THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JONAS SALK ELEMENTARY SCHOOL

2016-17

CDS Code: 37-68338-0132316

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

Principal: Hardson, Deidre
Contact Person: Hardson, Deidre
Position: Principal
Telephone Number: 858/935-2100
Address: 7825 Flanders Drive, Jonas Salk Elementary, San Diego, CA, 92126,
E-mail Address: dhardson@sandi.net

The following items are included:
☑ Recommendations and Assurances
☐ Data Reports
☐ SPSA Assessment and Evaluation Summary
☐ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☐ Home/School Compact

Board Approval: (Date to be inserted by Financial Planning, Monitoring and Accountability Department)

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.
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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Jonas Salk Elementary is a new school that opened in September 2015. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. The contents of this SPSA include the 2016-17 SSC approved budget.

SCHOOL VISION AND REALITY
Jonas Salk Elementary is a traditional school with a current enrollment of just over 530 students. Our school is an ideal setting in which to experience the values of people of different ethnic backgrounds and to practice essential human relations strategies. Our students will be prepared to become contributing members in the larger multi-cultural society because they will understand and appreciate the beauty in others. In our school community, all stakeholders are teachers and learners. We believe that creating successful students requires the best efforts of everyone on the team. Each learner is encouraged to achieve academic and social success, enjoy learning, celebrate diversity, develop analytical skills, and model exemplary behavior. We empower our learners to be responsible for their own inquiry and to “dare to make dreams into reality”. Our learners are active participants in their academic development and every individual has a responsibility not just to perform a task, but to do it to the best of their ability. We are committed to character building and embrace character education as an integral part of our curriculum. In order for learners to excel, they require an environment that encourages them to take risks. All members of the Jonas Salk Elementary School community work together to create a nurturing environment so that learners can take risks without anxiety, can think critically, and are encouraged to ask questions about their learning and their world. Our Mission at Jonas Salk Elementary is to ensure that every student embraces learning to reach his or her potential in a safe, orderly, and nurturing environment.

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

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3: 1:24
Grades K-3 with CSR: 1:22
Grade 4-5: 1:32.13
## NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-592</td>
<td>1 day per week</td>
</tr>
<tr>
<td>593-1,185</td>
<td>2 days per week</td>
</tr>
<tr>
<td>1,186-1,774</td>
<td>3 days per week</td>
</tr>
</tbody>
</table>

## COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days</th>
<th>Position Equivalent FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-493</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>494-726</td>
<td>1.5</td>
<td>.3 (during the 2015-16 school year, Jonas Salk received .2 counseling days)</td>
</tr>
<tr>
<td>727-960</td>
<td>2.0</td>
<td>.4</td>
</tr>
<tr>
<td>961-1,195</td>
<td>2.5</td>
<td>.5</td>
</tr>
<tr>
<td>1,196-1,429</td>
<td>3.0</td>
<td>.6</td>
</tr>
</tbody>
</table>

## HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-374</td>
<td>1</td>
</tr>
<tr>
<td>375-1511</td>
<td>2</td>
</tr>
<tr>
<td>1512-2267</td>
<td>3</td>
</tr>
</tbody>
</table>

## PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in..."
their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**SPSA Alignment to the LEA Plan**
SDUSD’s LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

**Process for Modifying the SPSA and Conclusions**
Salk opened in September 2016. The bulk of the students articulating to Salk came from Mason ES and Hickman Elementary. With that being said, the Salk principal, in collaboration with the Mason and Hickman Principals, the current Salk team and the SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets at their former schools. This data served as the starting point and paired with the data from this year we were able to create the SMART goals and determine the major strategies and action steps to set forth in the plan. Actions and expenditures were outlined, discussed and adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were surveyed/consulted during the SPSA development process as documented on the Recommendations and Assurances page.
### SCHOOL SITE COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meagan Barnett (4th, 5th Teacher)</td>
<td>SSC Chairperson, teacher 2015-17</td>
</tr>
<tr>
<td>Della Causee, ESA</td>
<td>Other Rep.-Classified 2015-17</td>
</tr>
<tr>
<td>Cayley Rice</td>
<td>Parent, 2015-17</td>
</tr>
<tr>
<td>Jessica Krager</td>
<td>Parent, 2015-17</td>
</tr>
<tr>
<td>Sonia Minassian</td>
<td>SSC Secretary, Parent, 2015-17</td>
</tr>
<tr>
<td>Marvin Cox</td>
<td>DAC Rep, Parent 2015-16</td>
</tr>
<tr>
<td>Yvette Murillo</td>
<td>Parent, 2015-17</td>
</tr>
<tr>
<td>NarAn Clair</td>
<td>Parent, 2015-16</td>
</tr>
<tr>
<td>Deidre Hardson</td>
<td>Salk Principal- ex officio member</td>
</tr>
<tr>
<td>Clarissa Villena, K Teacher</td>
<td>Teacher- 2015-17</td>
</tr>
<tr>
<td>Erica Tse, 1st Teacher</td>
<td>Teacher- 2015-16</td>
</tr>
<tr>
<td>Don Wiech, 3rd teacher</td>
<td>Teacher 2015-16</td>
</tr>
</tbody>
</table>
## Single Plan for Student Achievement

