

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **JUAREZ ELEMENTARY SCHOOL**

2018-19

37-68338-6039804
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: Oluwa, Skye

Contact Person: Oluwa, Skye

Position: Principal

Telephone Number: (858) 935-2800

Address: 2633 Melbourne Dr, Juarez Elementary, San Diego, CA, 92123-3535,

E-mail Address: soluwa@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: Juarez Elementary

SITE CONTACT PERSON: SKYE OLUWA

PHONE: 858 935 2800 FAX: 858 935

E-MAIL ADDRESS: soluwa@sandi.net

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <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: <u>3/19/18</u> |
| <input checked="" type="checkbox"/> Other (list): <u>PTO / Chat w/ principal staff</u> | Date of presentation: <u>3/11/18 / 3/21/18</u>
<u>3/27/18</u> |

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: March 19, 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.

SKYE OLUWA
Type/Print Name of School Principal

SKYE OLUWA
Signature of School Principal

4/5/18
Date

Dallas Dumont
Type/Print Name of SSC Chairperson

Dallas Dumont
Signature of SSC Chairperson

4/5/2018
Date

Kimie Wachtel
Type/Print Name of Area Superintendent

Kimie Wachtel
Signature of Area Superintendent

4-16-18
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**

Both 2017-18 and 2018-2019 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 in implementing CCSS, as well as implementing Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. 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

Benito Juarez Elementary, a dual language (Spanish / English) school, is a school where all children are welcomed, supported, safe, and cared for by all adults. All children achieve their full academic and social potential through current, rigorous, challenging, and Common Core based instruction. Employees are enthusiastic about their work, stay current with professional practice, and collaborate to support the success of all students. Parents and guardians are actively involved in their educational process through volunteerism and home based support. The campus is inviting, clean, well-maintained, and child-centered. The school culture is child centered and joyful, welcoming and accepting of all, positive and nurturing, supportive of learning, and focused on improvement. Academic progress is evident in all classrooms via purposeful lesson planning and execution, is focused on Common Core Standards, is presented with engaging and current methodology, actively engages all students, fosters collaboration, and encourages the collaborative efforts of all adults: teachers, assistants, parents, and community.

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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?"

Weekly and monthly 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

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. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related 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

Stakeholders of the Benito Juarez Community were involved in conversations in order to discuss the budgeting needs for our students. The staff engaged in a conversation about site needs based on data. This data includes, but is not limited to, SBAC data, math and ELA formative and summative assessments, English Language Learner CELDT data, writing pre and post assessments, DRA2 scores, and EDL scores. The staff was given the allocated budget amounts for the 18-19 school year, and compared it to the 16-17 and 17-18 school years' allocated dollar amounts. The staff was then shown what the breakdown of allocations were for the 17-18 school year. Time was allowed for discussion of the current school years' allocations. Staff was then given ideas of how the budget could be spent. The staff was then given a survey to complete on their own for how they would like the budget to be spent. The first section asked staff to rank from 1-10 the areas that were most important to them. They were then asked to provide suggestions and feedback regarding how our site can save money or cut costs to pay for items we may want for our students for next year. The ILT came together to discuss ways in which grade levels and dual language teams would like to budget the money for next school year. The team looked at the current programs in use by grade levels and dual language teams, and discussed the effectiveness within. Time was allotted for discussion of what our students needed based on the data (SBAC, math and ELA formative and summative assessments, English Language Learner CELDT data, writing pre and post assessments, DRA2 scores, and EDL scores).

Parents were informed of data and the budget during chat with the principal, ELAC, and SSC. Parents looked at and discussed the needs of the students based on SBAC data, math and ELA assessments, English Language Learner CELDT and ELPAC data, writing pre and post assessments, DRA2 scores, and EDL scores. Looking at the data, we then discussed what programs were currently in place. We discussed other ways in which the budget could be used to enhance student achievement. Parents received a survey to complete and return based on their priorities in spending. Staff and parents were given the SPSA assessment and evaluation survey. The SSC then sat down and discussed the assessment and evaluation of this year's educational programs for next year's SPSA. These results have been used to budget the needs for the 18-19 school year.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kyle Broderick	Parent
Dallas Dumont	Parent Chair
Wendy Culver	Classroom Teacher
Skye Oluwa	Principal
Patricia Leming	Classroom Teacher
Sonia Fleishman	Classroom Teacher
Isaac Santillan	Other School Representative
Emily Liebenberg	Parent
Jamie McCaskey	Parent
Kahlil Justice	Community

