

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT JUAREZ ELEMENTARY SCHOOL

2014-16

37-68338-6039804
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Marques, Marceline

Contact Person: Marques, Marceline

Position: Principal

Telephone Number:

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

E-mail Address: mmarques@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 APR 08 REC'D

Attachment 2
Modification of SPSA

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: Benito Juarez
SITE CONTACT PERSON: Marceline Marques
PHONE: 858 935 2800 FAX: 858 935 2849 E-MAIL ADDRESS: mmarques@sandi.net

DUE March 13, 2015

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) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/9/15
- Other (list): PTO, Parent group Date of presentation: 3/6/15 3/4/15

- 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: 3/9/15

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>Marceline Marques</u> Type/Print Name of School Principal	<u>Marceline Marques</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Dallas Dumont</u> Type/Print Name of SSC Chairperson	<u>Dallas Dumont</u> Signature of SSC Chairperson	<u>3/13/2015</u> Date
<u>Kimmie Lountkild</u> Type/Print Name of Area Superintendent	<u>Kimmie Lountkild</u> Signature of Area Superintendent	<u>4-7-15</u> Date

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

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 - 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

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

CORE AND SUPPLEMENTAL SUPPORTS

Supplemental Supports include the provision of the Dual Language component at grades TK, K, 1st, and 2nd, where pupils receive literacy, science, and social studies instruction in Spanish. Additionally, Strategic Support personnel are provided to administer additional small group core instruction in English language arts, Spanish language arts, Focused English Language Development, and Math- to students in need.

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
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

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Juarez is in Year 1 of Program Improvement, and professional development monies will provide release time for teachers to closely review pupil work, look at formative assessment methods to inform instruction, and collaborate on plans to support students performing at Basic and below.

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
Dallas Dumont	Parent Chair
Wendy Culver	Teacher
Marceline Marques	Principal
Patricia Leming	Teacher
Katherine Murphy	Teacher
Isaac Santillan	Other
Shannon Azocar	Parent
Michelle Felder	Parent
Humberto Cobian	Parent
Jaime Corea	Community

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/30/2016, 60 % of Juarez Elementary Students, Grades 2-5 will meet grade level standards in Interim Assessments

Closing the Gap SMART Goal:

* By 06/30/2016, 55 % of Juarez Elementary Grades 2-5, English Learner, Students will meet grade level standards in Interim Assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA

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 06/12/2016, 72 % of Juarez Elementary Students, Grades 2-5 will meet grade level standards in Interim Assessments

Closing the Gap SMART Goal:
 * By 06/12/2016, 68 % of Juarez Elementary English Learner, Students, Grades 2-5 will meet grade level standards in Interim Assessments

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 3: English Learner

English Learner SMART Goal:
 * By 06/12/2016, 59 % of Juarez Elementary English Learner, Grades 2-5 will achieve a increase one proficiency level or reach Early Advanced/Advanced 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 06/12/2016, 45 % of Juarez Elementary Grade 03, Students will achieve a grade level standards in DRA, increasing from 32.5 % to 45 %, a gain of 12.50 % points

Closing the Gap SMART Goal:
 * By 06/12/2016, 45 % of Juarez Elementary English Learner, Grade 03, Students will achieve a Proficient in DRA, increasing from 25 % to 45 %, a gain of 20.00 % points

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA

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

* By 06/12/2016, 82 % of Juarez Elementary Parents/Guardians will participate at 4 school events as measured by Attendance

Targeted Population:

All parents

What data did you use to form these goals?

Student assessment data, as well as parent sign in sheets, order forms, rosters, and photo records were used to form these goals.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

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

Every English Learner will receive 30 minutes of FELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (interim, end of unit, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

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

Teachers will use graphic organizers to support student understanding.

All English learners will be assessed using CELDT

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 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.

