

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **JERABEK ELEMENTARY SCHOOL**

**2014-16**

37-68338-6099071

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:** Joiner, Kristie

**Contact Person:** Joiner, Kristie

**Position:** Principal

**Telephone Number:**

**Address:** 10050 Avenida Magnifica, Jerabek Elementary, San Diego, CA, 92131-1426,

**E-mail Address:** kjoiner@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.*

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: Jerabek Elementary School

**DUE March 13, 2015**

SITE CONTACT PERSON: Kristie Joiner, Principal

PHONE: 858-578-5330

FAX:

E-MAIL ADDRESS: kjoiner@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:

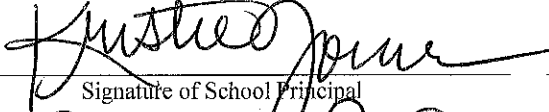

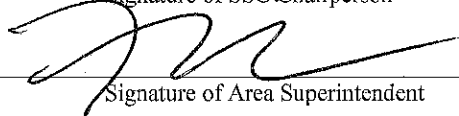
- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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: \_\_\_\_\_
- Community Advisory Committee for Special Education Programs (CAC)    Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE/NT)    Date of presentation: 3/12/15 *Not presented to SSC CR*
- Site Governance Team (SGT)    Date of presentation: 3/5/15
- Other (list): Parent Survey - Budget Priorities    Date of presentation: 3/5/15 *Not provided to SSC before approval of SPSA CR*

- 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: 3/5/15

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.

<u>Kristie Joiner</u> Type/Print Name of School Principal	 Signature of School Principal	<u>12 Mar 15</u> Date
<u>Christina Riehl</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/13/15</u> Date
_____ Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>4/8/15</u> Date

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

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**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**

**Mission/Vision:** Jerabek Elementary School will prepare students for the 21st Century by engaging all students in meaningful learning experiences that meet the highest educational and ethical standards in a caring, respectful, collaborative environment that is focused on the development of the whole child, where decision making is grounded in the best interest of "all" children and is supported through partnerships with parents and families.

**Current Reality:** Jerabek Elementary School has a history of superior achievement with a highly involved parent community and an experienced staff who is dedicated to providing quality, differentiated instruction in an environment of high expectations. The entire staff works hard that provides a high quality educational program that focuses on the development of the whole child. The staff sustains an unwavering belief that all decisions are based on our work with children and that we remain child centered.

The Jerabek community and staff have been through many administrators over the past four years. The staff is collectively working to heal from these transitions and reestablish an environment of trust and security that is focused on their passion for teaching and the love for their students. Our staff is also working on reestablishing a strong sense of team and the development of trust in their working relationship with school administration. Through professional development and collaboration staff continues to work on all aspects of servicing the needs of our students. This includes the development of progressive instructional strategies and differentiation. Along with a commitment to our parents with regards to communication in all aspects of student education.

Despite the changes in administration and navigating a highly involved parent community in an environment of high expectations, the Jerabek staff has sustained an unwavering resolve to continue to provide a stellar education to all students. Most important, it is our commitment to protect the student centered environment that serves the interest of ALL students and one that is focused on the development of the whole child.

**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: 1:24

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
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1-493	1	.2
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494-726	1.5	.3
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727-960	2.0	.4
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961-1,195	2.5	.5
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1,196-1,429	3.0	.6
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HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

<b>Member Name</b>	<b>Role</b>
Basinger, Melissa	Teacher
Reid, Kathleen	Teacher
Teri Donahue	Other
Kathy Fazekas	Teacher
Katie McCauley	Teacher
Melalee Trovato	Teacher
Kristie Joiner	Principal
Christina Riehl	Parent - Chair
Nadine Knowles	Parent - Secretary
Ginger Colletto	Parent
Susan Larson	Parent
Courtney O'Rourke	Parent - District Advisory Rep
Nicole Anderson	Parent
Mara Elliott	Parent - District Advisory Rep

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/21/2016, 65 % of Jerabek Elementary Students will meet or exceed common core grade level standards identified in SBAC

School Site Council (and School Governance Team) has voted to be cautious regarding the expected percentage of students performing proficient and advanced since the SBAC test is new and has not been sufficiently normed over a period of time.

**Closing the Gap SMART Goal:**

\* By 06/21/2016, 40 % of Jerabek Elementary Students with Disability will meet or exceed common core grade level standards identified by SBAC assessments in English/Language Arts

School Site Council (and School Governance Team) has voted to be cautious regarding the expected percentage of students performing proficient and advanced since the SBAC test is new and has not been sufficiently normed over a period of time.

