and guidance assistant and tracking attendance and then communicating with the principal. Each situation is being handled individually to support the unique situations each family is in.

| **\*Identified Need** |
|---|

On the California Dashboard (2019) Jones is in yellow for Chronic Absenteeism and blue for Suspension Rates.

The overall school chronic absenteeism rate is 11.3%.

**Chronic Absenteeism Rates (subgroups):**

African American students=7.4%

English Learners=19.8%

Hispanic students= 13.7%

Students with disabilities=14.3%

Socioeconomically Disadvantaged=15.3%

According to the California Dashboard (2019), Jones's suspension rate is at 0.6% (students were suspended at least one time).

**Suspension Rates (subgroups):**

African American students=3.4%

English Learners=0%

Hispanic students= 1.8%

Students with disabilities=2%

Socioeconomically Disadvantaged students= 0.6%

| **\*Goal 1 - Safe, Collaborative and Inclusive Culture** | | | | | | |
|---|---|---|---|---|---|---|
| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2023 | TK-5TH | Decrease the overall school wide chronic absenteeism rate. | 11.3% | 8% | Attendance | TRIMESTER |
| June 2023 | TK-5TH | Decrease the overall school wide suspension rate. | 0.3% | 0% | Suspension | TRIEMSTER |

| **\*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 | 14.3% | 10% | Attendance | Monthly |
| June 2023 | TK-5 | English Learner | Decrease chronic absenteeism rate | 19.8% | 12% | Attendance | Monthly |

| June 2023 | TK-5 | Hispanic or Latino | Decrease chronic absenteeism rate | 13.7% | 9% | Attendance | Monthly |
| June 2023 | TK - 5 | Two or More Races | Decrease chronic absenteeism rate | 13.2% | 9% | Attendance | Monthly |
| June 2023 | TK-5 | Socioeconomicaly Disadvantaged | Decrease chronic absenteeism rate | 15.3% | 11% | Attendance | Monthly |
| June 2023 | TK-5 | Students with Disabilities | Decease students with disabilities suspended at least once | 2% | 1% | Suspension | Monthly |

**Supporting Black Youth - Additional Goals**

✓  1. Jones's Site Equity Team is built into our Transformational Leadership Team which 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 Jones 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. Jones'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, Jones 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. Jones 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. Jones's Site Equity Team 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. Jones 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. Jones will continue to study culturally responsive instructional practices, increasing engagement and achievement of black youth and other marginalized groups.

## Strategy/Activity 1: Guidance Assistant

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

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

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

### *Strategy/Activity - Description

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

### *Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| F01591J | Guidance Asst - | 0.43750 | $15,078.44 | $20,696.36 | 0159-30100-00-2404-3110-0000-01000-0000 | Title I Basic Program | [no data] | | Guidance Assistant will support the academic program by addressing the social emotional needs, attendance, and address suspensions. |
| N0159C | Supplies | | $502.00 | $502.00 | 0159-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Books with diverse representation and Professional Development books |
| N01598X | Non Clsrm Tchr Hrly | | $2,500.00 | $3,095.25 | 0159-09800-00-1957-2490-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Fund additional time for Equity team to collaborate |

### *Additional Supports for this Strategy/Activity

## 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

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

## 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).

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

**\*Major Differences**

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

The pandemic limited the amount of VAPA visiting teacher's release time. We allocated funds to build bi-monthly half day PLCs for each grade level team, but could only meet about once a month. We plan on continuing to meet about once a month during the 22-23 school year. This will allow collaboration time for targeted instructional planning and frequent data monitoring. We are also investing in our teacher leadership team so that they can take more ownership over their grade levels and leverage their teams to lift instructional practice.

**\*Changes**

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

Funding has now been allocated to the Arts Education Program to utilize consistent visiting teachers who will provide VAPA experiences monthly while teachers work in half day PLCs. Funding has also been allocated to provide teacher release days at strategic points in the year. Funding has also been allocated to hold additional Instructional Leadership Team meetings outside of the regular workday.

**\*Identified Need - English Language Arts**

In the 2018 school year, the data indicates 66% of 3rd-5th grade students met or exceeded grade-level standards in ELA. The data indicates 23% of 3rd-5th grade English learners and 22% of students with disabilities met or exceeded grade-level standards in ELA. Based on the data, and due to the lack of additional data collected during the pandemic, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core

standards (teachers will participate in monthly PLCs while students have opportunities to engage in VAPA experiences); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (for all TK-5th grade students), leveraging teacher leadership to build capacity and monitoring student progress together as a grade-level team.

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

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|--------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd-5th | meet or exceed standard | 66% | 77% | CAASPP ELA | Annually |
| June 2023 | K-2nd | meet or exceed district DRA benchmarks | 74% | 84% | Fountas and Pinnel | Tri-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 | 3rd-5th | Students with Disabilities | Improvement in CAASPP meet or exceed proficiency | 23% | 28% | CAASPP ELA | Annually |
| June 2023 | 3rd-5th | English Learner | Improvement in CAASPP meet/exceed proficiency | 22% | 30% | CAASPP ELA | Annually |
| June 2023 | 3rd-5th | Black or African American | Improvement in CAASPP meet or exceed proficiency | 50% | 60% | CAASPP ELA | Annually |

**\*Identified Need - Math**

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

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

**\*Goal 3 - Mathematics**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2023 | 3rd-5th | Improvement in CAASPP meet/exceed proficiency | 60% | 70% | CAASPP Math | Annually |

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

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2023 | 3rd-5th | English Learner | Increase the percentage of students meeting and exceeding grade level standards. | 38.5% | 48.5% | CAASPP Math | Annually |
| June 2023 | 3rd-5th | Students with Disabilities | Increase the percentage of students meeting and exceeding grade level standards. | 6.9% | 25% | CAASPP Math | Annually |
| June 2023 | 3rd-5th | Black or African American | Improvement in CAASPP meet or exceed proficiency | 40% | 50% | CAASPP Math | Annually |

**\*Identified Need - English Learners**

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

**\*Goal 4 - English Learners**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | UTK-5 | English Learner | Increase number of students reclassified | 17% | 35% | Reclassification Rates | Annually |

**\*Identified Need - Graduation/Promotion Rate**

The 2018-19 3rd grade students who met or exceeded grade-level standards were at 76% (ELA). The 2018-19 5th grade students who met or exceeded grade-level standards were at 56% (ELA). Based on the data, we need to continue the focus to maintain and improve student achievement through the upper grades and close the achievement gap specifically with our English Learners and students with disabilities.