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 69% (approx. 29 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 62% (approx. 24 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 100% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 15 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 68% (approx. 10 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 100% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 6 5th 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):

Exit Slips

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

Teachers will meet by grade level/department to analyze DRA, End of Unit Assessments, and Interims at least 6 full day release times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 60% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 55% (approx. 21 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 100% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 100% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 13 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 53% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 100% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 100% (approx. 6 5th 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):

Exit Slips Anecdotal Notes

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

Teachers will meet by grade level/department to analyze end of unit assessments, exit slips, and anecdotal notes at least 6 full day release PLCs 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 students who are dually-identified as receiving EL and Special Ed. services.

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 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 and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 71% (approx. 30 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 23 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: English Learners students

By June 2019, at least 100% (approx. 8 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 5 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 70% (approx. 15 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 63% (approx. 24 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 100% (approx. 3 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 6 5th graders) will meet or exceed level 44 in DRA.

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):

Running Records

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

PLCs will meet by grade level/department to analyze end of unit assessments DRA and running records monthly. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 250 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 75% (approx. 187 families) will attend training on reading (strategies, importance, levels) to increase the milestones necessary for meaningful graduation.

Targeted Population:

All parents

What data did you use to form these goals?

Student assessment data, as well as parent sign in sheets were used.

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

Teachers and counselors will meet monthly to analyze student progress using site developed criteria. Families are contacted quarterly based on progress. Administration will identify specific audience and track attendance.

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

- All teachers will use the current units of study in English Language Arts, Common Core ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of FELD 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 (DRA, end of unit, and 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 to support student understanding.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and guidance assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance 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.
- 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 literacy
- 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
- Resource 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.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- 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)

- Resource Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and guidance staff will provide regular check in with at risk students
- Strategic Support staff 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) (7/1/2018 - 6/30/2019):
Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$2,254.00	\$2,254.00	0161-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Provide supplies for classroom intervention supports for students not meeting grade level standards

How will you monitor these strategies/activities?

- *Bell to bell instruction
- *Regular classroom observations and feedback
- *Review formative and summative assessments, SBAC, ELPAC/CELDT data with staff, ILT, SSC
- *Lesson Studies
- *Conversations with Teachers and ILT and PLCs
- *Review Schedules
- *PLCs
- *Professional Development revolving around Literacy Instruction and schedules
- *Monthly Monitoring

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- *Bell to bell instruction
- *Regular classroom observations and feedback
- *Review formative and summative assessments, SBAC, and ELPAC/CELDT data with staff, ILT, SSC
- *Small Group instruction at point of need

*PLCs
*Monthly Monitoring

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

Monthly professional development will occur in math, ELA, and ELD. Classroom teachers will meet throughout the year to collaborate within grade levels and across grade levels to align instruction and curriculum and CCSS. Data will be provided to the grade level teams to have the opportunity to analyze, discuss, and make instructional decisions based on students' needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$15,000.00	\$18,058.50	0161-30100-00-1192-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting Teacher to provide teachers with release for PLC and PD

How will you monitor these strategies/activities?

- *Attendance at cluster, district, and site professional development
- *Grade level team planning/PLC
- *Continue monitoring of student progress by administration, ILT, and teachers
- *ILT Development of PD

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- *Phone calls home
- *SART and SARB letters
- *Counselor interventions such as individual counseling and group counseling
- *Student Study Team meetings with teachers, parents, support staff
- *Home Visits by counselor, Administrator

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Juarez will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new writing curriculum.

Juarez Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Nonclsrn PARAS Hrly		\$200.00	\$256.82	0161-30103-00-2955- 2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1	provide childcare in order that parents have the opportunity to attend parent trainings, meetings, and curricular events
Supplies		\$286.00	\$286.00	0161-30103-00-4301- 2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	provide supplies for parent meetings to support intervention strategies at home for student achievement
Inservice supplies		\$300.00	\$300.00	0161-30103-00-4304- 2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	provide light refreshments for parents and community members at morning, afternoon, and evening activities that support student achievement

How will you monitor these strategies/activities?

