

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **IBARRA ELEMENTARY SCHOOL**

2014-16

37-68338-0108290

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

Principal: Sovereign, Susie

Contact Person: Sovereign, Susie

Position: Principal

Telephone Number: 619/641-5400;

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

E-mail Address: ssovereign@sandi.net

The following items are included:

- Recommendations and Assurances
- 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 20 2015

Attachment 2
Modification of SPSA

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

received
3/20/15

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

SCHOOL NAME: Herbert Hoover Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Susie J. Sovereign

PHONE: 619-641-5400 FAX: 619-516-0355 E-MAIL ADDRESS: SSovereign@sandinet

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:

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/4/15
- 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: _____
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2/25/15

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.

Susie J. Sovereign
Type/Print Name of School Principal

Susie J. Sovereign
Signature of School Principal

3/13/15
Date

Ruthie Murray
Type/Print Name of SSC Chairperson

Ruthie Murray
Signature of SSC Chairperson

3/13/15
Date

Fabiola Bagula
Type/Print Name of Area Superintendent

Fabiola Bagula
Signature of Area Superintendent

3/17/15
Date

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



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 - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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 2014-15 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 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

I want to participate in learning something with my staff and then see evidence of it in the classrooms – every day, with every child in every classroom. I want everyone at my school to see a connection to something that is bigger than they are. I want to work at a school where people work hard and play hard. All adults and children on campus trust and respect each other. Students are at the center of all that we do and they are successful in many areas.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
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 TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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
Keasha Pearce	Parent
Cheryl Geck	Parent
Maria Carmona	Parent
Amy Cousland	Classroom Teacher
Ruthie Murray	Classroom Teacher
Louis Zaranka	Classroom Teacher
Isaac Santillan	Other
Susie J. Sovereign	Principal
Daisy Major	Parent
Norma Jimenez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 50 % of Ibarra Elementary Students will achieve a grade level Instructional Reading Levels in English/Language Arts

Closing the Gap SMART Goal:

* By 07/21/2016, 50 % of Ibarra Elementary English Learner, Students will achieve a grade level Instructional Reading Level in English/Language Arts
 * By 07/21/2016, 50 % of Ibarra Elementary Black or African American, Students will achieve a grade-level Instructional Reading Level in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Development Reading Assessment

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:

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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 07/21/2016, 55 % of Ibarra Elementary Students will achieve a proficient in District Math Benchmark Assessments

Closing the Gap SMART Goal:

* By 07/21/2016, 55 % of Ibarra Elementary Black or African American, Students will achieve a proficient in District Math Benchmarks in Mathematics

* By 07/21/2016, 55 % of Ibarra Elementary English Learner, Students will achieve a proficient in District Math Benchmarks in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

District Math Benchmark scores

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:

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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 07/14/2016, 60 % of Ibarra Elementary English Learner, Students will reclassification requirements 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:

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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 55 % of Ibarra Elementary Grade 03, Students will perform at level 38 level in DRA

Closing the Gap SMART Goal:
 * By 07/21/2016, 50 % of Ibarra Elementary Hispanic or Latino, English Learner, Grade 03, Students will perform at level 38 level in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Developmental Reading 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:

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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 07/21/2016, 100 % of Ibarra Elementary Parents/Guardians will participate in 3 events to support their child's learning in Parent and Community Engagement

Targeted Population:

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

What data did you use to form these goals?:

Sign-in sheets at Parent Conferences, Open House, Awards Assemblies, Chats with the Principal, Raising Readers presentations, etc.

Progress and Growth Monitoring:

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 Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, 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)

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

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher and support Teacher..

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Ibarra Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and other staff will provide monthly check in with at risk students

Support staff will address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.5000	\$14,097.50	0150-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 05	Provide support to students regarding attendance, social emotional support and discipline. Coordinates outside resources to support students and families.
Position Inschool Resource Tchr,	1.0000	\$80,272.00	0150-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Teacher will provide support to students not at grade level.
Supplies	-	\$15,532.00	0150-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide students with a variety of materials and supports to improve student achievement. Materials will support identified and targeted needs of students to close the achievement gap.
Prof&Curriclm Dev Vist Tchr	-	\$6,000.00	0150-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Visiting teachers to cover classrooms while classroom teachers plan collaborative responsive lessons.
Contracted Svcs Less Than \$25K	-	\$100.00	0150-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Just Think Literacy to support students through grade level Lesson Study.
Prof&Curriclm DevHrlyClsrmTchr	-	\$12,300.00	0150-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teachers will collaborate and plan to meet all student needs. Teachers will attend workshops/trainings and site/cross visits.
Postage Expense	-	\$100.00	0150-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to mail letters and/or documents to parents, as needed. To enhance home/school communication and partnerships.
Inservice supplies	-	\$951.00	0150-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies that support parent center trainings and meetings - light refreshments.
Interprogram Svcs/Duplicating	-	\$300.00	0150-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	To enhance home school partnerships and communication.
Other Support Prsnl PARAS Hrly	-	\$500.00	0150-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for Parent Involvement Activities
Interprogram Svcs/Paper	-	\$200.00	0150-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Paper to support classroom instruction.
Supplies	-	\$500.00	0150-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies that support parent center trainings and meetings.
Prof&Curriclm Dev Vist Tchr	-	\$9,964.00	0150-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	01, 02, 03, 04	CELDT testing for English

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal::**

Teachers will provide tutoring to students before and after school to support them to meet grade level standards.
Pull out/Push in support is provided to students during the school day to support student to meet grade level standards.
Learning Upgrade and other supports provided to students to support them to meet grade level standards.

