

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **IBARRA ELEMENTARY SCHOOL**

**2018-19**

37-68338-0108290  
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:** Sovereign, Susie

**Contact Person:** Sovereign, Susie

**Position:** Principal

**Telephone Number:** 619/641-5400

**Address:** 4877 Orange Ave, Ibarra Elementary, San Diego, CA, 92115,

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

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**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 City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: HERBERT IBARRA SLEM.

**DUE: May 15, 2018 (Year Round)**

SITE CONTACT PERSON: SUSIE J. SOVEREIGN

PHONE: 619-641-5400 FAX: 619-516-0355 E-MAIL ADDRESS: ssovereign@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

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 correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.


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

- |  |                               |
|--|-------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: 5/17/18 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____   |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____   |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: 5/22/18 |
| <input type="checkbox"/> 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 is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 5/4/18

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.

Susie J. Sovereign  
Type/Print Name of School Principal

  
Signature of School Principal

5/22/18  
Date

Kendal Friesen  
Type/Print Name of SSC Chairperson

  
Signature of SSC Chairperson

5/29/18  
Date

Monika Hazel  
Type/Print Name of Area Superintendent

  
Signature of Area Superintendent

6-5-18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

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.

All stakeholder groups were engaged in conversations (parents, staff, ELAC, SSC and SGT). This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

**Our common vision for teaching and learning holds that members of the Herbert Ibarra Learning Community are: thinkers, responsible, respectful, confident and healthy.**

Herbert Ibarra Elementary is a part of a very diverse, multi-cultural community. Many different languages are spoken by the children and families. We celebrate our differences and similarities at Ibarra. All adults and children on campus trust and respect each other. Students are at the center of all that we do and they are successful in many areas. We have an International Center at Ibarra that provides support to all of our students that are new to the country and need additional academic support.

**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
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.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

We have provided additional funding so that our Health Office is staffed every day. Our Nurse is present 2 days per week and our Health Technician is present 3 days per week.

**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.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

The Crawford Cluster is participating in a pilot program that provides for a full time counselor. We also fund a Guidance Assistant that works in the Counseling Center part time.

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

We have provided additional funding for a Health Technician so that our Health Office is staffed every day. Our Nurse is present 2 days per week and our Health Technician is present 3 days per week.

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**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?" 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, Site Governance Teams (SGT) 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**

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 growth targets. In order to achieve the goals and implement the major strategies and action steps set forth in the plan, actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Parents are informed and given opportunities to give input about LCFF funds at Chats throughout the year, participation in SSC and ELAC and at Crawford Cluster meetings.

Staff are updated and given opportunities to give input about LCFF funds at SGT, SSC and staff meetings.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Amina Abraham	Parent
Kendal Friesen	Teacher
Viraj Ward	Teacher
Brett Gysin	Teacher
Isaac Santillan	Other
Susie J. Sovereign	Principal
Ammar Kawkab	Parent
Daniel Nyamangah	Community Member
Rebecca Xayachack	Parent
Guadalupe Lopez	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 40% (approx. 34 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 56% (approx. 47 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: African American students

By June 2019, 30% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 30% (approx. 13 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 46% (approx. 23 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Economically Disadvantaged

By June 2019, 30% (approx. 22 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

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

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Developmental Reading Assessment

CELDT

SBAC

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze DRA, SBAC scores and formative assessment 3 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 55% (approx. 46 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 34 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 26% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 49% (approx. 22 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 16% (approx. 3 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 17 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 10% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 10% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Economically Disadvantaged

By June 2019, 49% (approx. 37 3rd graders) will meet or exceed standards in Math on the SBAC exam.

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

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Math unit assessments and other formative assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development and monitoring time is provided within the structure of Professional Learning Communities.

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

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 40% (approx. 22 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 65% (approx. 51 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Developmental Reading Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level to analyze end of unit assessments DRA/ARI 3 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100 % (approx. 450 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 225 families) will attend 2 workshops, parent meetings, school committee meetings (ELAC, PTA, SSC, SGT) or parent conferences to increase their understanding of the milestones necessary for meaningful graduation.

**Targeted Population:** Parents of newcomer students and students in grades 4 & 5 are least represented at school events.