**\*Goal 5- Graduation/Promotion Rate**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd | Increase the percentage of students reading at or above grade level as measured by the SBAC | 66% | 80% | Grade 3 ELA Reading | Annual |
| June 2023 | 5th | Increase the percentage of students reading at or above grade level as measured by the SBAC | 59% | 75% | Grade 5 ELA Reading | Annual |

**\*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 | 3rd | English Learner | Increase the percentage of students reading at or above grade level as measured by the DRA. | 18% | 45% | Grade 3 ELA Reading | Trimester |
| June 2023 | 3rd | Students with Disabilities | Increase the percentage of | 12% | 30% | Grade 3 ELA Reading | Trimerster |

| By Date | Grade | Student Group | Objective | Baseline | Target | Measure of Success | Frequency |
|---------|-------|---------------|-----------|----------|--------|--------------------|-----------|
| | | | students reading at or above grade level as measured by the DRA. | | | | |
| June 2023 | 5th | English Learner | Increase the percentage of students reading at or above grade level as measured by the DRA | 14% | 40% | Grade 5 ELA Reading | Trimester |
| June 2023 | 5th | Students with Disabilities | Increase the percentage of students reading at or above grade level as measured by the DRA. | 3% | 30% | Grade 5 ELA Reading | Trimester |
| June 2023 | 3rd | Black or African American | Increase the percentage of students reading at or above grade level as measured by the DRA | 20% | 40% | Grade 3 ELA Reading | Trimester |
| June 2023 | 5th | Black or African American | Increase the percentage of students reading at or above grade level as measured by the DRA | 33% | 66% | Grade 5 ELA Reading | Trimester |

**Optional School Goal(s)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| | | | | | | | |

## Professional Learning Community/Professional Development

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

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

**\*Strategy/Activity - Description**

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

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01591C | Interprogram Svcs/VAPA | | $14,560.00 | $14,560.00 | 0159-30100-00-5738-1000-1110-01000-1313 | Title I Basic Program | [no data] | | AEP will provide release time for teachers to collaborate within the workday |
| N01591Q | Prof&Curriclm Dev Vist Tchr | | $8,307.00 | $10,284.90 | 0159-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | This funding will provide release time for additional grade level collaboration. These will be half or full day release time for PLCs. |
| N01592I | Supplies | | $25.00 | $25.00 | 0159-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Supplies for data collection/monitoring in PD room such as magnets, stickies |
| N01598Y | Supplies | | $9.00 | $9.00 | 0159-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Supplies for data collection/monitoring in PD room such as magnets, stickies |
| N0159A3 | Interprogram Svcs/VAPA | | $858.00 | $858.00 | 0159-09800-00-5738-1000-1110-01000-1313 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | AEP will provide release time for teachers to collaborate within the workday |

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

## Small Group Intervention

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

All students.

**\*Strategy/Activity - Description**

Focus on Literacy development Tier 2 support aligned to Tier 1 instruction

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
| F01591Q | Para - Independ Faciltator - | 0.19280 | $7,382.12 | $14,771.85 | 0159-09800-00-2104-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Support intervention for unduplicated students, for example language development small groups or one on one or small group interventions |
| F01591R | Para - Independ Faciltator - | 0.39770 | $15,227.54 | $30,470.78 | 0159-30106-00-2104-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Support academic intervention to the core instructional program. |
| F01591S | Para - Independ Faciltator - | 0.22200 | $8,500.16 | $17,009.07 | 0159-30100-00-2104-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Support academic intervention to the core instructional program. |

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

# Curriculum Development

| \*Students to be served by this Strategy/Activity |
|---|
| All students at the school will benefit from this strategy/activity, specifically students with disabilities. |

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

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |

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

# Equity Team

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

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

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
|  | Non Clsrm Tchr Hrly |  |  |  | 0159-09800-00-1957-2490-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District \| Ref Id : N01598X | Support additional time for Leadership and Equity team to meet. |

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

## 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).

Parent sign-in data for events showed high participation in primary grades, but a decline in the upper grades. Due to the pandemic, many of our family involvement events have been shifted to a digital forum. Being online has created a significant need for more communication in a variety of ways and that continues. We also have many new families to our community so there is additional outreach needed to help them feel informed and connected to our school site.

***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).

Our focus has shifted to family communication via email, phone, Class Dojo, and the mail. We are creating Family Workshops based on feedback from educational partners with an emphasis on physical and mental health. We will also be adding workshops that align with our district focus of Literacy Acceleration.

***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.

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

| *Identified Need |
|---|
| Based on the California Healthy Kids Survey data the percentage of parents that strongly: |
| Parental Involvement |
| The school allows input and welcomes parents' contributions  44% |
| The school encourages me to be an active partner with the school in educating my child 52% |
| School actively seeks the input of parents before making important decisions 32% |
| Parents feel welcome to participate at this school 54% |

**\*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 parent participation from all parent groups. | 73% | 100% | CAL - SCHLS (CSPS) |
| June 2023 | Other (Describe in Objective) | Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups. | 45.5% | 60% | CAL - SCHLS (CSPS) |

**\*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 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey. | 44% | 54% | Other - Describe in Objective |
| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School | 52% | 62% | Other - Describe in Objective |

| | | encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey. | | | |
|---|---|---|---|---|---|
| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey. | 32% | 42% | Other - Describe in Objective |
| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey. | 54% | 64% | Other - Describe in Objective |

## Parent Support

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

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

**\*Strategy/Activity - Description**

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

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

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

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0159A | Supplies | | $636.00 | $636.00 | 0159-30103-00-4301-2495-1110-01000-0000 | Title I Parent Involvement | [no data] | | Create resources for parent events such as journals, flyers etc. |
| N015990 | Interprogram Svcs/Duplicating | | $500.00 | $500.00 | 0159-30103-00-5721-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Support communication through flyers/posters/banners |
| N0159A2 | Inservice supplies | | $300.00 | $300.00 | 0159-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Support parent/guardian events to include light refreshments. |

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

# APPENDICES

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

# APPENDIX A

# BUDGET SUMMARY

# Jones Elementary Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application (30100, 30103) | $ 53,726 |
| 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) | $ 113,718 |

## 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) | $ 30,480 |
| [List federal program here] | $[Enter amount here] |
| [List federal program here] | $[Enter amount here] |

Subtotal of additional federal funds included for this school (30106): $ 30,480

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) | $ 29,512 |
| [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): $ 29,512