Identified Need::

There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support and tutoring.

Target Group::

Students not meeting grade level standards.

Monitoring::

DRA scores, Benchmark assessment results and site developed assessments

Personnel Responsible::

Principal, classroom teachers, and support teachers

Goal 2: Classroom Supports**Classroom Support Goal::**

To increase access to grade level standards and improve learning, basic supplies are necessary.
Teachers will participate in Grade Level Professional Learning Communities and Lesson Studies.

Identified Need::

All students are in need of basic classroom supplies and support.

Target Group::

All students are in need of basic classroom supplies and support for learning

Monitoring::

DRA scores, Benchmark assessment results and site developed assessments

Personnel Responsible::

Principal, classroom teachers and support teachers

Goal 3: Professional Development

Professional Development Goal:

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

Identified Need::

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

Target Group::

all students

Monitoring::

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

Personnel Responsible::

Principal, ILT members, classroom teachers and support teachers.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Attendance Asst,	0.4000	\$11,460.00	0150-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Increase student attendance through monitoring of attendance and daily communication with parents and families.
Software License	-	\$10,000.00	0150-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support for students with Learning Upgrade and other licenses.
Non Clsrn Tchr Hrly	-	\$15,000.00	0150-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Teachers will provide support to students not at grade level. Teachers will collaborate and plan to meet all student needs. Teachers will attend workshops/trainings and site/cross visits.
Clerical OTBS Hrly	-	\$500.00	0150-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	[no data]	Support for parent involvement and communication.
PullOut/Push in Hrly	-	\$5,000.00	0150-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Targeted support for students who are not meeting grade level standards.
Prof&Curriculum Visiting Teacher	-	\$2,117.00	0150-09800-00-1192-0000-0000-01000-0000	LCFF Intervention Support	LCFF 3	Teachers will provide support to students not at grade level. Teachers will collaborate and plan to meet all student needs. Teachers will attend workshops/trainings and site/cross visits.
Contracted Svcs Less Than \$25K	-	\$17,900.00	0150-09800-00-5853-0000-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Just Think Literacy support for students through grade level Lesson Study.
Prof&Curriclm DevHrlyClstrnTchr	-	\$7,700.00	0150-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Teachers will collaborate and plan to meet all student needs. Teachers will attend workshops/trainings/and site/cross visits.

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. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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



TITLE I PARENT INVOLVEMENT POLICY

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

Herbert Ibarra Elementary School has developed a written Title 1 parental involvement policy with input from Title 1 parents. Parents gave input at SSC and ELAC meetings as well as Chats with the Principal. We have distributed the policy to parents of Title 1 students. The policy is distributed and discussed at these meetings and sent home to all Title 1 students.

Involvement of Parents in the Title 1 Program

To involve parents in the Title 1 program at Herbert Ibarra Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the right of parents to be involved in the Title 1 program. This meeting is held at the beginning of the school year.
- The school offers a flexible number of meetings for Title 1 parents throughout the year.
- The school involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review and improvement of the school's Title 1 programs and the Title 1 parent involvement policy. Parents give input at SSC and ELAC meetings as well as Chats with the Principal. These meetings (including ELAC, Family Fridays, Chats with the Principal, and other special events) will be scheduled by the school in a variety of language groups.
- The school provides parents of Title 1 students with timely information about Title 1 programs.
- The school provides parents of Title 1 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.
- If requested by parents of Title 1 students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parent conferences are held twice a year and parents are welcomed to visit the classrooms and meet with teachers on a regular basis.
- Notices are sent home with each child informing parents of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Monthly parent newsletters, the main office, the community room, the school marquee, and the morning assembly are used to advertise parent meetings and training sessions offered at Herbert Ibarra Elementary School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.



Herbert Ibarra Elementary School

4377 Orange Avenue, San Diego, CA 92115 619.641.5400 619.516.0355 (fax)



**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]*



SCHOOL-PARENT COMPACT

Herbert Ibarra Elementary School distributes to parents of Title 1 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 1 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
- Parents give input at SSC and ELAC meetings as well as Chats with the Principal.
- We have distributed the policy to parents of Title 1 students. The policy is distributed and discussed at these meetings and sent home to all Title 1 students.

BUILDING CAPACITY FOR INVOLVEMENT

Herbert Ibarra Elementary School engages Title 1 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 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens regularly at Parent Conferences, Student Study Team meetings, ELAC meetings, Chats with the Principal and other meetings.
- The school provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement. This happens regularly at Parent Conferences, Family Fridays, Student Study Team meetings, ELAC meetings, Chats with the Principal and other meetings.
- With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This happens on a regular basis at staff conferences and other trainings.
- The school coordinates and integrates the Title 1 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 (Crawford Community Connection, Crawford Cluster, Ibarra Family Health Center, Chats with the Principal and other meetings and trainings).