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

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

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

Intensive Intervention (Tier 3)
 Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Counselor and guidance staff will provide regular check in with at risk students
 Strategic Support staff to address literacy needs of students who are two or more years below proficiency.
 Speech and language pathologist will provide supplemental support to English learners with language needs.
 Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$2,995.00	0161-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 3	Release subs to provide PD days for teachers to collaboratively review student progress and plan for Common Core ELA, Math, and ELD, as well as to identify strategies for RTI, to increase student proficiency rates
Supplies	-	\$10,459.00	0161-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	instructional materials to support student learning
Non Clsrn Tchr Hrly	-	\$13,923.00	0161-30100-00-1957-2700-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Strategic support teachers providing core curriculum instruction to small groups
Interprogram Svcs/Paper	-	\$250.00	0161-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Parent communication of information to support parent involvement and student achievement
Supplies	-	\$159.00	0161-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 04, 05	parent training supplies to support student learning
Inservice supplies	-	\$375.00	0161-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 05	parent training supplies to support student learning

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: Providing small group support at the primary grades during the literacy block, focusing on literacy intervention work such as word study, phonics, spelling, and reading fluency.</p> <p>Identified Need: Prior data indicates that general writing skills need improvement across the grade levels.</p> <p>Target Group: Primary grade pupils in the Dual Language Program.</p> <p>Monitoring: PLC developed exit slips and assessments will be implemented on a monthly basis.</p> <p>Personnel Responsible: Strategic Support (part time) teachers will collaborate with classroom teachers as the responsible parties.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: Supplemental instructional materials and online supports will be provided to enhance pupil achievement.</p> <p>Identified Need: Students require daily and sustained practice on technology based assessments and programs.</p> <p>Target Group: Pupils in grades TK-5</p> <p>Monitoring: The site administrator will work with teachers to monitor the use of technology and supplemental instructional materials.</p> <p>Personnel Responsible: Principal and classroom teachers</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>
<p>Professional Development Goal:</p>

Juarez Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Professional Development within the PLC Collaborative model will provide time to analyze pupil work, design supports for ELs, and develop and review RTI strategies. Teachers will continue to collaboratively plan core subject lesson studies with focus on the District Learning Cycle expectations.

Identified Need:

All pupils, and especially those performing below proficiency need identified Tier II supports as prescribed by PLC Collaborative teacher groups. All pupils require differentiated supports depending on their point of need. Teacher collaborative time is necessary to accomplish the related planning.

Target Group:

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

Monitoring:

Agendas for PLC and PD and products produced

Personnel Responsible:

Classroom teachers, SAI teachers, and principal will collaborate to ensure pupil instruction is differentiated.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$2,996.00	0161-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 03, 05	English Learner Coordinator hours to administer CEDLT, complete compliance tasks, manage ELAC, attend DELAC
Supplies	-	\$772.00	0161-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	instructional supplies
Non Clsrm Tchr Hrly	-	\$10,455.00	0161-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Strategic support teachers providing core curriculum and FELD instruction to small groups

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
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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

BENITO JUAREZ ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY

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

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

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

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

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

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

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

****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

Juarez Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- ***Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences***
- ***SSC Meeting dates and times are public and parents/community are invited to attend***

Building Capacity for Involvement

Juarez Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

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

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

-Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences

- SSC Meeting dates and times are public and parents/community are invited to attend***

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences

- SSC Meeting dates and times are public and parents/community are invited to attend***

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences

- SSC Meeting dates and times are public and parents/community are invited to attend***

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

- Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences

- SSC Meeting dates and times are public and parents/community are invited to attend***

Accessibility

Juarez Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. ***Forms and documents are sent home to the families in a variety of different language to meet the community's needs.***

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

San Diego Unified School District
BENITO JUAREZ ELEMENTARY
“Striving for Excellence in Teaching and Learning
for the Success of All Students”
“Esforzándonos para Alcanzar la Excelencia en la
Enseñanza y Aprendizaje para el Éxito de Todos los Estudiantes”

BENITO JUAREZ ELEMENTARY
HOME-SCHOOL COMPACT
2015-16

Benito Juarez Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), and students agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California’s high standards. This Home-School Compact is in effect during the 2015-16 school year.

SCHOOL RESPONSIBILITIES

Juarez Elementary will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet California’s academic achievement standards as follows:

- ❖ Teachers will organize the instructional day by implementing all components of the Literacy Framework.
- ❖ Planning for curriculum and instruction will be based on Common Core State Standards for literacy, mathematics, science, and social studies.
- ❖ Planning for differentiated instruction to meet the individual needs of students will be based on on-going assessment and monitoring of student progress.
- ❖ Students identified in need of additional support will receive additional instructional time through:
 - Strategic Support Teachers, providing intensive literacy instruction, targeting student point of need
 - Support from service learning undergraduate students from SDSU’s Department of Psychology
 - Support from Jefferson School of Law Federal Work Study Participants
 - Support from Everyone a Reader program
 - Support from Rolling Reader program
- ❖ Teachers will make a commitment to continue learning and refining their instructional skills through site and district professional development opportunities.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.