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 113,718

| School | Resource Description | Job Code Title | Account Description2 | Account Description | Projected (Budget) Dollar Amount | FTE | Budgeted Amount |
|---|---|---|---|---|---|---|---|
| Jones Elementary | **09800 LCFF Intervention Support** | Para - Independ Faciltator | **2104 Special Ed Technician Clsrm** | Special Ed Technician Clsrm | 7,382.12 | 0.1928 | $7,382.12 |
| Jones Elementary | | | **3000 Benefits** | | | 0 | $7,389.73 |
| Jones Elementary | | **Para - Independ Faciltator Total** | | | | 0.1928 | $14,771.85 |
| Jones Elementary | | (blank) | **1192 Prof&Curriclm Dev Vist Tchr** | Prof&Curriclm Dev Vist Tchr | 8,307.00 | 0 | $8,307.00 |
| Jones Elementary | | | **1957 Non Clsrm Tchr Hrly** | Non Clsrm Tchr Hrly | 2,500.00 | 0 | $2,500.00 |
| Jones Elementary | | | **3000 Benefits** | | | 0 | $2,573.15 |
| Jones Elementary | | | **4301 Supplies** | Supplies | 502 | 0 | $502.00 |
| Jones Elementary | | | **5738 Interprogram Svcs/VAPA** | Interprogram Svcs/VAPA | 858 | 0 | $858.00 |
| Jones Elementary | | **(blank) Total** | | | | 0 | $14,740.15 |
| Jones Elementary | **09800 LCFF Intervention Support Total** | | | | | 0.1928 | $29,512.00 |
| Jones Elementary | **30100 Title I Basic Program** | Guidance Asst | **2404 Guidance/Attendance Asst** | Guidance/Attendance Asst | 15,078.44 | 0.4375 | $15,078.44 |
| Jones Elementary | | | **3000 Benefits** | | | 0 | $5,617.92 |
| Jones Elementary | | **Guidance Asst Total** | | | | 0.4375 | $20,696.36 |
| Jones Elementary | | Para - Independ Faciltator | **2104 Special Ed Technician Clsrm** | Special Ed Technician Clsrm | 8,500.16 | 0.222 | $8,500.16 |
| Jones Elementary | | | **3000 Benefits** | | | 0 | $8,508.91 |
| Jones Elementary | | **Para - Independ Faciltator Total** | | | | 0.222 | $17,009.07 |
| Jones Elementary | | (blank) | **4301 Supplies** | Supplies | 25 | 0 | $25.00 |
| Jones Elementary | | | **5738 Interprogram Svcs/VAPA** | Interprogram Svcs/VAPA | 14,560.00 | 0 | $14,560.00 |
| Jones Elementary | | **(blank) Total** | | | | 0 | $14,585.00 |
| Jones Elementary | **30100 Title I Basic Program Total** | | | | | 0.6595 | $52,290.43 |
| Jones Elementary | 30103 Title I Parent Involvement | (blank) | **4301 Supplies** | Supplies | 636 | 0 | $636.00 |
| Jones Elementary | | | **4304 Inservice supplies** | Inservice supplies | 300 | 0 | $300.00 |
| Jones Elementary | | | **5721 Interprogram Svcs/Duplicating** | Interprogram Svcs/Duplicating | 500 | 0 | $500.00 |
| Jones Elementary | | **(blank) Total** | | | | 0 | $1,436.00 |
| Jones Elementary | **30103 Title I Parent Involvement Total** | | | | | 0 | $1,436.00 |
| Jones Elementary | 30106 Title I Supplmnt Prog Imprvmnt | Para - Independ Faciltator | **2104 Special Ed Technician Clsrm** | Special Ed Technician Clsrm | 15,227.54 | 0.3977 | $15,227.54 |
| Jones Elementary | | | **3000 Benefits** | | | 0 | $15,243.24 |
| Jones Elementary | | **Para - Independ Faciltator Total** | | | | 0.3977 | $30,470.78 |
| Jones Elementary | | (blank) | **4301 Supplies** | Supplies | 9 | 0 | $9.00 |
| Jones Elementary | | **(blank) Total** | | | | 0 | $9.00 |
| Jones Elementary | **30106 Title I Supplmnt Prog Imprvmnt Total** | | | | | 0.3977 | $30,479.78 |

# APPENDIX B

# PARENT & FAMILY ENGAGEMENT POLICY

### *Jones Elementary*
### TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2022-23

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

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

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

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

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

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

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

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

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

> ● The annual meeting is held during Back-to-School night when there is high parent participation. (Virtually or In Person)

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

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

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

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

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

> ● Parents are notified in a timely manner through flyers sent home, the use of PeachJar, the school website, marquee, Class Dojo and via School Messenger emails.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This policy will be in effect for the period of 2022-2023 School Year

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 1, 2022

Signature of authorized official here

/Allison Buell/

# APPENDIX C

# SCHOOL PARENT COMPACT

JONES ELEMENTARY

## TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

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

### REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

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

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

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

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

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

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

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

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

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

- Staff members are encouraged to connect with parents through Class Dojo, at dismissal and at school and PTA events. This fosters stronger relationships and makes them more approachable to parents.

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

- The school has a parent volunteer workroom that is open when the health and safety guidelines permit. Training is offered periodically to train volunteers on how they can support the classroom teacher and how to use the workroom equipment.
- At least three parent/family workshops are held per year by the principal (May be Virtual or In Person). The beginning of the workshop trains parents on best practices within the classroom and how they can connect to that learning at home. Then parents go into their child's classroom to see their new learning in action and try-on strategies discussed in the workshop.

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

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

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

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

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

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

This Compact will be in effect for the period of 2022-2023 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2022.

