Jamul-Dulzura Union School District

2022/23 Single Plan for Student Achievement

Jamul Elementary School Grades TK-5
14567 Lyons Valley Road
Jamul, CA 91935
619 669-7850

The Single Plan for Student Achievement

School: Jamul Elementary

District: Jamul-Dulzura Union School District

County-District School (CDS) Code:
Jamul Elementary 3768155

Principal: Yesenia Robinson

Date of this revision: January 23, 2023

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Yesenia Robinson

Position: Principal

Telephone Number: 619-669-7850

Address: Jamul Dulzura District Office
14581 Lyons Valley Road
Jamul, CA 91935

E-mail Address: yrobinson@jdusd.org

The District Governing Board approved this revision of the SPSA on

APPROVED
FEB 15 2023
JAMUL-DULZURA USD

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

Form A: Planned Improvements in Student Performance

The School Site Council 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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: LCAP Goal 1 - Achievement - All students will achieve proficiency or better in English Language Arts, Mathematics, History -Social Studies including Civic Education, Science, Physical Education and Visual Performing Arts.

SCHOOL GOAL: By June 2023, each grade level will increase 5% in ELA and Math as measured by the Measures of Academic Progress (MAP) Assessment. For Science and HSS we will use benchmark exams. The CA Physical Fitness Test will only be collecting participation rates this school year.

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
LCAP MAP Fall 2022 Benchmark Exams Kinder goals were set based on current DRA scores.	2022/23 students MAP Data Fall 2022 Math • 1st Grade 15% Pro/Adv • 2nd Grade 24% Pro/Adv • 3rd Grade 19% Pro/Adv • 4th Grade 34% Pro/Adv • 5th Grade 20% Pro/Adv Reading – MAP Data Fall 2022 • 1st Grade 18% Pro/Adv • 2nd Grade 24% Pro/Adv • 3rd Grade 25% Pro/Adv • 4th Grade 30% Pro/Adv • 5th Grade 28% Pro/Adv Kindergarten Goal – DRA Scores • 50% of our students will be reading at a DRA level 3 or above	MAP Data (Summer 2023) Classroom Data Student scores on Benchmark Exams Summative Assessments Student Work/Assignments DRA Scores/Running Records

STRATEGY:

Action/Date	Person(s) Responsible	Tasks	Cost and Funding Source (Itemize for Each Source)
MAP Testing/ Jan/March/April 2023	Classroom Teachers Instructional Coach Principal Technology Dept.	Provide testing conditions and capacity Create schedule for MAP testing Ensure student testing Make-up testing opportunities	LCFF Base Grant ESSER Funds
Administer Benchmark Exams in Math and ELA April 2023	Classroom Teachers	Update/Create/Administer Benchmark Exams	LCFF Base Grant
Implement Houghton Mifflin Math Program	Teachers Special Ed. Teachers Principal	Integrate Common Core lessons and Common Core assessments Implement Imagine Learning Math (gr. 3-5) and Math Facts (gr. K-5)	Lottery & LCFF Base Grant Title 1 Schoolwide Program
Implementation of Writers' Workshop	Teachers	Teachers have learned research-based approaches and strategies in order to deliver and facilitate rigorous learning opportunities for students daily. This year teachers will continue their learning by working with an outside consultant to improve their craft. We will continue to improve student learning through lessons that meet their level of need but challenge their thinking and creativity at the same time.	Title I, Title III, General Fund, ESSER Funds
Student Monitoring	Teachers, Instructional Coach, Aides and Principal	Teachers will monitor student learning and identify students that are in need of additional academic support in content areas. Teachers will support students through small group instruction and participation in our school-wide deployment for ELA.	General Fund, ESSER Funds

LEA GOAL: LCAP Goal 2 - Broad Course of Study - Provide a well-balanced curriculum with a broad course of study that supports the development of reading, writing, and mathematical thinking proficiency, History Social Studies, Science, Visual Performing Arts and Career Technical Education
SCHOOL GOAL: Provide a well-balanced curriculum with a broad course of study that supports the development of reading, writing, and mathematical thinking proficiency.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
LCAP MAP Common Core State Standards Student results	There is a need to continue to implement daily small group support. There is a dire need to group students based on academic need and provide differentiated support. This continues to be a great need and a focus of our instructional program.	MAP Assessment, Before/After school Program Offerings, Classroom Observations, monitoring of Writing Program, school-wide deployment, small group instruction, and Imagine Math and Math Facts implementation. Primary students utilize Smarty Ants and Imagine Learning Reading.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement a school-wide deployment in ELA	Classroom Teachers, Support Staff, Instructional Coach, Principal	Implement a four day per week deployment for students based on their reading levels. Student progress will be tracked and supports implemented to accelerate and/or extend student learning in ELA.	General Funds, ESSR Funds
Schedule training and monitor implementation of the Writing Program (grades TK-5)	Principal	Continue supporting teachers in using the Lucy Calkins writing program. They continue to work with our writing consultant through Literacy Partners.	Title 1 School-wide Program LCFF Base Grant
Purchase and implement Math Facts (gr. K-5) Imagine Math (gr. 3-5)	Principal & District Leadership & Business Manager	Implement a math program to support math instruction and increase student performance at the school.	LCFF Base Grant
Set up cross visitations so that teachers can strengthen their instructional pedagogy	Principal & Teachers	Set up classroom visitations with de-briefs, provide professional readings and ongoing observation and support to improve instructional practice.	$250 per day Substitute teacher costs LCFF Base Grant
Common Core Standards Training in math & ELA/ELD.	Principal/Teachers	As needed	Title II & LCFF Supplemental Grant

