

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CURIE ELEMENTARY SCHOOL

2014-16

37-68338-6039440

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: Juarez, Christopher

Contact Person: Juarez, Christopher

Position: Principal

Telephone Number: 858/453-4184;

Address: 4080 Governor Dr, Curie Elementary, San Diego, CA, 92122-2523,

E-mail Address: cjuarez1@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



RECEIVED MAR 25 2015

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Curie Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Chris Juarez

PHONE: 858-213-9142

FAX: 858-546-3972

E-MAIL ADDRESS: cjuarez1@sandi.net

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

- Quality Education Investment Act (QEIA)
 - Title 1 Schoolwide Programs (SWP)
 - Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/20/14
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/9/15
- Other (list): Staff/Parents Date of presentation: 3/5/15, 3/11/15

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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.

Chris Juarez
Type/Print Name of School Principal

Signature of School Principal

3/12/15
Date

Andrea Lehman
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3/12/15
Date

Lamont Jackson
Type/Print Name of Area Superintendent

Signature of Area Superintendent

3-13-15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
 - B. Home/School Compact
 - C. 2014-15 SPSA Addendum

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

Both 2014-15 and 2015-16 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 implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2015-16 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2015-16 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Collaborative cultures are created in classrooms to enable all students to learn. Students in every grade build on each other's ideas as they develop habits of thinking and communicate their learning across content areas. They are engaged and motivated to learn, supported at their current level, and always striving to do their best.

Current reality reflects collaborative cultures in place, students working towards the habits of building on each other's ideas, and teachers working towards motivating every child at extend their current level of performance.

Teachers are active participants in a caring and collaborative school culture, one in which diverse opinions and strengths are valued in the service of shared decisions that benefit all. Every member contributes equitably to the good of the team in a purposeful way.

Current reality reflects a caring and collaborative school culture. This requires daily attention, and staff work hard to keep this in place. Staff and PLCs are working towards a system in which all members feel equal contributions are made by all

PLCs are efficient and purposeful in planning for and ensuring consistency of rigorous instruction and calibration of student learning. Evidence of learning is used to inform teacher and PLC decision-making.

Current reality reflects an emphasis on alignment of instructional planning (literacy and math), and a review of student performance on common benchmark/interim assessments.

Students and teachers use technology on a daily basis as a tool to help inspire, motivate, and encourage critical thinking. Students evaluate and create content, inspiring themselves and others to engage in and support further learning.

Current reality reflects teachers making great gains in their utilization of technology, and in their students' use of technology on a regular basis (if not a daily basis) in all classrooms

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

Curie Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Grades K-3 with CSR: 1:22
Grade 4-5: 1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sue Ann Hackworth	Parent
Chris Juarez	Principal
Sue Newberry	Teacher
Jackie Linsin	Teacher
Monica Hernandez	Teacher
Valerie Upham	Parent
Tim Gentner	Parent
Heidi Martin	Other Staff
Andrea Lehman	Parent
Meg Jacobo	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/30/2016, 90 % of Curie Elementary Students will perform at proficient or advanced level in On-Demand Writing

Closing the Gap SMART Goal:

* By 06/30/2016, 70 % of Curie Elementary English Learner, Students will perform at proficient or advanced level in On-Demand Writing

* By 06/30/2016, 89 % of Curie Elementary Hispanic or Latino, Students will perform at proficient or advanced level in On-Demand Writing

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Writing Samples

Progress and Growth Monitoring:

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

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics

Mathematics SMART Goal:

* By 06/30/2016, 94.5 % of Curie Elementary Students will perform at proficient or advanced level in Mathematics as measured by ongoing formative assessments (end-of-topic tests, quick checks, exit slips, teacher-created tests), and reported on SBRC, increasing from 93 % to 94.5 % , a gain of 1.50 %

Closing the Gap SMART Goal:

* By 06/30/2016, 93 % of Curie Elementary Hispanic or Latino, Students will perform at proficient or advanced level in Mathematics as measured by ongoing formative assessments (end-of-topic tests, quick checks, exit slips, teacher-created tests), and reported on SBRC , increasing from 90 % to 93 % , a gain of 3.00 %

* By 06/30/2016, 87 % of Curie Elementary English Learner, Students will perform at proficient or advanced level in Mathematics as measured by ongoing formative assessments (end-of-topic tests, quick checks, exit slips, teacher-created tests), and reported on SBRC, increasing from 84 % to 87 % , a gain of 3.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Topic tests, SBRCs, teacher/site-developed assessments

Progress and Growth Monitoring:

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

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 3: English Learner

English Learner SMART Goal:
 * By 06/30/2016, 85 % of Curie Elementary English Learner, Students will perform at minimum expectations in making annual progress in English/Language Arts level in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 06/30/2016, 90 % of Curie Elementary Grade 03, Students will perform at proficient/advanced level in On-Demand Writing