Allison Buell

Signature of authorized Official here

4/26/22

# 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
## Jones
## All Grades Combined

| | English Language Arts | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 |
| Student Group | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 131 | 66.4 | 124 | 67.7 | 138 | 67.4 | 127 | 65.4 | 128 | 53.9 | -12.5 | -11.5 | 136 | 47.8 | 127 | 59.1 | 141 | 58.9 | 135 | 60.0 | 130 | 39.2 | -8.6 | -20.8 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 63 | 76.2 | 62 | 72.6 | 55 | 74.5 | 53 | 66.0 | 58 | 56.9 | -19.3 | -9.1 | 64 | 51.6 | 63 | 65.1 | 57 | 52.6 | 55 | 50.9 | 59 | 33.9 | -17.7 | -17.0 |
| Male | 68 | 57.4 | 62 | 62.9 | 83 | 62.7 | 74 | 64.9 | 70 | 51.4 | -6.0 | -13.5 | 72 | 44.4 | 64 | 53.1 | 84 | 63.1 | 80 | 66.3 | 71 | 43.7 | -0.7 | -22.6 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 8 | - | 11 | 54.5 | 14 | 71.4 | 11 | 54.5 | 12 | 50.0 | - | -4.5 | 8 | - | 11 | 45.5 | 15 | 46.7 | 11 | 45.5 | 12 | 25.0 | - | -20.5 |
| Asian | 4 | - | 6 | - | 7 | - | 10 | 70.0 | 12 | 75.0 | - | 5.0 | 7 | - | 9 | - | 8 | - | 11 | 63.6 | 13 | 53.8 | - | -9.8 |
| Filipino | 5 | - | 3 | - | 4 | - | 2 | - | 2 | - | - | - | 5 | - | 3 | - | 4 | - | 2 | - | 2 | - | - | - |
| Hispanic | 37 | 51.4 | 35 | 51.4 | 47 | 59.6 | 48 | 62.5 | 49 | 44.9 | -6.5 | -17.6 | 37 | 27.0 | 35 | 42.9 | 48 | 47.9 | 49 | 55.1 | 49 | 34.7 | 7.7 | -20.4 |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - |
| White | 50 | 76.0 | 43 | 74.4 | 44 | 70.5 | 39 | 66.7 | 27 | 55.6 | -20.4 | -11.1 | 51 | 66.7 | 43 | 76.7 | 44 | 68.2 | 44 | 56.8 | 27 | 44.4 | -22.3 | -12.4 |
| Multiracial | 20 | 55.0 | 22 | 68.2 | 16 | 68.8 | 17 | 70.6 | 25 | 64.0 | 9.0 | -6.6 | 21 | 38.1 | 22 | 50.0 | 16 | 56.3 | 18 | 83.3 | 26 | 42.3 | 4.2 | -41.0 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learner | 12 | 0.0 | 10 | 20.0 | 12 | 16.7 | 18 | 22.2 | 19 | 10.5 | 10.5 | -11.7 | 15 | 0.0 | 13 | 15.4 | 13 | 38.5 | 26 | 42.3 | 20 | 0.0 | 0.0 | -42.3 |
| English-Speaking | 119 | 73.1 | 114 | 71.9 | 126 | 72.2 | 109 | 72.5 | 109 | 61.5 | -11.6 | -11.0 | 121 | 53.7 | 114 | 64.0 | 128 | 60.9 | 109 | 64.2 | 110 | 46.4 | -7.3 | -17.8 |
| Reclassified† | 14 | 100.0 | 15 | 93.3 | 21 | 95.2 | 18 | 83.3 | 12 | 66.7 | -33.3 | -16.6 | 14 | 71.4 | 15 | 73.3 | 21 | 90.5 | 18 | 77.8 | 12 | 75.0 | 3.6 | -2.8 |
| Initially Eng. Speaking | 105 | 69.5 | 99 | 68.7 | 105 | 67.6 | 91 | 70.3 | 97 | 60.8 | -8.7 | -9.5 | 107 | 51.4 | 99 | 62.6 | 107 | 55.1 | 91 | 61.5 | 98 | 42.9 | -8.5 | -18.6 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Econ. Disadv.* | 55 | 58.2 | 55 | 58.2 | 76 | 63.2 | 73 | 58.9 | 66 | 39.4 | -18.8 | -19.5 | 56 | 35.7 | 57 | 52.6 | 77 | 49.4 | 76 | 55.3 | 66 | 28.8 | -6.9 | -26.5 |
| Non-Econ. Disadv. | 76 | 72.4 | 69 | 75.4 | 62 | 72.6 | 54 | 74.1 | 62 | 69.4 | -3.0 | -4.7 | 80 | 56.3 | 70 | 64.3 | 64 | 70.3 | 59 | 66.1 | 64 | 50.0 | -6.3 | -16.1 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Gifted | 43 | 90.7 | 36 | 86.1 | 25 | 88.0 | 18 | 88.9 | 4 | - | - | - | 44 | 75.0 | 36 | 86.1 | 25 | 76.0 | 18 | 88.9 | 4 | - | - | - |
| Not Gifted | 88 | 54.5 | 88 | 60.2 | 113 | 62.8 | 109 | 61.5 | 124 | 53.2 | -1.3 | -8.3 | 92 | 34.8 | 91 | 48.4 | 116 | 55.2 | 117 | 55.6 | 126 | 37.3 | 2.5 | -18.3 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| With Disabilities | 22 | 18.2 | 23 | 17.4 | 28 | 7.1 | 25 | 20.0 | 12 | 8.3 | -9.9 | -11.7 | 23 | 8.7 | 23 | 13.0 | 29 | 6.9 | 25 | 20.0 | 12 | 0.0 | -8.7 | -20.0 |
| WO Disabilities | 109 | 76.1 | 101 | 79.2 | 110 | 82.7 | 102 | 76.5 | 116 | 58.6 | -17.5 | -17.9 | 113 | 55.8 | 104 | 69.2 | 112 | 72.3 | 110 | 69.1 | 118 | 43.2 | -12.6 | -25.9 |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Homeless | 3 | - | 2 | - | 2 | - | 3 | - | 8 | - | - | - | 3 | - | 2 | - | 2 | - | 3 | - | 4 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 30 | 60.0 | 15 | 53.3 | 18 | 72.2 | 16 | 50.0 | 13 | 61.5 | 1.5 | 11.5 | 32 | 40.6 | 15 | 60.0 | 18 | 66.7 | 16 | 56.3 | 4 | - | - | - |