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

Sign-in sheets at Parent Conferences, Open House, Awards Assemblies, Chats with the Principal, ELAC, SSC, Winter Festival, Family Fridays, etc.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will meet with parents to discuss progress and report cards at least two times per year. Student Study Team will meet to discuss students who are not making progress.

Information about meetings, etc. will be sent out via paper reminders, Remind App, and phone calls. Teachers and Administration will track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive Integrated and Designated ELD instruction and targeted 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 Inquiry 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and other resources to support student understanding.
- All English learners will be assessed using ELPAC.
- Counselor, nurse, guidance assistant and health tech will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health tech, 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.
- 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 literacy 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 literacy
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at risk student(s).
- 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 and support teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep a 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 SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

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### Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for teachers.
- Counselor and other staff will provide monthly check in with at risk students
- Support staff will 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) (7/1/2018 - 6/30/2019):**

Professional Development time allows teachers to plan together, look at student work and develop lessons that will meet all student's needs.

Instructional supplies support students' academic achievement in all areas. Field trips allow students to expand their experiences beyond the classroom.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.5000	\$44,469.00	\$62,796.21	0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support Professional Development, PLCs, assessment and instruction in classrooms.
Supplies		\$37,644.80	\$37,644.80	0150-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	books, materials and other instructional supports to maximize instruction

### **How will you monitor these strategies/activities?**

Classroom lessons are monitored regularly. Student work is monitored at grade level meetings, regular observations and ILT meetings.

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

In School Resource Teacher provides support to teachers to improve instruction to support all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$10,333.48	\$10,333.48	0150-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04	technological supports to provide additional time and practice for students

### **How will you monitor these strategies/activities?**

Classroom lessons are monitored regularly. Student work is monitored at grade level meetings, regular observations and ILT meetings.

### **3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

Professional Development time allows teachers to plan together, look at student work and develop lessons that will meet all student's needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$40,000.00	\$48,156.00	0150-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Release time for Professional Learning Communities

### **How will you monitor these strategies/activities?**

Classroom lessons are monitored regularly. Student work is monitored at grade level meetings, regular observations and ILT meetings.

## Ibarra Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Guidance Assistant provides emotional and social support to students to increase their academic achievement.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst -	0.5000	\$14,239.00	\$27,208.99	0150-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	supports students and families with access to school and community resources for overall well being

**How will you monitor these strategies/activities?**  
 Student Study Team meetings and attendance meetings are held regularly. Students who are struggling are provided support through our on-site Counseling services.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 Parents are a priority for us to increase their involvement in their students' education. Trainings will be held and materials are needed to support the learning of our parents and our students.  
 Translation will be provided to maximize parent understanding and participation.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$402.90	\$402.90	0150-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	paper for parent involvement activities
Supplies		\$500.00	\$500.00	0150-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	materials and light refreshments for parent workshops
In-service supplies		\$500.00	\$500.00	0150-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Books and materials for parent workshops and light refreshments
Classroom PARAS Hrly		\$500.00	\$642.05	0150-30103-00-2151-1000-1110-01000-0000	Title I Parent Involvement	05	Childcare for parent involvement activities
Other Nonclsrn PARAS Hrly		\$500.00	\$642.05	0150-30103-00-2955-1000-1110-01000-0000	Title I Parent Involvement	05	translation for parent meetings
Postage Expense		\$200.00	\$200.00	0150-30103-00-5920-1000-1110-01000-0000	Title I Parent Involvement	05	postage to aid in parent communication

**How will you monitor these strategies/activities?**  
 Documentation of parent involvement is maintained through sign in sheets.

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> 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?</p>
<p><b>Intervention Support Goal::</b> Teachers will provide tutoring to students before and after school to support them to meet grade level standards. Pull out/Push in support is provided to students during the school day to support student to meet grade level standards. Learning Upgrade and other supports provided to students to support them to meet grade level standards. Increased student attendance.</p> <p><b>Identified Need::</b> There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support and tutoring.</p> <p><b>Target Group::</b> Students not meeting grade level standards.</p> <p><b>Monitoring::</b> DRA scores, Benchmark assessment results and site developed assessments, attendance.</p> <p><b>Personnel Responsible::</b> Principal, classroom teachers, and support teachers</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> To increase access to grade level standards and improve learning, basic supplies are necessary. Teachers will participate in Grade Level Professional Learning Communities and Lesson Studies.</p> <p><b>Identified Need::</b> All students are in need of basic classroom supplies and support.</p> <p><b>Target Group::</b> All students are in need of basic classroom supplies and support for learning</p> <p><b>Monitoring::</b> DRA scores, Benchmark assessment results and site developed assessments</p> <p><b>Personnel Responsible::</b> Principal, classroom teachers and support teachers</p>



**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 opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

**Identified Need::**

Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

**Target Group::**

all students

**Monitoring::**

Monitoring of progress is conducted through the PLCs and regularly scheduled collaboratives. Additional monitoring is conducted through the evaluation and observation processes by the ILT and Administration.