**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?

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**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 06/21/2016, 55 % of Jerabek Elementary Students will meet or exceed common core grade level standards identified by SBAC assessments in Mathematics

School Site Council (and School Governance Team) has voted to be cautious regarding the expected percentage of students performing proficient and advanced since the SBAC test is new and has not been sufficiently normed over a period of time.

**Closing the Gap SMART Goal:**  
 \* By 06/21/2016, 35 % of Jerabek Elementary Students with Disability will meet or exceed common core grade level standards identified by SBAC assessments in Mathematics

School Site Council (and School Governance Team) has voted to be cautious regarding the expected percentage of students performing proficient and advanced since the SBAC test is new and has not been sufficiently normed over a period of time.

**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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**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 06/21/2016, 55 % of Jerabek Elementary English Learner, Students will meet or exceed Proficient/Advanced in SBAC

School Site Council (and School Governance Team) has voted to be cautious regarding the expected percentage of students performing proficient and advanced since the SBAC test is new and has not been sufficiently normed over a period of time.

**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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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 06/21/2016, 85 % of Jerabek Elementary Grade 03, Students will meet or exceed proficient or advanced in DRA

**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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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 06/21/2016, 100 % of Jerabek Elementary Parents/Guardians will receive weekly communications from staff in Parent and Community Engagement

**Targeted Population:**

Jerabek staff has been working hard to unite under changes in leadership and develop effect systems within each grade level/classroom to effectively communicate with parents.

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

Attendance

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

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 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.

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

Speech and Language Pathologist will provide model lessons when needed 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, attendance clerk, 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.

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 as determined by the teacher.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students as needed.

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)**

Counselor and support mentors will provide monthly check in with at risk students

Support by Support staff and Power Team (if available) 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.

**Local Control Funding Formula Goals**

**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?

**Intervention Support Goal::**  
 Students identified under this funding will be provide push in/pull support is provided to increase the number of students meeting grade level standards as evidence by the DRA and site developed assessments.  
**Identified Need::**  
 Students identified under this funding source at all grade levels who are not meeting grade level standards. These students would benefit from in-class small, targeted, instructional groups along with push-in/pull out support.  
**Target Group::**  
 Students identified under this funding who are not meeting grade level standards  
**Monitoring::**  
 DRA Scores and results of site-developed assessments  
**Personnel Responsible::**  
 Principal, classroom teachers and ILT

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrm Tchr Hrly	-	\$5,083.75	0156-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Hourly support for English Learners to support their academic needs.

## **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. 2014-15 SPSA Addendum



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



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

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*Jerabek Elementary School*  
**NON-TITLE I PARENT INVOLVEMENT POLICY**

*Jerabek Elementary* has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. ***[Describe how the school developed the policy with parent input.]***

It has distributed the policy to parents of Non-Title I students.  
***[Describe how the school distributes the policy.]***

The 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 *Jerabek Elementary* the following practices have been established:

- The school convenes an annual meeting to inform 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. ***[Briefly describe or bullet how this happens at your school.]***
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. ***[Briefly describe or bullet how this happens at your school.]***
- 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. \*\* ***[Briefly describe or bullet how this happens at your school.]***
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. ***[Briefly describe or bullet how this happens at your school.]***
- The school provides parents of Non-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. ***[Briefly describe or bullet how this happens at your school.]***
- If requested by parents of Non-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. ***[Briefly describe or bullet how this happens at your school.]***

***\*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 Non-Title I children. [20 USC 6318 Section 1118(c) (3)]***

### **School-Parent Compact**

*Jerabek Elementary* distributes to parents of Non-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 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

*[Briefly describe how the school developed the policy with Non-Title I parent input and how the school distributes the policy to Non-Title I parents. Attach a copy of the compact to this policy.]*

### **Building Capacity for Involvement**

Jerabek Elementary 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 work with parents to communicate student academic and behavioral progress based on classroom performance. The entire staff will continue to work on communicating and understanding of the new State's academic content standards.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Teachers and support staff work collaboratively with parents regarding how they can help support their child's education. This occurs at parent-teacher conferences, via email and on an ongoing basis (verbally) each day.
- 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.  
Parents are actively engaged in forums such as School Site Council and School Governance Team who provide valuable input and collaboration regarding school operations and instructional matters.