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

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

# 2016-2022 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
## Jones
## 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 | 49 | 67.3 | 45 | 75.6 | 46 | 76.1 | 0 | - | 50 | 66.0 | -1.3 | - | 50 | 56.0 | 45 | 71.1 | 46 | 80.4 | 49 | 69.4 | 51 | 54.9 | -1.1 | -14.5 |
| Female | 22 | 81.8 | 22 | 72.7 | 16 | 81.3 | 0 | - | 21 | 66.7 | -15.1 | - | 22 | 63.6 | 22 | 72.7 | 16 | 62.5 | 22 | 59.1 | 21 | 47.6 | -16.0 | -11.5 |
| Male | 27 | 55.6 | 23 | 78.3 | 30 | 73.3 | 0 | - | 29 | 65.5 | 9.9 | - | 28 | 50.0 | 23 | 69.6 | 30 | 90.0 | 27 | 77.8 | 30 | 60.0 | 10.0 | -17.8 |
| African American | 2 | - | 3 | - | 6 | - | 0 | - | 5 | - | - | - | 2 | - | 3 | - | 6 | - | 2 | - | 5 | - | - | - |
| Asian | 3 | - | 2 | - | 1 | - | 0 | - | 6 | - | - | - | 4 | - | 2 | - | 1 | - | 5 | - | 7 | - | - | - |
| Filipino | 2 | - | 1 | - | 2 | - | 0 | - | 1 | - | - | - | 2 | - | 1 | - | 2 | - | 1 | - | 1 | - | - | - |
| Hispanic | 18 | 55.6 | 13 | 61.5 | 16 | 68.8 | 0 | - | 20 | 55.0 | -0.6 | - | 18 | 38.9 | 13 | 46.2 | 16 | 68.8 | 22 | 59.1 | 20 | 50.0 | 11.1 | -9.1 |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - |
| White | 16 | 75.0 | 15 | 80.0 | 14 | 85.7 | 0 | - | 7 | - | - | - | 16 | 68.8 | 15 | 86.7 | 14 | 92.9 | 14 | 71.4 | 7 | - | - | - |
| Multiracial | 6 | - | 9 | - | 5 | - | 0 | - | 11 | 81.8 | - | - | 6 | - | 9 | - | 5 | - | 5 | - | 11 | 54.5 | - | - |
| English Learner | 4 | - | 4 | - | 3 | - | 0 | - | 6 | - | - | - | 5 | - | 4 | - | 3 | - | 10 | 60.0 | 7 | - | - | - |
| English-Speaking | 45 | 73.3 | 41 | 78.0 | 43 | 79.1 | 0 | - | 44 | 72.7 | -0.6 | - | 45 | 62.2 | 41 | 73.2 | 43 | 81.4 | 39 | 71.8 | 44 | 63.6 | 1.4 | -8.2 |
| Reclassified† | 6 | - | 3 | - | 7 | - | 0 | - | 3 | - | - | - | 6 | - | 3 | - | 7 | - | 5 | - | 3 | - | - | - |
| Initially Eng. Speaking | 39 | 69.2 | 38 | 76.3 | 36 | 75.0 | 0 | - | 41 | 70.7 | 1.5 | - | 39 | 56.4 | 38 | 71.1 | 36 | 77.8 | 34 | 70.6 | 41 | 63.4 | 7.0 | -7.2 |
| Econ. Disadv.* | 23 | 52.2 | 23 | 69.6 | 22 | 68.2 | 0 | - | 27 | 48.1 | -4.1 | - | 23 | 34.8 | 23 | 65.2 | 22 | 77.3 | 30 | 70.0 | 27 | 37.0 | 2.2 | -33.0 |
| Non-Econ. Disadv. | 26 | 80.8 | 22 | 81.8 | 24 | 83.3 | 0 | - | 23 | 87.0 | 6.2 | - | 27 | 74.1 | 22 | 77.3 | 24 | 83.3 | 19 | 68.4 | 24 | 75.0 | 0.9 | 6.6 |
| Gifted | 15 | 93.3 | 15 | 93.3 | 5 | - | 0 | - | 4 | - | - | - | 15 | 86.7 | 15 | 93.3 | 5 | - | 4 | - | 4 | - | - | - |
| Not Gifted | 34 | 55.9 | 30 | 66.7 | 41 | 75.6 | 0 | - | 50 | 66.0 | 10.1 | - | 35 | 42.9 | 30 | 60.0 | 41 | 80.5 | 45 | 66.7 | 51 | 54.9 | 12.0 | -11.8 |
| With Disabilities | 10 | 20.0 | 8 | - | 4 | - | 0 | - | 3 | - | - | - | 10 | 0.0 | 8 | - | 4 | - | 7 | - | 3 | - | - | - |
| WO Disabilities | 39 | 79.5 | 37 | 83.8 | 42 | 83.3 | 0 | - | 47 | 70.2 | -9.3 | - | 40 | 70.0 | 37 | 83.8 | 42 | 85.7 | 42 | 76.2 | 48 | 58.3 | -11.7 | -17.9 |
| Homeless | 3 | - | 1 | - | 2 | - | 0 | - | 5 | - | - | - | 2 | - | 1 | - | 2 | - | 2 | - | 2 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 8 | - | 4 | - | 11 | 63.6 | 0 | - | 5 | - | - | - | 8 | - | 4 | - | 11 | 72.7 | 8 | - | 2 | - | - | - |

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

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

# 2016-2022 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
## Jones
## 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 | 33 | 75.8 | 46 | 60.9 | 41 | 70.7 | 0 | - | 40 | 50.0 | -25.8 | - | | | | | 35 | 62.9 | 49 | 51.0 | 42 | 59.5 | 50 | 64.0 | 40 | 25.0 | -37.9 | -39.0 |
| Female | 18 | 77.8 | 22 | 68.2 | 17 | 70.6 | 0 | - | 21 | 57.1 | -20.7 | - | | | | | 18 | 72.2 | 23 | 56.5 | 18 | 61.1 | 18 | 50.0 | 21 | 28.6 | -43.6 | -21.4 |
| Male | 15 | 73.3 | 24 | 54.2 | 24 | 70.8 | 0 | - | 19 | 42.1 | -31.2 | - | | | | | 17 | 52.9 | 26 | 46.2 | 24 | 58.3 | 32 | 71.9 | 19 | 21.1 | -31.8 | -50.8 |
| African American | 1 | - | 5 | - | 2 | - | 0 | - | 3 | - | - | - | | | | | 1 | - | 5 | - | 2 | - | 6 | - | 3 | - | - | - |
| Asian | 1 | - | 3 | - | 3 | - | 0 | - | 2 | - | - | - | | | | | 2 | - | 6 | - | 4 | - | 2 | - | 2 | - | - | - |
| Filipino | 2 | - | 1 | - | 0 | - | 0 | - | 1 | - | - | - | | | | | 2 | - | 1 | - | 0 | - | 1 | - | 1 | - | - | - |
| Hispanic | 6 | - | 17 | 47.1 | 12 | 75.0 | 0 | - | 14 | 35.7 | - | - | | | | | 6 | - | 17 | 47.1 | 12 | 50.0 | 17 | 58.8 | 14 | 14.3 | - | -44.5 |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 1 | - | - | - | | | | | 0 | - | 0 | - | 0 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 17 | 82.4 | 13 | 61.5 | 17 | 70.6 | 0 | - | 14 | 50.0 | -32.4 | - | | | | | 18 | 83.3 | 13 | 53.8 | 17 | 64.7 | 15 | 46.7 | 14 | 28.6 | -54.7 | -18.1 |
| Multiracial | 6 | - | 5 | - | 5 | - | 0 | - | 5 | - | - | - | | | | | 6 | - | 5 | - | 5 | - | 9 | - | 5 | - | - | - |
| English Learner | 4 | - | 3 | - | 2 | - | 0 | - | 7 | - | - | - | | | | | 5 | - | 6 | - | 2 | - | 10 | 30.0 | 7 | - | - | - |
| English-Speaking | 29 | 86.2 | 43 | 65.1 | 39 | 74.4 | 0 | - | 33 | 57.6 | -28.6 | - | | | | | 30 | 73.3 | 43 | 58.1 | 40 | 62.5 | 40 | 72.5 | 33 | 30.3 | -43.0 | -42.2 |
| Reclassified† | 4 | - | 7 | - | 7 | - | 0 | - | 3 | - | - | - | | | | | 4 | - | 7 | - | 7 | - | 7 | - | 3 | - | - | - |
| Initially Eng. Speaking | 25 | 84.0 | 36 | 58.3 | 32 | 71.9 | 0 | - | 30 | 56.7 | -27.3 | - | | | | | 26 | 76.9 | 36 | 50.0 | 33 | 57.6 | 33 | 66.7 | 30 | 23.3 | -53.6 | -43.4 |
| Econ. Disadv.* | 13 | 69.2 | 22 | 50.0 | 26 | 73.1 | 0 | - | 16 | 37.5 | -31.7 | - | | | | | 13 | 53.8 | 24 | 41.7 | 26 | 50.0 | 22 | 59.1 | 16 | 12.5 | -41.3 | -46.6 |
| Non-Econ. Disadv. | 20 | 80.0 | 24 | 70.8 | 15 | 66.7 | 0 | - | 24 | 58.3 | -21.7 | - | | | | | 22 | 68.2 | 25 | 60.0 | 16 | 75.0 | 28 | 67.9 | 24 | 33.3 | -34.9 | -34.6 |
| Gifted | 9 | - | 12 | 75.0 | 12 | 100.0 | 0 | - | 4 | - | - | - | | | | | 10 | 90.0 | 12 | 75.0 | 12 | 100.0 | 6 | - | 4 | - | - | - |
| Not Gifted | 24 | 66.7 | 34 | 55.9 | 29 | 58.6 | 0 | - | 40 | 50.0 | -16.7 | - | | | | | 25 | 52.0 | 37 | 43.2 | 30 | 43.3 | 44 | 61.4 | 40 | 25.0 | -27.0 | -36.4 |
| With Disabilities | 4 | - | 10 | 10.0 | 11 | 18.2 | 0 | - | 3 | - | - | - | | | | | 4 | - | 10 | 10.0 | 11 | 9.1 | 8 | - | 3 | - | - | - |
| WO Disabilities | 29 | 82.8 | 36 | 75.0 | 30 | 90.0 | 0 | - | 37 | 51.4 | -31.4 | - | | | | | 31 | 67.7 | 39 | 61.5 | 31 | 77.4 | 42 | 71.4 | 37 | 27.0 | -40.7 | -44.4 |
| Homeless | 3 | - | 1 | - | 1 | - | 0 | - | 1 | - | - | - | | | | | 0 | - | 1 | - | 1 | - | 1 | - | 1 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 5 | - | 6 | - | 2 | - | 0 | - | 7 | - | - | - | | | | | 6 | - | 6 | - | 2 | - | 7 | - | 2 | - | - | - |