**Personnel Responsible::**

Principal, ILT members, classroom teachers and support teachers.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.5000	\$44,469.00	\$62,796.21	0150-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	provide professional development, support through PLCs and small group academic support to students below grade level
Health Technician -	0.1000	\$3,411.80	\$6,585.20	0150-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 2	support students physical wellbeing and Health Office is staffed every day
Attendance Asst -	0.4000	\$11,477.60	\$14,771.11	0150-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	provide support for student attendance

## **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
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ibarra**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	254	26.4	255	28.6	234	38.0	11.6	9.4	258	24.0	258	25.6	248	35.1	11.1	9.5
Female	128	28.9	126	32.5	119	44.5	15.6	12.0	132	26.5	126	25.4	127	33.1	6.6	7.7
Male	126	23.8	129	24.8	115	31.3	7.5	6.5	126	21.4	132	25.8	121	37.2	15.8	11.4
African American	36	22.2	38	18.4	36	30.6	8.4	12.2	37	16.2	41	17.1	43	18.6	2.4	1.5
Asian	13	23.1	15	13.3	17	29.4	6.3	16.1	16	31.3	15	26.7	17	41.2	9.9	14.5
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	158	22.2	159	28.3	145	34.5	12.3	6.2	157	21.0	159	23.9	147	34.7	13.7	10.8
Indochinese	37	40.5	34	50.0	27	74.1	33.6	24.1	37	43.2	34	47.1	29	72.4	29.2	25.3
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
White	2	-	3	-	5	-	-	-	2	-	3	-	6	-	-	-
Multiracial	7	-	5	-	3	-	-	-	7	-	5	-	5	-	-	-
English Learner	156	14.1	117	12.0	89	16.9	2.8	4.9	158	15.8	120	13.3	103	19.4	3.6	6.1
English-Speaking	98	45.9	138	42.8	145	51.0	5.1	8.2	100	37.0	138	36.2	145	46.2	9.2	10.0
Reclassified†	63	47.6	73	58.9	101	58.4	10.8	-0.5	63	46.0	73	47.9	101	50.5	4.5	2.6
Initially Eng. Speaking	35	42.9	65	24.6	44	34.1	-8.8	9.5	37	21.6	65	23.1	44	36.4	14.8	13.3
Econ. Disadv.*	254	26.4	249	29.3	229	37.1	10.7	7.8	258	24.0	252	25.8	242	34.3	10.3	8.5
Non-Econ. Disadv.	0	-	0	-	5	-	-	-	0	-	6	-	6	-	-	-
Gifted	62	54.8	52	50.0	42	71.4	16.6	21.4	62	50.0	52	53.8	42	66.7	16.7	12.9
Not Gifted	192	17.2	203	23.2	192	30.7	13.5	7.5	196	15.8	206	18.4	206	28.6	12.8	10.2
With Disabilities	45	6.7	44	2.3	40	10.0	3.3	7.7	45	4.4	44	6.8	40	2.5	-1.9	-4.3
WO Disabilities	209	30.6	211	34.1	194	43.8	13.2	9.7	213	28.2	214	29.4	208	41.3	13.1	11.9
Homeless	15	6.7	18	16.7	24	20.8	14.1	4.1	15	20.0	18	11.1	25	20.0	0.0	8.9
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ibarra**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	95	33.7	83	27.7	75	30.7	-3.0	3.0	96	37.5	86	27.9	77	49.4	11.9	21.5
Female	57	33.3	40	27.5	30	40.0	6.7	12.5	58	37.9	40	25.0	31	51.6	13.7	26.6
Male	38	34.2	43	27.9	45	24.4	-9.8	-3.5	38	36.8	46	30.4	46	47.8	11.0	17.4
African American	12	8.3	12	25.0	11	18.2	9.9	-6.8	13	15.4	15	26.7	12	16.7	1.3	-10.0
Asian	5	-	5	-	7	-	-	-	6	-	5	-	7	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	59	30.5	54	24.1	50	32.0	1.5	7.9	58	34.5	54	25.9	50	56.0	21.5	30.1
Indochinese	15	66.7	7	-	6	-	-	-	15	66.7	7	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-
Multiracial	2	-	1	-	1	-	-	-	2	-	1	-	2	-	-	-
English Learner	69	23.2	56	12.5	42	19.0	-4.2	6.5	69	33.3	59	16.9	44	38.6	5.3	21.7
English-Speaking	26	61.5	27	59.3	33	45.5	-16.0	-13.8	27	48.1	27	51.9	33	63.6	15.5	11.7
Reclassified†	8	-	13	84.6	17	64.7	-	-19.9	8	-	13	76.9	17	82.4	-	5.5
Initially Eng. Speaking	18	44.4	14	35.7	16	25.0	-19.4	-10.7	19	26.3	14	28.6	16	43.8	17.5	15.2
Econ. Disadv.*	95	33.7	81	28.4	72	27.8	-5.9	-0.6	96	37.5	84	28.6	74	47.3	9.8	18.7