- 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. Our school currently provides our school's foundation with classroom space to act a resource and meeting room
- 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. This support comes in the format of communication both verbally and non-verbally. Parents receive a packet of comprehensive information at the beginning of each school year and also receive emails weekly regarding programs, meetings and other activities on campus for the corresponding weekly activities. Teacher also sends out communication reading specific classroom information on a regular basis to keep parents informed. Information is also posted on our school webpage and school's marquee. Parents can also communicate verbal requests through our school's front office staff either verbally or in written form. Parents can request materials and communication to be translated at any time.
- The school provides support for parental involvement activities requested by Non-Title I parents. This support comes in the format of communication both verbally and non-verbally. Parents receive a packet of comprehensive information at the beginning of each school year and also receive emails weekly regarding programs, meetings and other activities on campus for the corresponding weekly activities. Information is also posted on our school webpage and school's marquee. Teacher also sends out communication reading specific classroom information on a regular basis to keep parents informed. Parents can also communicate verbal requests through our school's front office staff either verbally or in written form.

**Accessibility**

Jerabek Elementary 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 are solicited at the beginning of each year and encouraged to participate in all aspects of our school's operation. These include opportunities to volunteer in the classroom, assist the teacher with various tasks, and participate in classroom field trips, opportunities to participate in school events such as our Annual Dr. Suess Night, School Site Council and School Governance Team. Our supporting school's foundation also presents opportunities to contribute and/or participate in the many activities sponsored by them.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



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

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JERABEK ELEMENTARY SCHOOL

**HOME/SCHOOL COMPACT**

Jerabek 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 2014-2015.

**REQUIRED HOME/SCHOOL COMPACT PROVISIONS**

**SCHOOL RESPONSIBILITIES**

The Jerabek 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:

The high quality curriculum resources used at Jerabek adheres and aligns to the required Common Core State Standards at all grade levels. Teachers employ appropriate and differentiated strategies to meet the diverse behavioral and academic needs of all children to support an effective learning environment within a community of high expectations.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Conferences for all children are scheduled in the fall and in spring; teachers will meet with parents of students who are at-risk and/or through parent request.
3. Provide parents with frequent reports on their child's progress. Teachers adhere to the district required progress reporting periods that can include conferences. Teacher work to communicate student progress throughout the year through conferences, meeting requests (by parents), email, phone and in person. This collaboration is ongoing.
4. Provide parents reasonable access to staff. Parents needing communication or collaboration with staff are directed to contact the office. Office staff will forward any messages that have not already gone directly to the staff member.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent volunteering is a valued aspect of our educational program. Parents volunteering are coordinated through our Room Parent program (FFO) Parents can also speak to the teacher directly to volunteer in the class or at school. Parents who want to volunteer are required to fill out a volunteer packet with the office prior to doing so. Parents who are requesting to "observe" a classroom must make that arrangement with the principal. This request can take up to twenty-four hours of receipt of the request so to notify the teacher(s) involved in the observation.

## **PARENT RESPONSIBILITIES**

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

- Monitoring attendance. Ensuring students are in school every day of the year and at school on time each day
- Making sure that homework is completed.
- Communicate with my child's teacher on ways to support him/her in class.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Communicating and collaborating with school staff in a positive respectful manner
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

## **Optional additional provisions**

## **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement. Students are responsible for the following:

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- ✓ I will treat myself and others with respect and my behavior will exemplify, trust, responsibility, caring, citizenship and fairness at all times.
- ✓ In the classroom I will work to develop and use my independent problem solving, creativity, critical thinking and effective communication.



**APPENDIX C****2014-15 SPSA ADDENDUM**

**Jerabek Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	1.1. By 07/21/2015, 90 % of Jerabek Elementary Students will perform at common core grade level standards identified by site developed formative assessments level in English/Language Arts 1.1.1.
<b>Mathematics</b>	2.1. By 07/21/2015, 90 % of Jerabek Elementary Students will meet common core grade level standards identified by site developed formative assessments level in Mathematics 2.1.1.
<b>English Language Development</b>	1.2. By 07/21/2015, 85 % of Jerabek Elementary English Learner, Students will perform at Proficient/Advanced level in Site Developed or PLC Common Assessment(s)
<b>Graduation/Promotion Rate</b>	3.2. By 07/21/2015, 85 % of Jerabek Elementary Grade 03, Students will perform at proficient or advanced level in Site Developed or PLC Common Assessment(s)
<b>Parent Involvement and Community Engagement</b>	3.1. By 07/21/2015, 100 % of Jerabek Elementary Parents/Guardians will meet receive weekly communications from staff level in Parent and Community Engagement

<b>Academic Program Description:</b>	<b>Please see the base program model in the following pages.</b>
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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