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

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

# 2016-2022 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
### Jones
### 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 | 49 | 59.2 | 33 | 66.7 | 51 | 56.9 | 0 | - | 38 | 42.1 | -17.1 | - | 51 | 29.4 | 33 | 54.5 | 53 | 39.6 | 36 | 41.7 | 39 | 33.3 | 3.9 | -8.4 |
| Female | 23 | 69.6 | 18 | 77.8 | 22 | 72.7 | 0 | - | 16 | 43.8 | -25.8 | - | 24 | 25.0 | 18 | 66.7 | 23 | 39.1 | 15 | 40.0 | 17 | 23.5 | -1.5 | -16.5 |
| Male | 26 | 50.0 | 15 | 53.3 | 29 | 44.8 | 0 | - | 22 | 40.9 | -9.1 | - | 27 | 33.3 | 15 | 40.0 | 30 | 40.0 | 21 | 42.9 | 22 | 40.9 | 7.6 | -2.0 |
| African American | 5 | - | 3 | - | 6 | - | 0 | - | 4 | - | - | - | 5 | - | 3 | - | 7 | - | 3 | - | 4 | - | - | - |
| Asian | 0 | - | 1 | - | 3 | - | 0 | - | 4 | - | - | - | 1 | - | 1 | - | 3 | - | 4 | - | 4 | - | - | - |
| Filipino | 1 | - | 1 | - | 2 | - | 0 | - | 0 | - | - | - | 1 | - | 1 | - | 2 | - | 0 | - | 0 | - | - | - |
| Hispanic | 13 | 46.2 | 5 | - | 19 | 42.1 | 0 | - | 15 | 40.0 | -6.2 | - | 13 | 7.7 | 5 | - | 20 | 30.0 | 10 | 40.0 | 15 | 33.3 | 25.6 | -6.7 |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 17 | 70.6 | 15 | 80.0 | 13 | 53.8 | 0 | - | 6 | - | - | - | 17 | 47.1 | 15 | 86.7 | 13 | 46.2 | 15 | 53.3 | 6 | - | - | - |
| Multiracial | 8 | - | 8 | - | 6 | - | 0 | - | 9 | - | - | - | 9 | - | 8 | - | 6 | - | 4 | - | 10 | 30.0 | - | - |
| English Learner | 4 | - | 3 | - | 7 | - | 0 | - | 6 | - | - | - | 5 | - | 3 | - | 8 | - | 6 | - | 6 | - | - | - |
| English-Speaking | 45 | 64.4 | 30 | 73.3 | 44 | 63.6 | 0 | - | 32 | 50.0 | -14.4 | - | 46 | 32.6 | 30 | 60.0 | 45 | 40.0 | 30 | 43.3 | 33 | 39.4 | 6.8 | -3.9 |
| Reclassified† | 4 | - | 5 | - | 7 | - | 0 | - | 6 | - | - | - | 4 | - | 5 | - | 7 | - | 6 | - | 6 | - | - | - |
| Initially Eng. Speaking | 41 | 61.0 | 25 | 72.0 | 37 | 56.8 | 0 | - | 26 | 50.0 | -11.0 | - | 42 | 31.0 | 25 | 68.0 | 38 | 31.6 | 24 | 41.7 | 27 | 33.3 | 2.3 | -8.4 |
| Econ. Disadv.* | 19 | 57.9 | 10 | 50.0 | 28 | 50.0 | 0 | - | 23 | 30.4 | -27.5 | - | 20 | 25.0 | 10 | 50.0 | 29 | 27.6 | 24 | 33.3 | 23 | 30.4 | 5.4 | -2.9 |
| Non-Econ. Disadv. | 30 | 60.0 | 23 | 73.9 | 23 | 65.2 | 0 | - | 15 | 60.0 | 0.0 | - | 31 | 32.3 | 23 | 56.5 | 24 | 54.2 | 12 | 58.3 | 16 | 37.5 | 5.2 | -20.8 |
| Gifted | 19 | 84.2 | 9 | - | 8 | - | 0 | - | 4 | - | - | - | 19 | 57.9 | 9 | - | 8 | - | 8 | - | 4 | - | - | - |
| Not Gifted | 30 | 43.3 | 24 | 58.3 | 43 | 53.5 | 0 | - | 34 | 38.2 | -5.1 | - | 32 | 12.5 | 24 | 41.7 | 45 | 40.0 | 28 | 28.6 | 35 | 25.7 | 13.2 | -2.9 |
| With Disabilities | 8 | - | 5 | - | 13 | 0.0 | 0 | - | 6 | - | - | - | 9 | - | 5 | - | 14 | 0.0 | 10 | 10.0 | 6 | - | - | - |
| WO Disabilities | 41 | 68.3 | 28 | 78.6 | 38 | 76.3 | 0 | - | 32 | 50.0 | -18.3 | - | 42 | 33.3 | 28 | 60.7 | 39 | 53.8 | 26 | 53.8 | 33 | 39.4 | 6.1 | -14.4 |
| Homeless | 1 | - | 2 | - | 1 | - | 0 | - | 2 | - | - | - | 1 | - | 2 | - | 1 | - | 3 | - | 1 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 17 | 47.1 | 5 | - | 5 | - | 0 | - | 1 | - | - | - | 18 | 22.2 | 5 | - | 5 | - | 1 | - | 0 | - | - | - |