Non-Econ. Disadv.	0	-	0	-	3	-	-	-	0	-	6	-	3	-	-	-
Gifted	24	66.7	9	-	11	63.6	-3.1	-	24	70.8	9	-	11	81.8	11.0	-
Not Gifted	71	22.5	74	23.0	64	25.0	2.5	2.0	72	26.4	77	23.4	66	43.9	17.5	20.5
With Disabilities	15	13.3	44	2.3	40	10.0	-3.3	7.7	15	13.3	15	20.0	40	2.5	-10.8	-17.5
WO Disabilities	80	37.5	68	33.8	67	34.3	-3.2	0.5	81	42.0	71	29.6	69	55.1	13.1	25.5
Homeless	8	-	5	-	24	20.8	-	-	8	-	18	11.1	9	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ibarra**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	90	20.0	84	29.8	76	36.8	16.8	7.0	92	14.1	84	23.8	83	21.7	7.6	-2.1
Female	39	25.6	52	30.8	33	48.5	22.9	17.7	41	19.5	52	23.1	38	15.8	-3.7	-7.3
Male	51	15.7	32	28.1	43	27.9	12.2	-0.2	51	9.8	32	25.0	45	26.7	16.9	1.7
African American	15	26.7	13	0.0	13	38.5	11.8	38.5	15	20.0	13	0.0	17	11.8	-8.2	11.8
Asian	2	-	6	-	4	-	-	-	4	-	6	-	4	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	55	16.4	51	29.4	46	32.6	16.2	3.2	55	10.9	51	19.6	46	23.9	13.0	4.3
Indochinese	14	14.3	13	76.9	7	-	-	-	14	21.4	13	61.5	9	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	0	-	0	-	4	-	-	-	0	-	0	-	5	-	-	-
Multiracial	4	-	1	-	1	-	-	-	4	-	1	-	1	-	-	-
English Learner	60	10.0	44	15.9	35	14.3	4.3	-1.6	62	3.2	44	11.4	42	4.8	1.6	-6.6
English-Speaking	30	40.0	40	45.0	41	56.1	16.1	11.1	30	36.7	40	37.5	41	39.0	2.3	1.5
Reclassified†	18	44.4	23	65.2	27	59.3	14.9	-5.9	18	44.4	23	52.2	27	40.7	-3.7	-11.5
Initially Eng. Speaking	12	33.3	17	17.6	14	50.0	16.7	32.4	12	25.0	17	17.6	14	35.7	10.7	18.1
Econ. Disadv.*	90	20.0	84	29.8	74	36.5	16.5	6.7	92	14.1	84	23.8	81	21.0	6.9	-2.8
Non-Econ. Disadv.	0	-	0	-	2	-	-	-	0	-	6	-	2	-	-	-
Gifted	22	45.5	22	50.0	8	-	-	-	22	31.8	22	54.5	8	-	-	-
Not Gifted	68	11.8	62	22.6	68	33.8	22.0	11.2	70	8.6	62	12.9	75	17.3	8.7	4.4
With Disabilities	15	6.7	15	6.7	15	13.3	6.6	6.6	15	0.0	44	6.8	15	6.7	6.7	-0.1
WO Disabilities	75	22.7	69	34.8	61	42.6	19.9	7.8	77	16.9	69	29.0	68	25.0	8.1	-4.0
Homeless	6	-	9	-	4	-	-	-	6	-	18	11.1	25	20.0	-	8.9
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ibarra**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	69	24.6	88	28.4	83	45.8	21.2	17.4	70	18.6	88	25.0	88	35.2	16.6	10.2
Female	32	25.0	34	41.2	56	44.6	19.6	3.4	33	15.2	34	29.4	58	34.5	19.3	5.1
Male	37	24.3	54	20.4	27	48.1	23.8	27.7	37	21.6	54	22.2	30	36.7	15.1	14.5
African American	9	-	13	30.8	12	33.3	-	2.5	9	-	13	23.1	14	28.6	-	5.5
Asian	6	-	4	-	6	-	-	-	6	-	4	-	6	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	44	18.2	54	31.5	49	38.8	20.6	7.3	44	15.9	54	25.9	51	23.5	7.6	-2.4
Indochinese	8	-	14	21.4	14	85.7	-	64.3	8	-	14	28.6	14	85.7	-	57.1
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Multiracial	1	-	3	-	1	-	-	-	1	-	3	-	2	-	-	-
English Learner	27	0.0	17	0.0	12	16.7	16.7	16.7	27	0.0	17	5.9	17	5.9	5.9	0.0
English-Speaking	42	40.5	71	35.2	71	50.7	10.2	15.5	43	30.2	71	29.6	71	42.3	12.1	12.7
Reclassified†	37	37.8	37	45.9	57	56.1	18.3	10.2	37	35.1	37	35.1	57	45.6	10.5	10.5
Initially Eng. Speaking	5	-	34	23.5	14	28.6	-	5.1	6	-	34	23.5	14	28.6	-	5.1
Econ. Disadv.*	69	24.6	84	29.8	83	45.8	21.2	16.0	70	18.6	84	25.0	87	35.6	17.0	10.6
Non-Econ. Disadv.	0	-	0	-	5	-	-	-	0	-	4	-	6	-	-	-
Gifted	16	50.0	21	42.9	23	78.3	28.3	35.4	16	43.8	21	47.6	23	60.9	17.1	13.3
Not Gifted	53	17.0	67	23.9	60	33.3	16.3	9.4	54	11.1	67	17.9	65	26.2	15.1	8.3
With Disabilities	15	0.0	44	2.3	17	11.8	11.8	9.5	15	0.0	44	6.8	40	2.5	2.5	-4.3
WO Disabilities	54	31.5	74	33.8	66	54.5	23.0	20.7	55	23.6	74	29.7	71	43.7	20.1	14.0
Homeless	1	-	4	-	11	36.4	-	-	1	-	4	-	11	18.2	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	-	-	0	-	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 B**