### Area 1: English/Language Arts

**English/Language Arts SMART Goal:**
- By 06/30/2017, 80% of Jonas Salk Elementary Students will meet Common Core grade level standards in English/Language Arts on site-developed/identified common formative assessments

**Closing the Gap SMART Goal:**
- By 06/30/2017, 80% of Jonas Salk Elementary Hispanic or Latino, Students will meet Common Core grade-level Standards in English/Language Arts on site-developed/identified common formative assessments
- By 06/30/2017, 80% of Jonas Salk Elementary Economically Disadvantaged will meet Common Core grade level Standards in English/Language Arts on site-developed/identified common formative assessments
- By 06/30/2017, 80% of Jonas Salk Elementary English Learner, Students will meet Common Core grade level Standards in English/Language Arts on site-developed/identified common formative assessments
- By 06/30/2017, 80% of Jonas Salk Elementary Black or African American, Students will meet Common Core grade level Standards in English/Language Arts on site-developed/identified common formative assessments

### What Data Did You Use To Form These Goals?

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [ ] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [ ] SBAC
- [ ] DRA2

### Other Assessments (Please Specify):
- Progress and Growth Monitoring:
  Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
  Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

### Title 1 Arts Grant (Award Sites ONLY):
Area 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2017, 80 % of Jonas Salk Elementary Students will meet Common Core grade-level Standards in Mathematics on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
* By 06/30/2017, 80 % of Jonas Salk Elementary Hispanic or Latino, Students will meet Common Core grade-level Standards in Mathematics on site-developed/identified common formative assessments
* By 06/30/2017, 80 % of Jonas Salk Elementary Economically Disadvantaged will meet Common Core grade level Standards in Mathematics on site-developed/identified common formative assessments
* By 06/30/2017, 80 % of Jonas Salk Elementary English Learner, Students will meet Common Core grade level Standards in Mathematics on site-developed/identified common formative assessments
* By 06/30/2017, 80 % of Jonas Salk Elementary Black or African American, Students will meet Common Core grade level Standards in Mathematics on site-developed/identified common formative assessments

What data did you use to form these goals?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2

Other Assessments (Please Specify):
Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

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

Title 1 Arts Grant (Award Sites ONLY):
### Area 3: English Learner

**English Learner SMART Goal:**

* By 06/30/2017, 80% of Jonas Salk Elementary English Learner Students will have met their yearly English Language growth in California English Language Development Test

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [ ] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [ ] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD’s learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

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

**Title 1 Arts Grant (Award Sites ONLY):**
## Area 4: Graduation/Promotion Rate

### Graduation Rate SMART Goal:
* By 06/30/2017, 97% of Jonas Salk Elementary Students will achieve a "above average" (no more than 4 absences) Attendance

### Closing the Gap SMART Goal:

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [ ] API
- [ ] AYP
- [ ] CAHSEE
- [ ] CELDT
- [ ] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [ ] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**
Daily attendance records and average monthly attendance records provided by the Pupil Attendance Department

**Progress and Growth Monitoring:**
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal.

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

**Title 1 Arts Grant (Award Sites ONLY):**

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SPSA Template Revised 4/27/2016
### Area 5: Parent Involvement and Community Engagement

**Parent Involvement and Community Engagement SMART Goal:**

* By 06/30/2017, 100% of Jonas Salk Elementary Parents/Guardians will support student achievement by attending at least 3 school activities as measured by teacher records Attendance

**Targeted Population:**

Parents of Spanish Speaking English Learners are least represented at school events.

By June 2017, a minimum of 100% of parents will participate in at least three (3) school events to support their child’s learning in activities such as parent conferences, Family Literacy, Math/Science nights, Family Fridays, ELAC/SSC or SGT, parent trainings, CBET classes and Parent Institute as documented by sign in sheets.