- *Sign in sheets from principal / PTO meetings
- *SSC Meetings
- *School Messengers
- *E-blasts
- *ELAC Meetings
- *Open door policy to meet with parents and community members about individual concerns
- *Parent Teacher Conferences

Local Control Funding Formula Goals and Budget
<p>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?</p>
<p>Intervention Support Goal:: Providing small group support at the primary grades during the literacy block, focusing on literacy intervention work such as word study, phonics, reading comprehension, and reading fluency.</p> <p>Identified Need:: Prior data indicates that general reading skills need improvement across the grade levels.</p> <p>Target Group:: Primary grade pupils in the Dual Language Program.</p> <p>Monitoring:: PLC developed exit slips and assessments, including running records, will be implemented on a monthly basis.</p> <p>Personnel Responsible:: Strategic Support (part time) teachers will collaborate with classroom teachers as the responsible parties.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Supplemental instructional materials will be provided to enhance pupil achievement.</p> <p>Identified Need:: Students require daily, comprehensive Tier 1 and Tier 2 instruction based on assessments and programs.</p> <p>Target Group:: Pupils in grades TK-5</p> <p>Monitoring:: The site administrator will work with ILT and PLCs to ensure data drives use of materials.</p> <p>Personnel Responsible:: Principal and classroom teachers</p>
<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?</p>
<p>Professional Development Goal: Professional Development within the PLC Collaborative model will provide time to analyze pupil work, design supports for ELs, and develop and review RTI strategies. Teachers will continue to collaboratively plan core subject lesson studies with focus on the District expectations.</p>

Identified Need::
All pupils, and especially those performing below proficiency need identified Tier II supports. All pupils require differentiated supports depending on their point of need. Teacher collaborative time is necessary to accomplish the related planning.

Target Group::
ELs, GATE identified students in transition, and all other students who are not performing at grade level.

Monitoring::
Agendas for PLC and PD and products produced

Personnel Responsible::
Classroom teachers, SAI teachers, and principal

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom PARAS Hrly		\$2,500.00	\$3,210.25	0161-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	EL Assistant to provide intervention supports for both students and their families
Prof&Curriclm Dev Vist Tchr		\$8,000.00	\$9,631.20	0161-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Visiting Teacher to provide teachers with release for PLC and PD
Books and Other Reference Mtls		\$6,036.00	\$6,036.00	0161-09800-00-4200-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide additional books and reference materials for intervention and support for students not meeting grade level standards
Other Support Prsnl PARAS Hrly		\$3,000.00	\$3,852.30	0161-09800-00-2281-3160-4760-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	provide intervention supports for students not meeting grade level standards

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 :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
Juarez
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	81	30.9	85	48.2	89	49.4	18.5	1.2	85	32.9	92	42.4	89	48.3	15.4	5.9
Female	43	37.2	35	42.9	45	55.6	18.4	12.7	46	21.7	38	31.6	45	40.0	18.3	8.4
Male	38	23.7	50	52.0	44	43.2	19.5	-8.8	39	46.2	54	50.0	44	56.8	10.6	6.8
African American	7	-	5	-	5	-	-	-	7	-	5	-	5	-	-	-
Asian	1	-	3	-	3	-	-	-	2	-	6	-	3	-	-	-
Filipino	4	-	3	-	0	-	-	-	4	-	3	-	0	-	-	-
Hispanic	29	13.8	33	30.3	42	40.5	26.7	10.2	29	20.7	33	27.3	42	40.5	19.8	13.2
Indochinese	6	-	3	-	2	-	-	-	6	-	3	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	22	36.4	30	70.0	27	66.7	30.3	-3.3	24	37.5	33	57.6	27	70.4	32.9	12.8
Multiracial	12	50.0	8	-	10	70.0	20.0	-	12	41.7	9	-	10	40.0	-1.7	-
English Learner	20	0.0	13	23.1	9	-	-	-	25	12.0	20	5.0	9	-	-	-
English-Speaking	61	41.0	72	52.8	80	55.0	14.0	2.2	60	41.7	72	52.8	80	53.8	12.1	1.0
Reclassified†	8	-	13	61.5	9	-	-	-	8	-	13	69.2	9	-	-	-
Initially Eng. Speaking	53	41.5	59	50.8	71	52.1	10.6	1.3	52	38.5	59	49.2	71	52.1	13.6	2.9
Econ. Disadv.*	62	25.8	63	42.9	61	50.8	25.0	7.9	66	28.8	67	38.8	61	41.0	12.2	2.2
Non-Econ. Disadv.	19	47.4	22	63.6	28	46.4	-1.0	-17.2	19	47.4	25	52.0	28	64.3	16.9	12.3
Gifted	22	50.0	17	70.6	25	68.0	18.0	-2.6	23	65.2	17	70.6	25	76.0	10.8	5.4
Not Gifted	59	23.7	68	42.6	64	42.2	18.5	-0.4	62	21.0	75	36.0	64	37.5	16.5	1.5
With Disabilities	14	14.3	10	10.0	13	15.4	1.1	5.4	14	21.4	0	-	0	-	-	-
WO Disabilities	67	34.3	75	53.3	76	55.3	21.0	2.0	71	35.2	82	47.6	76	56.6	21.4	9.0
Homeless	4	-	5	-	4	-	-	-	4	-	5	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	9	-	7	-	8	-	-	-	9	-	7	-	8	-	-	-