**TITLE I PARENT INVOLVEMENT POLICY**





San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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**Herbert Ibarra Elementary**  
**TITLE I PARENT INVOLVEMENT POLICY**  
**FOR THE SCHOOL YEAR 2018-19**

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

Herbert Ibarra Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parents gave input at SSC and ELAC meetings as well as Chats with the Principal. We have distributed the policy to parents of Title 1 students. The policy is distributed and discussed at these meetings and sent home to all Title 1 students at the beginning of the school year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program:**

To involve parents in the Title I program at Herbert Ibarra Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The school involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review and improvement of the school's Title 1 programs and the Title 1 parent involvement policy. Parents give input at SSC and ELAC meetings as well as Chats with the Principal. These meetings (including ELAC, Family Fridays, Chats with the Principal, and other special events) will be scheduled by the school in a variety of language groups.
- The school provides parents of Title I students with timely information about Title I programs.
- The school provides parents of Title I 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. This information is shared at Back to School Night in September, Parent Conferences two times per year in November and March, and Ibarra Family Matters and Chats with the Principal throughout the year. Parents are encouraged to talk with teachers whenever they have questions or concerns.

**School-Parent Compact:**

Herbert Ibarra Elementary distributes to parents of Title I students a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Herbert Ibarra Elementary School involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review and improvement of the School-Parent Compact. Parents give input at SSC and ELAC meetings as well as Chats with the Principal. These meetings (including ELAC, Family Fridays, Chats with the Principal, and other special events) will be scheduled by the school in a variety of language groups. The School-Parent Compact is distributed and discussed at these meetings and sent home to all Title 1 students at the beginning of the school year.