**What data did you use to form these goals?**

As indicated by sign in sheets, approximately 98% of parents participated in at least three (3) school sponsored events.

**Progress and Growth Monitoring:**

**Title 1 Arts Grant (Award Sites ONLY):**
## BUDGET: Resources Aligned to Area Goals

### Core Program:
Universal Access to Strong Core Instructional Program (Tier 1)
- All teachers will use the Lucy Calkins Units of Study in English Language Arts to support California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Teachers will provide balanced literacy instruction including daily guided reading.

Blended learning approaches will be used to re-teach or front-load as needed
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema when funds are available.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen instruction

### Strategic Support (Tier 2)
- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in core subjects
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Jonas Salk Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Counselor and support mentors will provide monthly check in with at risk students and families.
- Support by available support staff and team to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### 1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):

- Teachers use Lucy Calkins as one resource to unfold Common Core Standards to guide their instruction for Language Arts.
- Teachers use math concepts as a resource to support their use of the Common Core Standards to guide their instruction.
- Grade level team planning is used to build capacity and analyze student needs.
- Teacher are supplementing and using technology to address the variability of learners as needed.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Nonclsm PARAS Hrly</td>
<td>-</td>
<td>$3,000.00</td>
<td>0200-30100-00-2955-2490-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, 05, LCFF 1</td>
<td>Para support for English learners and push in support as needed</td>
</tr>
<tr>
<td>Classroom Teacher Hrly</td>
<td>-</td>
<td>$3,000.00</td>
<td>0200-30100-00-1157-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, LCFF 1</td>
<td>Tutoring and after school support for students in Math and ELA.</td>
</tr>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$2,758.70</td>
<td>0200-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, LCFF 1, LCFF 2</td>
<td>Supplemental intervention supports and materials for students.</td>
</tr>
<tr>
<td>Classroom Teacher Hrly</td>
<td>-</td>
<td>$3,000.00</td>
<td>0200-30100-00-1157-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, LCFF 1</td>
<td>Instructional support for English Learners.</td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?:** Teachers are meeting in grade levels during collaboration time to discuss and analyze data. Teachers are LASW and grade-level performance tasks.

### 2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):

We have a focus on building language and ensuring we are planning for collaborative conversations throughout the day. The school has implemented...

SPSA Template Revised 4/27/2016  13
accommodations and modifications for students with disabilities as outlined in each child’s IEP.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
</table>

How will you monitor these strategies/activities?: Teachers are meeting at grade level to discuss and analyze data. Teachers are LASW and grade-level performance tasks

3. **Strategies to meet ELA/Math/ELD goals (Professional Development)** (7/1/2016 - 6/30/2017):

We believe that additional time needs to be invested since sharing effective instructional practices that will increase proficiency. We also wish to increase our knowledge of effective vocabulary instruction and strategies for English Learners. There is substantial facilitation and use of meeting time however collaboration is dependent upon all participants and adhering to schedule. Teachers fully use common planning time or release days to plan lesson pacing and assessments. We have established grade level and school wide non-negotiables/expectations in September for instruction, support for Focus students, classroom environment and a continuum of expectations for grade level PLC meetings. We will continue to collaborate to support the variability of learners in our school.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
</table>

How will you monitor these strategies/activities?: Principal will participate in meetings to facilitate learning. Teachers are meeting at grade level to discuss and analyze data. Teachers are LASW and grade-level performance tasks

4. **Strategies to meet graduation/promotion rates (Social/Emotional Supports)** (7/1/2016 - 6/30/2017):

We will continue to reach out to parents to share the importance of coming to school every day, on time. We will also recognize classes and students for positive attendance.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
</table>

How will you monitor these strategies/activities?: School attendance percentages provided by pupil attendance.

5. **Strategies to meet parent engagement goals** (7/1/2016 - 6/30/2017):

We will continue to reach out to parents for support and engagement. We will continue to seek translation support to parents who speak languages other than English. We have parent meeting once a month with the Principal. We have an SSC, Governance, and PTA where parents can be informed and involved in decision making. Mira Mesa Cluster will continue to work as a team to keep our families and parents informed through parent nights. We have partners with community businesses for support.
### Proposed Expenditures

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$1,190.00</td>
<td>0200-30103-00-4301-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>05</td>
<td>Parent involvement is essential to student achievement. These funds will be used to engage parents in school in-services, meetings and provide communication tools to keep parents informed.</td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?:** Parent and family attendance and sign in sheets.
## Local Control Funding Formula Goals