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Juarez
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	19	47.4	31	45.2	35	51.4	4.0	6.2	19	42.1	33	48.5	35	42.9	0.8	-5.6
Female	9	-	13	46.2	21	61.9	-	15.7	9	-	14	42.9	21	42.9	-	0.0
Male	10	40.0	18	44.4	14	35.7	-4.3	-8.7	10	60.0	19	52.6	14	42.9	-17.1	-9.7
African American	1	-	2	-	4	-	-	-	1	-	2	-	4	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	2	-	1	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	6	-	14	28.6	17	41.2	-	12.6	6	-	14	28.6	17	41.2	-	12.6
Indochinese	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	7	-	11	72.7	8	-	-	-	7	-	12	75.0	8	-	-	-
Multiracial	3	-	2	-	4	-	-	-	3	-	2	-	4	-	-	-
English Learner	2	-	4	-	4	-	-	-	2	-	6	-	4	-	-	-
English-Speaking	17	52.9	27	44.4	31	58.1	5.2	13.7	17	47.1	27	55.6	31	48.4	1.3	-7.2
Reclassified†	1	-	4	-	0	-	-	-	1	-	4	-	1	-	-	-
Initially Eng. Speaking	16	56.3	23	34.8	30	60.0	3.7	25.2	16	43.8	23	47.8	30	46.7	2.9	-1.1
Econ. Disadv.*	15	46.7	23	39.1	24	50.0	3.3	10.9	15	40.0	24	45.8	24	33.3	-6.7	-12.5
Non-Econ. Disadv.	4	-	8	-	11	54.5	-	-	4	-	9	-	11	63.6	-	-
Gifted	6	-	5	-	15	60.0	-	-	6	-	5	-	15	66.7	-	-
Not Gifted	13	46.2	26	46.2	20	45.0	-1.2	-1.2	13	30.8	28	46.4	20	25.0	-5.8	-21.4
With Disabilities	2	-	10	10.0	13	15.4	-	5.4	2	-	0	-	0	-	-	-
WO Disabilities	17	52.9	25	56.0	31	58.1	5.2	2.1	17	47.1	27	59.3	31	48.4	1.3	-10.9
Homeless	0	-	3	-	2	-	-	-	0	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-