Closing the Gap SMART Goal:

* By 06/30/2016, 81 % of Curie Elementary Hispanic or Latino, Grade 03, Students will perform at proficient or advanced level in On-Demand Writing

* By 06/30/2016, 73 % of Curie Elementary English Learner, Grade 03, Students will perform at proficient or advanced level in On-Demand Writing

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Student writing samples

Progress and Growth Monitoring:

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

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

* By 06/30/2016, 100 % of Curie Elementary Parents/Guardians will perform at and attend two or more events as measured by level Attendance

We will increase parent involvement and engagement, especially regarding Common Core Standards. Improvements in use of websites and newsletters will increase opportunities for communication and information.

Targeted Population:

All parents.

What data did you use to form these goals?

Anecdotal and observational data

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 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Topic tests, Benchmarks, teacher created assessments, etc.) 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 to scaffold instruction and support student understanding
- All English learners will be assessed using CELDT and (as appropriate) the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons (as caseload allows) to improve all students' use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- 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)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math.
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at risk student.
- Educational specialist will provide push-in (and pullout, if appropriate) 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 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.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students that qualify for services and provide consultation support for their teacher
 - Speech and language pathologist will provide supplemental support to English learners with language needs that qualify for services, and others as caseload allows
- Psychologist will observe and collaborate with classroom teacher and RtI team to assist with differentiating instruction based on student need.

Local Control Funding Formula Goals
<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: Provide each PLC three release days throughout the year to support improved student achievement monitoring and instruction, with a focus on differentiation for subgroups and at-risk students, thereby increasing the ability of teachers and PLCs to provide appropriate and timely interventions for student in need.</p> <p>Identified Need: Time to continue to support PLCs' ongoing Cycles of Continuous Learning</p> <p>Target Group: English Learners, Hispanic/Latino students</p> <p>Monitoring: PLC agendas, minutes, student assessments</p> <p>Personnel Responsible: Classroom teachers, Principal</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: Provide trained teachers to administer CELDT test.</p> <p>Identified Need: Timely administration of CELDT test for compliance purposes and to provide information that supports teachers' provision of instruction at current English proficiency level.</p> <p>Target Group: English Learners</p> <p>Monitoring: CELDT data</p> <p>Personnel Responsible: Principal</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>

Curie Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Professional Development Goal:

Unfunded Goal: Staff development needs will be driven by student achievement data, classroom observation data, and districtwide goals. Needs, Target Groups, and Monitoring information will be developed throughout the year based on ongoing analysis.

Identified Need:

Target Group:

Monitoring:

Personnel Responsible:

Principal and PLCs

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$8,984.00	0077-09800-00-1192-1000-0001-01000-0000	LCFF Intervention Support	01	Release grade levels for 3 PLC days throughout the year
Prof&Curriclm Dev Vist Tchr	-	\$972.00	0077-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	03	CELDT testing of approximately 70 students in September

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. 2015-16 SPSA Addendum

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)

Marie Curie Elementary School
Non-Title I Parent Involvement Policy
2015-2016

Curie Elementary has developed this written Non-Title I parental involvement policy with input from Non-Title I parents. Parents and staff are invited to review the policy and provide input for annual revisions. For the 2015-2016 school year, the SSC/SGT was invited to provide input for the policy. In subsequent years, all parents and staff will be invited to provide input for revision electronically and/or at the PTA meeting in which it is presented/discussed. Each fall, after the annual review and revision, the school distributes the policy to all students. This policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive]:

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Curie, the following practices have been established:

- The school annually informs parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. This takes place via e-blasts, and at forums such as a PTA Meeting and Principal's Coffee.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Principal's Coffees occur in the morning, SSC/SGT meetings occur immediately after school, and PTA Meetings occur in the evening.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. Each fall, parents and staff are provided opportunities for input and revision of the plan, prior to adoption and distribution of a revised plan. In addition, SGT meetings regularly provide opportunities for staff and parent input into school programs.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. Parents are kept informed about school programs via regular communication from classroom teachers (letters, emails, websites), the PTA and school office (eblasts, Peachjar flyers), and the principal (Principal's Coffees, PTA meetings, Principal's Update emails).
- Each year at Back-to-School Night, teachers provides parents of Non-Title I students with an explanation of the curriculum, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents can request a meeting with the teacher, the principal, or request consultation by/with the Response to Intervention (RtI) team.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



School-Parent Compact

Curie Elementary School distributes to parents of Non-Title I students a school-parent compact. The compact, which beginning in 2015-2016 will be 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 Non-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

For 2014-2015, the Compact was revised by the principal before the start of school, as in previous years. For 2015-2016 and beyond, the Compact will be open for revision by staff and parents via electronic input and/or at the annual PTA meeting in which it is presented.