**Goal 1: Intervention Supports**  
Student learning is analyzed in real time, resulting in a plan that responds to identified needs; the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

<table>
<thead>
<tr>
<th>Intervention Support Goal:</th>
<th>Reduction of class size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Need:</td>
<td>There are students at each grade level not meeting grade level standards. These students would benefit from class size reduction.</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Students TK-5, not meeting grade level standards.</td>
</tr>
<tr>
<td>Monitoring:</td>
<td>Monthly Fountas and Pinnel reading levels, DRA scores and results of site-developed assessments.</td>
</tr>
<tr>
<td>Personnel Responsible:</td>
<td>Teachers, Principal, ILT</td>
</tr>
</tbody>
</table>

**Goal 2: Classroom Supports**  
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

<table>
<thead>
<tr>
<th>Classroom Support Goal:</th>
<th>Units of Study in Writing by Lucy Calkins materials and online supports will be provided to enhance student achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Need:</td>
<td>Professional development to support writing instruction that are common core aligned by Lucy Calkins.</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Students in TK-5 classrooms</td>
</tr>
<tr>
<td>Monitoring:</td>
<td>Data collection, writing pieces, assessments, planning notes</td>
</tr>
<tr>
<td>Personnel Responsible:</td>
<td>Teachers and administrator</td>
</tr>
</tbody>
</table>

**Goal 3: Professional Development**  
Professional learning is a response to student and adult need—according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

| Professional Development Goal: | Professional Development within the PLC collaborative model. Provide time to strengthen teacher's knowledge around writing standards and Units of Study. Provide time for teachers to analyze student work and design lessons with a strong focus to ensure student learning in all content areas. |
Identified Need:
To strengthen teacher's knowledge in designing lessons to address the instructional shifts in common core across the curriculum through writing.

Target Group:
All students and teachers in TK-5th Grade

Monitoring:
Monitoring of progress is conducted through the PLCs notes and agendas. Scheduled collaboratives will have agendas, evidence of planning in classrooms and participation with the principal (when practical/possible).

Personnel Responsible:
Teacher and administrator

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

**LCFF Intervention Supports**
Please provide a DETAILED description of the activity or strategy and the targeted students.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Attendance Asst,</td>
<td>0.5000</td>
<td>$14,381.00</td>
<td>0200-09806-00-2404-2700-0000-01000-0000</td>
<td>LCFF S/C Positions</td>
<td>LCFF 1</td>
<td>Student attendance is critical to student achievement. The Attendance Asst. will monitor attendance, contact parents, promote incentives for positive attendance.</td>
</tr>
<tr>
<td>Position Elem Prep Teacher/Pe,</td>
<td>0.3000</td>
<td>$23,520.60</td>
<td>0200-09806-00-1118-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>01, 02, 03, LCFF 3</td>
<td>Teacher professional development makes the greatest impact on student achievement. A collaborative learning environment allows teachers to learn and support one another. The PE teacher works with students while teachers collaborate in Math and ELA as well as improve their implementation of ELD structures.</td>
</tr>
<tr>
<td>Position Regular Teacher,</td>
<td>1.0000</td>
<td>$78,121.00</td>
<td>0200-09806-00-1107-1000-1110-01000-0000</td>
<td>LCFF S/C Positions</td>
<td>LCFF 1, LCFF 2</td>
<td>* Class size reduction teachers provide smaller learning environments which allow for additional opportunities for targeted instruction.</td>
</tr>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$11,043.21</td>
<td>0200-09806-00-4301-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 1, LCFF 2</td>
<td>These funds will be used to purchase our LMS for Blended Learning, as well as provide instructional supports for our students.</td>
</tr>
</tbody>
</table>
APPENDICES

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

A. Data Reports
B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
C. Home/School Compact
D. Categorical Budget Allocations Summary Grid
E. 2016-17 SPSA Assessment and Evaluation
F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
G. WASC Recommendations (WASC Schools Only)
APPENDIX A

DATA REPORTS
APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
Listed below are some of the parent involvement activities at Jonas Salk Elementary:

- **Coffee with the Principal**—Once a month parents are welcome to sit and have coffee with the Principal. During this time, the Principal updates parents on any activities that will be occurring during the next month, presents the school budget, instructional plan, and various other topics related to student instruction. Parents are welcome to ask questions which relate to the school as a whole. Check calendar for dates and times.