* 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
Juarez
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	32	21.9	28	60.7	30	33.3	11.4	-27.4	35	28.6	33	42.4	30	53.3	24.7	10.9
Female	15	33.3	11	45.5	13	23.1	-10.2	-22.4	17	17.6	13	30.8	13	30.8	13.2	0.0
Male	17	11.8	17	70.6	17	41.2	29.4	-29.4	18	38.9	20	50.0	17	70.6	31.7	20.6
African American	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	3	-	1	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	10	0.0	9	-	16	31.3	31.3	-	10	20.0	9	-	16	43.8	23.8	-
Indochinese	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	11	36.4	11	90.9	10	50.0	13.6	-40.9	12	33.3	13	61.5	10	80.0	46.7	18.5
Multiracial	4	-	4	-	2	-	-	-	5	-	5	-	2	-	-	-
English Learner	12	0.0	4	-	1	-	-	-	15	20.0	9	-	1	-	-	-
English-Speaking	20	35.0	24	66.7	29	34.5	-0.5	-32.2	20	35.0	24	58.3	29	55.2	20.2	-3.1
Reclassified†	1	-	1	-	5	-	-	-	1	-	1	-	5	-	-	-
Initially Eng. Speaking	19	36.8	23	65.2	24	25.0	-11.8	-40.2	19	31.6	23	56.5	24	50.0	18.4	-6.5
Econ. Disadv.*	22	9.1	20	55.0	20	45.0	35.9	-10.0	24	20.8	23	39.1	20	55.0	34.2	15.9
Non-Econ. Disadv.	10	50.0	8	-	10	10.0	-40.0	-	11	45.5	10	50.0	10	50.0	4.5	0.0
Gifted	6	-	8	-	3	-	-	-	6	-	8	-	3	-	-	-
Not Gifted	26	15.4	20	50.0	27	33.3	17.9	-16.7	29	20.7	25	32.0	27	48.1	27.4	16.1
With Disabilities	4	-	3	-	7	-	-	-	4	-	0	-	0	-	-	-
WO Disabilities	28	25.0	25	64.0	23	39.1	14.1	-24.9	31	32.3	30	46.7	23	69.6	37.3	22.9
Homeless	3	-	5	-	2	-	-	-	3	-	5	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	-	-	5	-	3	-	2	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Juarez
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	30	30.0	26	38.5	24	66.7	36.7	28.2	31	32.3	26	34.6	24	50.0	17.7	15.4
Female	19	31.6	11	36.4	11	81.8	50.2	45.4	20	25.0	11	18.2	11	45.5	20.5	27.3
Male	11	27.3	15	40.0	13	53.8	26.5	13.8	11	45.5	15	46.7	13	53.8	8.3	7.1
African American	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Asian	0	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Hispanic	13	23.1	10	30.0	9	-	-	-	13	23.1	10	30.0	9	-	-	-
Indochinese	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	4	-	8	-	9	-	-	-	5	-	8	-	9	-	-	-
Multiracial	5	-	2	-	4	-	-	-	4	-	2	-	4	-	-	-
English Learner	6	-	5	-	4	-	-	-	8	-	5	-	4	-	-	-
English-Speaking	24	37.5	21	47.6	20	80.0	42.5	32.4	23	43.5	21	42.9	20	60.0	16.5	17.1
Reclassified†	6	-	8	-	3	-	-	-	6	-	8	-	3	-	-	-
Initially Eng. Speaking	18	33.3	13	53.8	17	76.5	43.2	22.7	17	41.2	13	38.5	17	64.7	23.5	26.2
Econ. Disadv.*	25	28.0	20	35.0	17	58.8	30.8	23.8	27	29.6	20	30.0	17	35.3	5.7	5.3
Non-Econ. Disadv.	5	-	6	-	7	-	-	-	4	-	6	-	7	-	-	-
Gifted	10	50.0	4	-	7	-	-	-	11	63.6	4	-	7	-	-	-
Not Gifted	20	20.0	22	31.8	17	52.9	32.9	21.1	20	15.0	22	27.3	17	35.3	20.3	8.0
With Disabilities	8	-	10	10.0	2	-	-	-	8	-	0	-	0	-	-	-
WO Disabilities	22	31.8	25	40.0	22	68.2	36.4	28.2	23	30.4	25	36.0	22	54.5	24.1	18.5
Homeless	1	-	5	-	4	-	-	-	1	-	5	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	3	-	-	-	2	-	2	-	3	-	-	-

* 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

BENITO JUAREZ ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY

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

Juarez has developed a written Title I parental involvement policy with input from Title I parents. Parental input is welcomed and valued in this process at the School Site Council (SSC)/Site Governance Team (SGT)/Instructional Leadership Team (ILT) meetings, as well as at Chat with the Principal, and PTO meetings.

Juarez distributes the policy to parents of Title I students at Back to School Night in early September of the new school year. Additional copies are made available in the school office and on the school website.