LEA GOAL: LCAP Goal 6 - School Climate - Increase staff capacity to work with students experiencing academic, social/emotional and physical needs through training and implementation of research-based strategies and selected academic interventions with an emphasis on delivering the most appropriate and timely support to improve student outcomes, school climate, and student engagement.

SCHOOL GOAL: Learning Behaviors - Improve student learning through improved behavior, increased attendance and increased time on task as measured by office referrals, attendance rates and Summer MAP. (Goals will be prioritized, measurable, and focused on identified student learning needs.)

What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Office Referrals from Classrooms Discipline Logs Citizenship Grades Attendance Percentages	Discipline referrals must decrease so that students maximize learning time in the classrooms	Increased learning for all students measured by increased performance on MAP, benchmark exams, and report cards
	Poor attendance continues to be a major concern. We will continue to support students considered to be "chronic absentees"	Improvement in student attendance percentages by communicating with parents of students who are considered "truant" or on the "chronic absenteeism" list (more than 10% of the days enrolled in school).

STRATEGY:

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
Implementation of Leader In Me (an educational leadership program)	Classroom Teachers/ LIM Leadership Team/Principal	Ongoing	ESSER Funds
Teachers were provided Social Emotional Lessons to implement in classrooms	Teachers/Director of Student Support Services/ Psychologist/Principal	Ongoing	General Fund
Psychologist will work with teachers and students on Character Education Lessons	Psychologist/Teachers	Ongoing	General Fund

Continue to work on PBIS (Positive Behavioral Interventions and Support) strategies to ensure all students feel welcome and respected and are responsible for their actions on campus.	Psychologist/Teachers/ Students/Principal/Director of Student Support Services	Monthly	General Fund
Ensure updates of calendars for Parents on school web pages, to include parent education classes, when applicable.	Principal/Secretary/Tech Team	Peach Jar, District Website, Marquee, Connect Ed calls, Newsletters, Jamul Shopper	LCFF Base Grant, General Fund

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp

State Programs	Allocation
☐ **California School Age Families Education** Purpose: Assist expectant and parenting students to succeed in school	$
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE)** Purpose: Help educationally disadvantaged students succeed in the regular program	$
Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	$
Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	$
☐ **Professional Development Block Grant** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
☐ **Pupil Retention Block Grant** Purpose: Prevent students from dropping out of school	$
☐ **Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	$
☐ **School Safety and Violence Prevention Act** Purpose: Increase school safety	$
☐ **Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$
☐ **List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	$
Total amount of state categorical funds allocated to this school	$

Federal Programs		Allocation
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$TBD
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$TBD
☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$
☒	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$TBD
X	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$TBD
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$
☒	**Other federal funds** LCFF Base Grant	$TBD
☒	**Other federal funds** LCFF Supplemental Grant	$TBD
☒	**Other federal funds** Lottery	$TBD
	Other funds Donations	$
	Total amount of federal categorical funds allocated to this school	$
	Total amount of state and federal categorical funds allocated to this school	$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Yesenia Robinson	X	☐	☐	☐	☐
Chloe Baker	☐	X	☐	☐	☐
Kimberly Lopez	☐	☐	X	☐	☐
Laura Rockwood	☐	☐	☐	X	☐
Ramy Guirguis	☐	☐	☐	X	☐
Ryan Rud	☐	☐	☐	X	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	1	1	3	0

[1] *EC* Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ☐ State Compensatory Education Advisory Committee _____ Signature

   ☐ English Learner Advisory Committee _____ Signature

   ☐ Special Education Advisory Committee _____ Signature

   ☐ Gifted and Talented Education Advisory Committee _____ Signature

   ☐ District/School Liaison Team for schools in Program Improvement _____ Signature

   ☐ Compensatory Education Advisory Committee _____ Signature

   ☐ Departmental Advisory Committee (secondary) _____ Signature

   ☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: January 26, 2023.

Attested:

Yesenia Robinson	Yesenia Robinson	1/27/23
Typed name of School Principal	Signature of School Principal	Date
Laura Rockwood	Laura Rockwood	1/27/2023
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date