- **Publishing Parties** are held during the course of the year, throughout the various grade-levels. Parents are invited to come to their children’s classrooms to see first-hand what their children are learning in school in language arts and in writing development. Teachers and children’s work inform parents how their children are developing as writers. Parents may visibly and directly affect their children’s success and their learning by coming in to the classrooms to support their efforts. Furthermore, parents can follow-up on some of the writing strategies used in the classroom to assist their children at home. Publishing Parties provide parents with the awareness of techniques and strategies, which they may utilize to improve their children’s academic success and to assist their children in learning at home.

- **STEAM Night/Family Math / Family Science Night /Math Parent Night and Literacy Workshops**. Family Workshops have been scheduled for the school year. The purpose is to provide parents with information to support them in working at home with their children.

- **Kindergarten Family Orientation (Fall of each year)** Following kindergarten registration, new parents are invited to attend a Kindergarten Family Orientation. Parents will be informed by the teachers on how to prepare their children for Kindergarten, of the Kindergarten Standards and expectations, and how they can help their children to prepare for school in the fall. Classroom tours will be offered in order for parents to get an idea of what a kindergarten classroom looks like, it’s setting and composition.

- **Other Events:**
  - Back to School Night, Open House, Parent Conferences
  - **PTA:** Movie Night and other community building activities.
  - **EAR:** Everyone A Reader Volunteer Program
  - Annual Sleep Over and Game night

(Approved by SSC: )
APPENDIX C

HOME/SCHOOL COMPACT
HOME - SCHOOL COMPACT

Jonas Salk Elementary and the parents of the students participating in activities, services, and programs funded by SDUSD, agree that this compact outlines how the parents, staff, and the students will share responsibility for improved student academic achievement. This compact also outlines the means by which the staff and parents will build and develop a partnership which will help children achieve California’s high standards.

This Home-School Compact is in effect during the 2016-2017 school year.

STUDENT COMMITMENTS
Academic:
1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignment to the best of my ability, and get help when I need it.
Citizenship:
3. I will follow school rules and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements (“put-downs”).
7. I will respect the property of the school, community, and others.
Home:
8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.

TEACHER COMMITMENTS
Teaching and Learning:
1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning.
5. I will advocate for my students’ non-academic needs.
School:
6. I will help to create a welcoming environment for students, families, and community members.
7. I will provide opportunities for parents to volunteers, observe, and/or participate in classroom activities.
Home:
8. I will communicate with parents through frequent reports on their child’s progress, and will notify parents of any concerns or problems in a timely manner.
9. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.
10. I will suggest ways that parents can support their child’s learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS
School Support:
1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child’s progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.
School Communications and Involvement:
7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be available to teachers and will return teacher calls in a timely manner.
Home Learning:
10. I will provide a regular time, place, and supervision for homework completion.
11. I will read to my child or ensure that my child reads daily just for pleasure.
12. I will limit my child’s access to non-educational media and encourage healthy physical activity.

Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district academic and citizenship standards.

School Administrator: Deidre Hardson, Principal Date (Approved by SSC: August 29, 2016)

Parent: Date
Student: Date
APPENDIX D

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
San Diego Unified School District  
Site: 0368 San Diego SCPA  
As of Date 05-04-2016  

Extended Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>30100 Title I Basic Program</th>
<th>30103 Title I Parent Involvement</th>
<th>30106 Title I Supplmnt Prog Imprvmnt</th>
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<tr>
<td></td>
<td>FTE</td>
<td>TOTAL</td>
<td>FTE</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>127,873.00</td>
<td>4,655.00</td>
<td>20,218.00</td>
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<td></td>
<td>129,043.81</td>
<td>4,655.00</td>
<td>20,218.00</td>
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<td>0.00</td>
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<tr>
<td>Certificated Salaries / Monthly</td>
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<tr>
<td>2000 Regular Teacher</td>
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<td>56,872.09</td>
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<tr>
<td>Classified Salaries / Monthly</td>
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<td>6703 Network Sys Techn</td>
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<td>-</td>
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<tr>
<td>1170 Prof&amp;Curriclm DevHrlyClsrmTchr</td>
<td>1,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1192 Prof&amp;Curriclm Dev Vist Tchr</td>
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<tr>
<td>Classified Salaries</td>
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<td>2451 Clerical OTBS Hrly</td>
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<td>Employee Benefits</td>
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<td>Books and Supplies</td>
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<tr>
<td>4301 Supplies</td>
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<td>103.17</td>
</tr>
<tr>
<td>4304 Inservice supplies</td>
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<td>Services and Other Operating</td>
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<td>2,760.00</td>
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<td>5207 Travel Conference</td>
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<td>5733 Interprogram Svcs/Paper</td>
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<td>5920 Postage Expense</td>
<td>1,000.00</td>
<td>600.00</td>
<td>-</td>
</tr>
</tbody>
</table>
APPENDIX E