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 Juarez, 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. This meeting takes place prior to classroom visits at Back to School Night.
- Additionally, Juarez convenes informal Chat with the Principal meetings, as well as PTO meetings in the mornings, and during the school day.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. All parents are welcome to attend SSC, ELAC, and PTO meetings, as well as the Chat with the Principal, to review the Title I Parent Involvement Policy and provide input.
- The school provides parents of Title I students with timely information about Title I programs at the Back To School Night Parent Meeting. Additionally, Title I documents are posted on the school website and available for review in the school office.
- 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 takes place during Back to School Night during the Classroom Teacher Presentations and review of the curriculum. At monthly Chats with the Principal, curriculum is reviewed with parents, along with summaries of current professional development.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their

children. Parents are welcome and encouraged to submit ideas for meeting topics via a parent survey sent home at the beginning of the school year.

School-Parent Compact

Juarez 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
- ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***

Building Capacity for Involvement

Juarez Elementary 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.

- ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
 - ***SSC Meeting dates and times are public and parents/community are invited to attend***

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.

- ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***

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.

- ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***

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 is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***

The school provides support for parental involvement activities requested by Title I parents.

- ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***

Accessibility

Juarez 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. ***Forms and documents are sent home to the families in a variety of different languages to meet the community's needs.***

APPENDIX C

HOME/SCHOOL COMPACT

Benito Juarez Elementary School Home/School Compact

Juarez Elementary 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) (participating children), 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 school year 2018-2019.

School Responsibilities

Juarez Elementary 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:

- Provide daily standards-based instruction based on students' needs.
- Provide special programs to meet individual needs (English Learner, Special Education, Speech/Language, and Response to Intervention, etc.).
- Provide extra supports to struggling students such as counseling groups, strategic support teachers providing intensive literacy instruction, targeting point of need, support from service learning undergraduate students from SDSU's Dept. of Psychology
- Ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
- Regular and ongoing reviews of student academic data to monitor student progress.
- Grade level teacher meetings to discuss and evaluate effectiveness of instruction and to plan collaboratively.
- Provide effective high level curriculum and supportive classroom materials.

2. Hold parent-teacher conferences as it relates to the individual child's achievement.

- Schedule Parent Conferences to take place in fall and spring of the school year. (November 13-16, 2018, and March 12-15, 2019)
- All parents will be asked to attend fall and spring conferences.
- Additionally, teachers will schedule parent conferences/meetings as the need arises.

**Benito Juarez Elementary School
Home/School Compact**

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

- Provide tri-yearly report cards to monitor academic progress.
- Provide achievement results for the site level assessments such as the WRAP (K-1), DRA (Grade TK-5) and literacy and math concept assessments
- Provide daily/weekly behavior contract reports as needed.
- Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
- Schedule Individual Education Plan (IEP) or Student Study Team (SST) meetings when appropriate.
- Parents to receive results of quizzes and tests so they can monitor their child's progress.

4. Provide parents reasonable access to staff.

- Hold informal parent conferences as needed when requested by teacher or parent.
- Encourage home-school communication through telephone, email, and written contact.
- Make staff email and phone numbers available on Juarez's website.
- Inform parents of staff access through Voice Mail messaging program.
- Instructional staff at Juarez Elementary are accessible to parents during non-instructional hours before and after school. Parents may request meetings at a mutually convenient time.

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

- Parent Classroom Volunteers
- Guest Readers
- Career Week presenters
- PTA membership
- Computer Lab and Library volunteers
- By attending our annual International Festival
- Classroom Field Trip volunteers

Parent Responsibility: Parents are always welcome to observe their child(ren)'s classroom(s), per Board Policy and corresponding legal codes. Policy states that parents shall contact the teacher a minimum of 24 hours in advance to schedule a visit.

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

- Monitoring attendance.

Benito Juarez Elementary School
Home/School Compact

- Making sure that they get enough rest each night.
- **Making sure they arrive at school on time.**
- Making sure they come to school healthy.
- Monitoring the amount of television my child watches.
- Making sure that their homework is completed.
- Volunteering in my child's classroom, or for site wide events, if possible.
- 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, when appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, Governance Team, and District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

- Making my education my first priority.
- Being on time and ready to work and learn each day.
- Completing homework when assigned and turn it in on time.
- Reading at least 20 minutes every day outside of school time.
- Keeping school notebooks and materials/supplies neat and organized.
- Following all school rules and policies.
- Giving to my parents/guardian all notices and information received by me from my school every day.
- Talking with parent/family, teacher, and/or school staff about what is happening at school.
- Treating others with kindness.
- Behaving in a respectful manner that protects the safety, interests, and rights of every individual at Juarez.