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

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

# APPENDIX E

# 2021-22 SPSA ASSESSMENT AND EVALUATION

**School Name: Jones Elementary**
**SPSA Evaluation of LCFF Funded Actions/Activities: 09800**
**School Year: 2021-22**

## Goal 1 - Safe, Collaborative and Inclusive Culture

| Strategy/Activity 1: Guidance Assistant |
| --- |

**\*Strategy/Activity - Description**

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

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

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 | Modifications based on qualitative and quantitative data. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | |

| | | | | | monitoring results, etc.). | |
|---|---|---|---|---|---|---|
| Other Support Prsnl PARAS Hrly | | $1,064.72 | 09800-2281 | Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates. Meet with families flexibly to support their needs and connect to resources | This funding allowed staff to attend meetings PD and parent engagement opportunities outside of their work day supporting students. | | This was a great addition, but we will be utilizing these funds to create a new position for an additional site para to help support data driven interventions. |

## Goal 2 - English Language Arts

| Professional Learning Community/Professional Development |
|---|

**\*Strategy/Activity - Description**

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

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

<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. |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | | $2,995.25 | 09800-1957 | Support closing the achievement gap in ELA; English Learners; Students with | Additional funding for day PLCs to deepen the VAPA PLC work | The vision of full day release time was not able to come to fruition | Until staffing stabilizes we will look for strategies that will be more reliable. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Disabilities; Graduation | | due to the context of the school year. | |
| Prof&Curriclm Dev Vist Tchr | | $16,773.40 | 09800-1192 | Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation | This was difficult to fully assess but a priority as educators continue learning and focusing on contiuous improvement. | The vision of full day release time was not able to come to fruition due to the context of the school year. | We will still allocatie funding, but not as much since there may still be diffiucties getting visiting teachers. |

## Goal 3 - Mathematics

### Professional Learning Communities/Professional Development

**\*Strategy/Activity - Description**

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

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

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. |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | | $2,396.20 | 09800-1957 | Support closing the achievement gap in Math; English Learners; Students with | | The vision of full day release time was not able to come to fruition | Until staffing stabilizes we will look for strategies that will be more reliable. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Disabilities; Graduation | | due to the context of the school year. | |
| Supplies | | $2,406.00 | 09800-4301 | Support closing the achievement gap in Math; English Learners; Students with Disabilities; Graduation | This funding allowed for differentent supplies to be purchased based on grade level needs. | | We will not continue to fund this for the 22-23 school year. With increase funding we have the opportintunity to fund intervention support to prodie extended learning opportunities. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement gap Math; English Learners; Students with Disabilities; Graduation | This was difficult to fully assess but a priority as educators continue learning and focusing on contiuous improvement. | The vision of full day release time was not able to come to fruition due to the context of the school year. | We will still allocatie funding, but not as much since there may still be diffiucties getting visiting teachers. |

## Goal 4- Supporting English Learners

| Professional Learning Communities/ Professional Development |
|---|

**\*Strategy/Activity - Description**

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

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

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. |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement gap in ELA and Math; English Learners; | This was difficult to fully assess but a priority as educators continue learning and focusing on | The vision of full day release time was not able to come to fruition due to the context of the school year. | We will still allocatie funding, but not as much since there may still be diffiucties |

| | | | | | contiuous improvement. | | getting visiting teachers. |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | -- | -- | 09800-1957 | Support closing the achievement gap in ELA and Math; English Learners; | | | Until staffing stabilizes we will look for strategies that will be more reliable. |

## Goal 5 - Supporting Students with Disabilities

| Curriculum Development |
|---|

**\*Strategy/Activity - Description**

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

**\*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. |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement gap in ELA and Math | This was difficult to fully assess but a priority as educators | The vision of full day release time was not able to come to fruition | We will still allocatie funding, but not as much since there may |

| | | | | | continue learning and focusing on contiuous improvement. | due to the context of the school year. | still be diffiucties getting visiting teachers. |
|---|---|---|---|---|---|---|---|

## Goal 6 - Supporting Black Youth

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

| *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. |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement gap in ELA and | This was difficult to fully assess but a priority as | The vision of full day release time was not able to | We will still allocatie funding, but not as much |

| | | | | Math for Black youth | educators continue learning and focusing on contiuous improvement. | come to fruition due to the context of the school year. | since there may still be diffiucties getting visiting teachers. |
|---|---|---|---|---|---|---|---|

| What are my leadership strategies in service of the goals? |
|---|

As we think about both our Title I funding and LCFF funding, monitoring student learning and providing support will be a key leadership goal.

1. Monitoring is a driver of equitable results focused on all students achieving at high levels with the appropriate support.
2. As a site we will continue to develop a comprehensive assessment system that leads six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
3. We will use common formative and summative assessment data to lead PLCs in designing effective lessons and targeted interventions based on student needs.
4. We will ensure that reteach and reassessment opportunities are provided to students.
5. We will ensure the implementation of multi-tiered supports that match student needs.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **SCHOOL NAME: JONES ELEMENTARY** | | | | |
| | | **SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820** | | | | |
| | | **SCHOOL YEAR: 2021-22** | | | | |

## Goal 1 - Safe, Collaborative and Inclusive Culture

| Strategy/Activity 1: Guidance Assistant |
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| **\*Strategy/Activity - Description** |
|---|
| The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. Also, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Finally, clerical staff will maintain attendance data and documents as well as communicate with families about student attendance. |