2016-17 SPSA ASSESSMENT AND EVALUATION
### ANALYSIS OF SCORES - FOCUS AREA

<table>
<thead>
<tr>
<th>NOTES/ACTION/DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH EXPECTATIONS</strong></td>
</tr>
<tr>
<td>We have fully implemented school-wide clearly articulated, measureable goals - SMART GOALS for improvement in student achievement and narrowing the GAPS in student achievement. Our SMART GOALS are a regular feature of our meeting agendas and data analysis. <strong>For the 2016-17 school year we will place greater emphasis on setting grade level and classroom SMART GOALS.</strong></td>
</tr>
<tr>
<td>. Grade levels analyze student scores on benchmarks and plan according to student needs.</td>
</tr>
<tr>
<td>. Schedules in classroom to ensure all core curriculum is being met</td>
</tr>
<tr>
<td>. Non-negotiables discussed at Team meetings</td>
</tr>
<tr>
<td>. SMART Goals are organized and monitored by each grade level.</td>
</tr>
<tr>
<td>. Goals are in SPSA to narrow the gap.</td>
</tr>
<tr>
<td>. Teachers un-wrap Common Core Standards and create grade-level performance tasks.</td>
</tr>
</tbody>
</table>

| **STANDARDS-BASED CURRICULUM & INSTRUCTION** |
| All teachers have textbooks and supplemental materials to fully utilize the core instructional program in ELA and Mathematics. Teachers utilize pacing guides for each grade level in order for teachers to know when standards are expected to be addressed in what order. **For the 2016-17 school year we will fund tutoring time to support and provide interventions for focus students in ELA, ELD and Mathematics.** |
| . Teachers use Lucy Calkins as one resource to unfold Common Core Standards to guide their instructions for Language Arts |
| . Teachers use math concepts as a resource to support their use of the Common Core Standards to guide their instruction |
| . All teachers signed and verified they are completely equipped with all textbooks as needed for each child and each child has been issued a computer to support a blended learning infrastructure. |
| . Grade level team planning is used to build capacity and analyze student needs. |
| . Teachers are supplementing and using technology to address the variability of learners as needed |

| **USE OF DATA** |
| Teachers have fully implemented a comprehensive assessment system in ELA (reading and writing) and Math (including entry-level screening, diagnostic, benchmark, and summative assessment. We use the DRA to monitor reading level assessment, we use on demand writing to measure growth in student writing. **For the 2016-17 school year, the teachers, principal and SSC will substantially analyze and discuss data to make decisions regarding student placement, progress, effectiveness of instruction, and intervention.** |
| . Teachers are meeting at grade level to discuss and analyze data |
| . Teachers are LASW and grade-level performance tasks |

| **STRATEGIC SUPPORT** |
| Our staff is implementing interventions in ELA and Math for students who are over two years below grade level. **For the 2016-17 school year, we will maintain additional small group math support, consistency in 30 minutes of FELD per day and additional guided reading by our teachers.** There may be a need to have common grade level or cross grade level FELD times to more effectively deliver FELD. The school has implemented accommodations and modifications for students with disabilities as outlined in each child’s IEP. |

| **PROFESSIONAL LEARNING** |
| Our school and district have substantially provided instructional assistance and support to teachers in ELA and math (current: SBRC, online resources, FELD, literacy and math support training) The school has fully provided support to teachers regarding the core curriculum to deepen their knowledge about content and the delivery of instruction. **For the 2016-17 school year, we will increase collaboration through our PLC structures by maintaining teacher collaboration in the school day and by adding 1-2 Thursday afternoons.** We believe that additional time needs to be invested since sharing effective instructional practices that will increase proficiency. We also wish to increase our knowledge of effective vocabulary instruction and strategies for English Learners. There is substantial facilitation and use of meeting time however collaboration is dependent upon all participants and adhering to schedule. Teachers fully use common planning time or release days to plan lesson pacing and assessments. We have established grade level and school wide non-negotiables/expectations in September for instruction, support for Focus students, classroom environment and a continuum of expectations for grade level PLC meetings. We will continue to collaborate and used a blended approach to support the variability of learners in our school. |