### **Building Capacity for Involvement:**

Herbert Ibarra Elementary School engages Title I parents in meaningful interactions with the school. It 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 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This information is shared at Back to School Night in September, Parent Conferences two times per year in November and March, and Ibarra Family Matters and Chats with the Principal throughout the year. Other parent trainings and programs are offered when parents request them. Parents are encouraged to talk with teachers whenever they have questions or concerns.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This information is shared throughout the year during site or cluster meetings and professional development.
- The school coordinates and integrates the Title I 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. The Ibarra Family Health Center coordinates with the school to present information to parents and families. The School Nurse holds meetings with Health Center staff to support all families.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Information, meetings and conferences are scheduled by the school in a variety of language groups. Translation services are provided by the school and supported by the district.

### **Accessibility:**

Herbert Ibarra Elementary provides opportunities for the participation of all Title I 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.

**APPENDIX C**

**HOME/SCHOOL COMPACT**

## **SAN DIEGO UNIFIED SCHOOL DISTRICT HOME/SCHOOL COMPACT**

*Herbert Ibarra Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.*

*This Home/School Compact is in effect during the 2018-2019 school year.*

### **School Responsibilities**

**Herbert Ibarra Elementary School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

*Our staff is committed to providing students with a comprehensive education that balances instruction in literacy and mathematics. Throughout the year, our teachers spend many hours learning and planning for the educational success of their students. This work includes grade-level team planning, professional development, and cross-class visitations for literacy and mathematics.*

*We ensure that all students are provided effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards, should they need it. We utilize units of study that are aligned to state standards and provide the highest quality instruction. All teachers receive intensive training on all aspects of the reading process. They learn to set highly individualized reading goals and teach the students based on their academic needs. All students are required to participate fully in the reading and math programs, and they receive homework that supports our emphasis.*

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

*Parent teacher conferences are scheduled in both the Fall and the Spring.*

- 3. Provide parents with frequent reports on their child's progress.**

*Progress Reports are provided to parents three times per year. In addition, teachers provide individualized updates to parents on a daily/weekly basis regarding the status of homework completion, student achievement, and behavior.*

**4. Provide parents reasonable access to staff.**

*Parents are encouraged to communicate with their child's classroom teacher and/or any other staff member that they feel can help them address the learning, social, and emotional needs of their child. Examples of staff members they may wish to meet with (depending on the issue) are the Principal, Counselor, Nurse, Guidance Assistant, Resource Specialist, and/or Resource Teacher.*

*We ask that, whenever possible, parents make an appointment to meet with the classroom teacher or designated staff member to ensure that there is an adequate amount of time set aside to sufficiently address the needs/concerns of the parent and/or student.*

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

*All parents are encouraged to volunteer at the school. Office staff ensure that prospective volunteers are processed according to district procedures.*

*We encourage parents to coordinate with their child's teacher in order to determine the best time and activity to support the needs of students and staff within individual classrooms.*

**Parent Responsibilities**

**We, as parents, will support our child's learning by:**

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

**Student Responsibilities**

**We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.**

- *Do my homework every day and ask for help when I need it.*
- *Read (or be read to) for 15 to 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