Building Capacity for Involvement

Curie Elementary School engages Non-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 Non-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. Teachers host a Back-to-School night in every classroom in the first weeks of school, in which necessary information is provided to parents. Throughout the year, teachers and the principal communicate information to parents about these topics.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. As needed, parents and teachers (or the RtI team) collaborate on ways to assist the parent in helping the child at home, with specific materials, with referrals to parent education classes at Ballard Center, or with other community resources as needed.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The ongoing dialogue between the PTA and the staff supports all staff in being responsive to and supportive of parent involvement. In PLCs, teachers share best practices with each other, and plan for parent involvement that supports increased achievement for all students.
- The school coordinates and integrates the Non-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. Curie has no Title 1 program(s), so all students/classes participate in all programs. Curie was recently able to set aside a classroom for the PTA to develop ownership of and to create a place for parents to come in and spend time in support of the PTA/school programs.

- The school distributes information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. Parents that list Spanish as the primary language are provided copies of report cards in Spanish, and translators are arranged for conferences as needed.
- The school provides support for parental involvement activities requested by Non-Title I parents. The PTA and the school collaboratively plan activities throughout the year to involve and engage parents and families. Beginning with the Welcome Back coffee at 8am on the first day of school, a range of opportunities and activities is presented to parents, along with the importance of being involved.

Accessibility

Curie Elementary School provides opportunities for the participation of all Non-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. Parents that list Spanish as the primary language are provided copies of report cards in Spanish, and translators are arranged for conferences as needed. All classrooms and other school locations have been made accessible via ramps for students or adults using wheelchairs. When the presence of stairs requires students using a wheelchair to take an alternate route to access a location, friends always go with them.

September, 2015

*Marie Curie Elementary
School-Parent Compact
2015-2016*

The success of the students at Marie Curie Elementary is due to the commitment of the home and school to work together to enable each student to achieve or exceed academic and citizenship standards. Together, we recognize that students, parents, teachers, and support staff all play an important role in this success. Thank you for your continued support!

Our teachers work collaboratively in their Professional Learning Communities (PLCs) to provide high-quality curriculum and instruction, and are committed to keeping parents informed of student progress and classroom programs/events via notes, newsletters, emails, classroom websites, and more. One way to fulfill the *parent's responsibility to support your child's learning* is by staying in close communication with your child's teacher, and staying current with his/her classroom program throughout the year. This can be accomplished by attending conferences, reviewing updates on progress, asking questions, and by becoming a volunteer. There are many ways to help with students or "behind the scenes", volunteer opportunities that will fit with any work or other family obligations. I hope you had a chance to stop by our "Welcome Back Coffee" this morning to see and hear about some of these opportunities. Please feel free to ask your child's teacher or a PTA Board Member about these opportunities. It feels good to help, and it benefits our whole school community!

Volunteer Guidelines:

- All volunteers must sign in and wear an ID badge every day
- All regular volunteers are required to have a current TB test on file. Please call the school office at the phone number above for information on obtaining this clearance (at Curie).
- Volunteer drivers must have their current license and registration on file in the school office, and have signed the "Driver Guidelines" for each trip.
- Please see important "Curie Health Policy" guidelines for information regarding volunteering for class celebrations

Sincerely,

Chris Juarez
Principal

APPENDIX C

2014-15 SPSA ADDENDUM

Curie Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 06/30/2015, 90 % of All Curie Elementary Students, 70 % of English Learners, and 89 % of Hispanic or Latino students will perform at proficient or advanced level in On-Demand Writing.
Mathematics	By 06/30/2015, 94.5 % of All Curie Elementary Students, 87 % of English Learners, and 93 % of Curie Elementary Hispanic or Latino students will perform at proficient or advanced level in Mathematics.
English Language Development	By 06/30/2015, 85 % of Curie Elementary English Learners will perform at minimum expectations in making annual progress in English/Language Arts level on the California English Language Development Test (CELDT).
Graduation/Promotion Rate	By 06/30/2015, 90 % of All Curie Elementary 3rd graders, 81 % of Hispanic or Latino 3rd graders, and 73 % of 3rd grade English Learners will perform at proficient/advanced level in On-Demand Writing.
Parent Involvement and Community Engagement	We will increase parent involvement and engagement, especially regarding Common Core Standards. Improvements in use of websites and newsletters will increase opportunities for communication and information. By 06/30/2016, 100 % of Parents/Guardians will meet and attend two or more events.

Academic Program Description:	Please see the base program model in the following page.
--------------------------------------	---

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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