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

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 | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Guidance Asst - | 0.05000 | $2,170.54 | 30100-2404 | Support social emotional health of our student population. Support strategies that reduce chronic absenteeism and suspensions. | There is still high for additional SEL support | The position remained vacant due to the staffing shortage and contract regulations. | We want to implement this stratigy with fidelity. |
| Guidance Asst - | 0.30000 | $13,023.24 | 30100-2404 | Support social emotional health of our student population. Support strategies that reduce chronic absenteeism and suspensions. | There is still high for additional SEL support | The position remained vacant due to the staffing shortage and contract regulations. | We want to implement this stratigy with fidelity. |
| Guidance Asst - | 0.01250 | $542.63 | 30106-2404 | Support social emotional health of our student population. Support strategies that reduce chronic absenteeism and suspensions. | There is still high for additional SEL support | The position remained vacant due to the staffing shortage and contract regulations. | We want to implement this stratigy with fidelity. |
| Guidance Asst - | 0.07500 | $3,255.80 | 30106-2404 | Support social emotional health of our student population. Support strategies that reduce | There is still high for additional SEL support | The position remained vacant due to the staffing shortage and contract regulations. | We want to implement this stratigy with fidelity. |

| | | | | chronic absenteeism and suspensions. | | | |
|---|---|---|---|---|---|---|---|

## Goal 2 - English Language Arts

| Professional Learning Community/Professional Development |
|---|

**\*Strategy/Activity - Description**

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

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

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. |
|---|---|---|---|---|---|---|---|
| Software License | | $2,000.00 | 30100-5841 | Provided extended learning and capitalize on skills acquired during online learning | This is a strong supplement to the instructional program | Varies by classroom how much additional liscences | We will not continue to fund this for the 22-23 school year. With increase funding |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | we have the opportintunity to fund intervention support to prodie extended learning opportunities. |
| Interprogram Svcs/VAPA | | $9,710.00 | 30100-5738 | Allow time for grade level teams to collaboratively plan and monitor student data. | During the weeks we had VAPA the collaboration time was valuable for teams. Between Professional Learning Communities and Data monitoring grade levels were able to calibrate, analyze and plan next steps. | Staffing issues cause the amount of days to be modified. | Not knowing the staffing situation of the next school year, we will continue with the VAPA Arts for Education Program, but we will fund 8 session for the year rather than 19. |
| Supplies | | $7,946.00 | 30100-4301 | Support closing the achievement gap in ELA and Math; English Learners; Students with Disabilities; Graduation | An investment in early literacy big books for primary classrooms and the guided reading room. | | This funding was available due to the changes in VAPA, we will utilize this funding in new ways to support closing the achievement gap. |
| Interprogram Svcs/VAPA | | $22,536.00 | 30106-5738 | Allow time for grade level teams to collaboratively plan and monitor student data. | During the weeks we had VAPA the collaboration time was valuable for teams. Between | Staffing issues cause the amount of days to be modified. | Not knowing the staffing situation of the next school year, we will continue with the |

| | | | | | Professional Learning Communities and Data monitoring grade levels were able to calibrate, analyze and plan next steps. | | VAPA Arts for Education Program, but we will fund 8 session for the year rather than 19. |
|---|---|---|---|---|---|---|---|

## Goal 3 - Mathematics

### Professional Learning Communities/Professional Development

**\*Strategy/Activity - Description**

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

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

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. |
|---|---|---|---|---|---|---|---|
| Classroom Teacher Hrly | | $3,833.92 | 30100-1157 | Support closing the achievement gap in Math; English Learners; Students with | Additional funding for day PLCs to deepen the VAPA PLC work | The vision of full day release time was not able to come to fruition | Until staffing stabilizes we will look for strategies that will be more reliable. |

| | | | | Disabilities; Graduation | | due to the context of the school year. | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

## Goal 7 - Family Engagement

| Parent Support |
|:---:|

**\*Strategy/Activity - Description**

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

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

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

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 | | $737.00 | 30103-4301 | Support closing the achievement gap and increase parent engagement. | We were able to create some events like Military Appreciation and | The health and safety guidelines forced us to get creative and change how we | We imagine we will continue to reopen for vistors in the coming year |

| | | | | | end of the year awards that allowed for family engagement. | hosted experiences. | |
|---|---|---|---|---|---|---|---|
| Interprogram Svcs/Duplicating | | $400.00 | 30103-5721 | Support closing the achievement gap and increase parent engagement. | Flyers and resources that can bridge the school home connection remain very valuable | | Funding for visual/hard copies of resources will continue to be one way we bridge the home school partnership. |

## Goal 8- Graduation/Promotion Rate

### Professional LEarning Communities/Professional Development

**\*Strategy/Activity - Description**

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

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

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

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. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Guidance Asst - | -- | -- | 30100-2404 | Support the counseling program through social emotional lessons that help students connect to teachers, peers, and school. | There is still high for additional SEL support | The position remained vacant due to the staffing shortage and contract regulations. | We want to implement this stratigy with fidelity. |
|---|---|---|---|---|---|---|---|
| Interprogram Svcs/VAPA | -- | -- | 30100-5738 | Supports grade level collaborative planning and student data monitoring. | During the weeks we had VAPA the collaboration time was valuable for teams. Between Professional Learning Communities and Data monitoring grade levels were able to calibrate, analyze and plan next steps. | Staffing issues cause the amount of days to be modified. | Not knowing the staffing situation of the next school year, we will continue with the VAPA Arts for Education Program, but we will fund 8 session for the year rather than 19. |

## Goal 6 - Supporting Black Youth

| Equity Team |
|---|

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

| *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. |
|---|---|---|---|---|---|---|---|
| Guidance Asst - | -- | -- | 30100-2404 | Support social emotional health of all students and | There is still high for additional SEL support | The position remained vacant due to the staffing | We want to implement this |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | also monitor subgroups to ensure equity. | | shortage and contract regulations. | stratigy with fidelity. |
| Interprogram Svcs/VAPA | -- | -- | 30100-5738 | Creates collaborative planning time for grade level teams to design experiences that are revenant and based on student data. | During the weeks we had VAPA the collaboration time was valuable for teams. Between Professional Learning Communities and Data monitoring grade levels were able to calibrate, analyze and plan next steps. | Staffing issues cause the amount of days to be modified. | Not knowing the staffing situation of the next school year, we will continue with the VAPA Arts for Education Program, but we will fund 8 session for the year rather than 19. |

| What are my leadership strategies in service of the goals? |
|---|

Monitoring student learning and providing support will be a key leadership goal.

1. Monitoring is a driver of equitable results focused on all students achieving at high levels with the appropriate support.
2. As a site we will continue to develop a comprehensive assessment system that leads six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
3. We will use common formative and summative assessment data to lead PLCs in designing effective lessons and targeted interventions based on student needs.
4. We will ensure that reteach and reassessment opportunities are provided to students.
5. We will ensure the implementation of multi-tiered supports that match student needs.