Site: 0150 Ibarra Elementary	09800 LCFF		30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 94,486.00		\$ 175,806.00		\$ 2,887.00
<b>Certificated Salaries / Monthly</b>	<b>0.5</b>	<b>\$ 44,469.00</b>	<b>0.5</b>	<b>\$ 44,469.00</b>	<b>0</b>	<b>\$ -</b>
2040 Inschool Resource Tchr	0.5	\$ 44,469.00	0.5	\$ 44,469.00	0	\$ -
<b>Classified Salaries / Monthly</b>	<b>0.5</b>	<b>\$ 14,889.40</b>	<b>0.5</b>	<b>\$ 14,239.00</b>	<b>0</b>	<b>\$ -</b>
6410 Health Technician	0.1	\$ 3,411.80	0	\$ -	0	\$ -
6419 Attendance Asst	0.4	\$ 11,477.60	0	\$ -	0	\$ -
6425 Guidance Asst	0	\$ -	0.5	\$ 14,239.00	0	\$ -
<b>Certificated Salaries</b>		<b>\$ -</b>		<b>\$ 40,000.00</b>		<b>\$ -</b>
1192 Prof&Curriclm Dev Vist Tchr		\$ -		\$ 40,000.00		\$ -
<b>Classified Salaries</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ 1,000.00</b>
2151 Classroom PARAS Hrly		\$ -		\$ -		\$ 500.00
2955 Other Nonclsrn PARAS Hrly		\$ -		\$ -		\$ 500.00
<b>Employee Benefits</b>		<b>\$ 24,794.12</b>		<b>\$ 39,453.20</b>		<b>\$ 284.10</b>
<b>Books and Supplies</b>		<b>\$ -</b>		<b>\$ 37,644.80</b>		<b>\$ 1,000.00</b>
4301 Supplies		\$ -		\$ 37,644.80		\$ 500.00
4304 Inservice supplies		\$ -		\$ -		\$ 500.00
<b>Services and Other Operating</b>		<b>\$ 10,333.48</b>		<b>\$ -</b>		<b>\$ 602.90</b>
5733 Interprogram Svcs/Paper		\$ -		\$ -		\$ 402.90
5841 Software License		\$ 10,333.48		\$ -		\$ -
5920 Postage Expense		\$ -		\$ -		\$ 200.00

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**



## APPENDIX E SINGLE PLAN FOR STUDENT ACHIEVEMENT

### EVALUATION AND ASSESSMENT SURVEY SUMMARY

**School Name:** Herbert Ibarra Elementary

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Teachers regularly discuss instructional strategies to support students performing below grade level expectations during professional development, PLCs (Professional Learning Communities), Grade Level Planning, SST as well as other opportunities. Teachers have a yearlong plan mapping out what will be taught over the course of the year in all subject areas. These are based on the Common Core State Standards. Teachers use ongoing formative assessments throughout the instructional day to monitor student learning. Assessments include exit slips, hand signals and personal white boards, journals, etc.</p> <p>ST Math, RAZ kids and Learning Upgrade is being used but the level of use needs to be increased in some classrooms.</p>
CLOSING THE ACHIEVEMENT GAP	<p>Teachers and grade level teams have clear measureable goals they have developed for their students individually and collectively. Our students with disabilities receive appropriate accommodations and modifications. Ed Specialists and SEAs provide push in support and make sure that students have access to technology resources that can be provided.</p> <p>The Student Study Team meets regularly to discuss students' progress and provide supports where needed from the Resource Teacher, SAI Team and/or International Center teacher.</p> <p>Teachers continue to do their best to provide Integrated and Designated ELD for our English Learner Students. Refugee students also receive additional support through the International Center.</p>

PROFESSIONAL DEVELOPMENT	<p>The Crawford Cluster Elementary schools provide professional development on the Critical Concepts and Proficiency Scales.</p> <p>Professional texts will continue to be purchased for teachers. Teachers will attend district trainings as needed.</p> <p>PLCs have been planned throughout the year. The work continues to strengthen as we study what makes a high functioning PLC. Teachers are working together to identify learning targets, strategies to support student achievement, select data and student work that will be analyzed and determine what next steps are needed so all students can meet grade level standards.</p>
GRADUATION/PROMOTION	<p>On the 2016-17 CAASPP in ELA, 30% of third graders met or exceeded the achievement standard. In Mathematics, 49% of third graders met or exceeded the achievement standard. We will continue to target our third graders to ensure student progress.</p> <p>Teachers are focused on providing rigorous lessons that engage students and providing supports for all learners.</p>
PARENT ENGAGEMENT	<p>We have worked hard to continue to build our parent involvement at Ibarra. We have recently started a PTA! We are working on empowering our parents and meeting their needs to engage with the entire community. Our school website contains some information but this is an area that could be improved to inform parents and highlight the work we are doing.</p> <p>We have a high family participation rate for Open House, Parent-Teacher Conferences and any event that provides student performances or interaction. We continue to work on building our participation rate for our families of upper grade students and our refugee families.</p> <p>We provide translation as much as possible, but it can be a challenge for some languages that don't have translators.</p> <p>We have community partnerships with Project Impact and Douglas Young Counseling services, Refugee Tutoring, Ibarra Family Health Center, ProKids, VAPA and SAY's Primetime Program.</p>