- The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents understand. Notices are sent home with each child informing parents of all meetings. For special meetings, targeted language groups receive notice in their language. Monthly parent newsletters, the main office, the community room, the school marquee, and the morning assembly are used to advertise parent meetings and training sessions offered at Herbert Ibarra Elementary School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- The school provides support for parental involvement activities requested by Title 1 parents.

ACCESSIBILITY

Herbert Ibarra Elementary School provides opportunities for the participation of all Title 1 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. Notices are sent home with each child informing parents of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Monthly parent newsletters, the main office, the community room, the school marquee, and the morning assembly are used to advertise parent meetings and training sessions offered at Herbert Ibarra Elementary School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

SAN DIEGO UNIFIED SCHOOL DISTRICT

Herbert Ibarra Elementary School

SCHOOL-PARENT COMPACT

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APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0150 Ibarra Elementary
 As of Date 04-08-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$170,634.00		\$2,667.00		\$11,481.00
		\$170,633.28		\$2,667.50		\$11,481.52
		\$0.72		-\$0.50		-\$0.52
Certificated Salaries / Monthly	1.0000	\$80,272.00	0.0000	\$0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	1.0000	\$80,272.00	0.0000	\$0.00	0.0000	\$0.00
Classified Salaries / Monthly	0.5000	\$14,097.50	0.0000	\$0.00	0.0000	\$0.00
6425 Guidance Asst	0.5000	\$14,097.50	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$18,300.00		\$0.00		\$9,964.00
1157 Classroom Teacher Hrly		\$12,300.00		\$0.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$6,000.00		\$0.00		\$9,964.00
Classified Salaries		\$0.00		\$500.00		\$0.00
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$500.00		\$0.00
Employee Benefits		\$42,331.78		\$116.50		\$1,517.52
Books and Supplies		\$15,532.00		\$1,451.00		\$0.00
4301 Supplies		\$15,532.00		\$500.00		\$0.00
4304 Inservice supplies		\$0.00		\$951.00		\$0.00
Services and Other Operating		\$100.00		\$600.00		\$0.00
5721 Interprogram Svcs/Duplicating		\$0.00		\$300.00		\$0.00
5733 Interprogram Svcs/Paper		\$0.00		\$200.00		\$0.00
5853 Contracted Svcs Less Than \$25K		\$100.00		\$0.00		\$0.00
5920 Postage Expense		\$0.00		\$100.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Ibarra Elementary School

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2016, 50 % of Ibarra Elementary Students will achieve a grade level Instructional Reading Levels in English/Language Arts
Mathematics	By 07/21/2016, 55 % of Ibarra Elementary Students will achieve a proficient in District Math Benchmark Assessments
English Language Development	By 07/14/2016, 60 % of Ibarra Elementary English Learner, Students will reclassification requirements in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2016, 55 % of Ibarra Elementary Grade 03, Students will perform at level 38 level in DRA
Parent Involvement and Community Engagement	By 07/21/2016, 100 % of Ibarra Elementary Parents/Guardians will participate in 3 events to support their childs learning in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		169,795.00		2,267.00		11,327.00	
2040 Inschool Resource Tchr	0.50	40,135.50	-	-	-	-	Teacher will provide support to students not at grade level. Teachers will attend workshops/trainings and site/cross visits.
2042 Early Literacy Supp Tchr, Res	0.41	32,460.93	-	-	-	-	Teacher will provide support to students not at grade level. Teachers will attend workshops/trainings and site/cross visits.
6419 Attendance Asst	0.40	11,375.20	-	-	-	-	Closely maintaining attendance has increased our school wide attendance rate.
6425 Guidance Asst	0.50	14,188.50	-	-	-	-	Provide support to students regarding attendance, social emotional support and discipline. Coordinates outside resources to support students and families.

1192 Prof&Curriclm Dev Vist Tchr	17,762.00	-	10,060.00
2281 Other Support Prsnl PARAS Hrly	-	500.00	-
Employee Benefits	38,817.76	109.96	1,267.56
4301 Supplies	-	600.00	-
4304 Inservice supplies	15,055.00	1,057.00	-

Teachers will provide support to students not at grade level. Teachers will collaborate and plan to meet all student needs. Teachers will attend workshops/trainings and site/cross visits.
Childcare for Parent Involvement Activities
To provide students with a variety of materials
Supplies that support parent center trainings and

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 TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment Days Per Week

1-374 1

375-1511 2

1512-2267 3

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

School Name: Ibarra Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$170,633.00
Enter Total Allocation: Resource 30106	\$11,481.00
Sum or Resources 30100 & 30106	\$182,114.00
10% allocation needed for PD	\$18,211.40

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers to cover classrooms while classroom teachers plan to meet all student needs. Teachers will attend workshops/trainings and site/cross visit	\$6,000.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1170	Teachers will collaborate and plan to meet all student needs. Teachers will attend workshops/trainings and site/cross visits.	\$12,300.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$18,300.00
10 % allocation has been met			YES