Please sign and return to the office by Friday, September 7, 2018.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Juarez Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr	\$ 8,000.00
		2151	Classroom PARAS Hrly	\$ 2,500.00
		2281	Other Support Prsnl PARAS Hrly	\$ 3,000.00
		3000	Employee Benefits	\$ 3,193.75
		4200	Books and Other Reference Mtls	\$ 6,036.00
	09800 Total			\$ 22,729.75
	30100	1192	Prof&Curriclm Dev Vist Tchr	\$ 15,000.00
		3000	Employee Benefits	\$ 3,058.50
		4301	Supplies	\$ 2,254.00
	30100 Total			\$ 20,312.50
	30103	2955	Other Nonclsrn PARAS Hrly	\$ 200.00
		3000	Employee Benefits	\$ 56.82
		4301	Supplies	\$ 286.00
		4304	Inservice supplies	\$ 300.00
	30103 Total			\$ 842.82

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Juarez Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Within the area of maximizing instructional time, staff and parents who completed and submitted the survey mostly thought the site was partially implementing in response to the numerous questions within this section. The majority of respondents thought the site should continue to focus on mathematics, ELA, ELD as focus areas still in need of improvement. In all three areas, respondents thought there was a partial growth/improvement and felt underlying causes for other reasons, siting limited classroom support personnel as a cause for not improving, not implementing Tier 1 with fidelity, and lack of assessment to analyze A mobile enrollment in English Language Learners is also a factor in achievement. With this in mind, the SSC has decided to use funds to increase classroom libraries and guided reading books, and increase time for teachers to plan collaboratively so that they can maximize data analysis to impact Tier 1 teaching. Even as we realize that we would like to add more support personnel, our very limited budget does not allow for hiring anymore.</p>
CLOSING THE ACHIEVEMENT GAP	<p>In regards to the area of closing the achievement gap, staff and parents who completed and submitted the survey, the majority thought the site was minimally implementing in regards to the questions asked in the section. Within that data, the SSC decided that we will fund an EL assistant in order to implement support for students at point of need for English learners, Spanish learners, and students with disabilities. We also will be outfitting class libraries and guided reading book room with appropriate leveled books. Time is also being given to PLCs to work on analyzing clear data that will allow</p>

	teachers to know what specifically can be taught to accelerate student growth. This will include the RtI process.
PROFESSIONAL DEVELOPMENT	Within the area of professional development, staff and parents who completed and submitted the survey, mostly thought the site was partially implementing in response to the questions posed in the section. Within that, SSC decided to fund teachers with professional development/planning days. PLCs are much more necessary and the time to discuss data is within that time. We will have visiting teachers so staff will have that time to meet in PLCs. It is also noted that teachers need to have data that can be analyzed so that our PD opportunities are aligned with site need.
GRADUATION/PROMOTION	Within the area of graduation and promotion, the staff and students who completed and submitted the survey mostly thought the site was partially implementing in response to the questions posed in this area. The SSC deciphered that outfitting class libraries and guided reading room would benefit students in order to have books in hands that are appropriate for students' levels. We also believe that students having access to text in both languages at home would be beneficial. Discussion around teams meeting and modifying the curriculum and informal and formal assessments ensued in order to plan for small group instruction at student point of need. The concern around expectations for graduation and promotion were raised, more specifically, all stakeholders (including students) knowing what is expected of them.
PARENT ENGAGEMENT	In the area of parent engagement, staff and parents who completed the survey thought that the site was minimally and partially implementing in response to the questions asked within the section. This is an area of growth that is continually talked about in PTO, chat with the principal, SSC and staff meetings. Lack of participation is not for lack of trying to involve families. Therefore, the SSC decided to put forth funds for engaging our parents through childcare and translation services for parent involvement evenings. It was also decided to be used for in-service supplies in order to draw parents in.