- ❖ During the 2014-15 school year parent conferences are scheduled for:
 - Tuesday, November 18-Friday, November 21
 - Wednesday, March 25-Friday, March 27
- ❖ Additionally, teachers will schedule parent conferences/meetings as the need arises.

Provide parents with frequent reports on their child’s progress.

- ❖ The principal may provide information via the following avenues of communication:
 - SchoolMessenger phone messages
 - School notices
 - School newsletters
 - Phone calls
 - E-mails
 - Parent meetings
- ❖ Teachers may provide information via the following avenues of communication:
 - Personal conferences
 - Personal notes
 - Phone calls
 - Written reports
 - Individual student contracts
 - E-mail

Provide parents reasonable access to staff.

- ❖ The principal and instructional staff at Juarez Elementary are accessible to parents during non instructional hours before and after school and parents may request meetings at a mutually convenient time.

Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities as follows:

- ❖ Parents are always welcome to observe in their child's classroom, per Board Policy and corresponding legal codes. Site policy states that parents shall contact the teacher a minimum of 24 hours in advance to schedule a visit.
- ❖ Parents are invited to participate/assist teachers on field trips.
- ❖ Parents are actively recruited to become school volunteers. Volunteers provide support in their child's classroom, in the school office, during breakfast and lunchtime, and on the playground.
- ❖ Parents have opportunities to volunteer in support of school wide events such as the Scholastic Book Fair, picture days, bus evacuation drill, Benito Juarez Day, Western BBQ Lunch day, Fiesta Lunch Day, Holiday shop, and Field Day.
- ❖ Family Fridays extend an invitation for parents to read with their children in the classroom on the first Friday of every month.
- ❖ Family events are scheduled over the course of the school year. For the 2014-15 school year these will include:
 - Back to School Night
 - Family Fridays
 - PTO Family Nights Out
 - Curriculum Nights (Family Math and Family Science)
 - Parent University
 - Family Star Night
 - Family Dance Night
 - Halloween Parade
 - PrimeTime Halloween Carnival
 - Winter Holiday Program
 - Spring Expo/PTO Ice Cream Social
 - Benito Juarez Day

PARENT RESPONSIBILITIES

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

- ❖ Ensuring daily school attendance except in case of illness
- ❖ Requesting an Independent Study Contract only for true emergency needs, making my child's attendance at school a priority
- ❖ Making sure that my child has a quiet, designated study area and that all homework is completed and submitted on time.
- ❖ Monitoring and rationing the amount of time my child spends watching television, playing video games, and working/playing on the computer.
- ❖ Volunteering in my child's classroom.
- ❖ Attending school/family events.
- ❖ Participating, as appropriate, in decisions relating to my child's education.
- ❖ Promoting positive use of my child's extracurricular time.
- ❖ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- ❖ Serving to the extent possible, on advisory groups, such as the School Site Council/Site Governance Team, District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other advisory groups.
- ❖ Modeling for my child appropriate behaviors, supporting our character education traits: responsible, respectful, fair, kind, honest, and trustworthy.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and attain California's high standards. To ensure a safe, positive, rewarding educational experience, we will:

- ❖ Strive for excellence and our personal best on a daily basis.
- ❖ Show respect for ourselves, others, and cooperate with all adults.
- ❖ Be courteous, respectful, honest, and cooperative with all students and staff members.
- ❖ Maintain regular school attendance, come to class on time, be prepared to work, and take responsibility for our learning.
- ❖ Actively participate in the learning and teaching process.
- ❖ Complete all assignments on time and to the best of our ability.
- ❖ Solve problems peacefully.
- ❖ Listen carefully, follow directions, and adhere to all district, school, and classroom rules.
- ❖ Use positive language and good manners that shows respect for others.
- ❖ Respect personal and school property.
- ❖ Read at home at least 30 minutes every day.
- ❖ Give to my parents or the adult who is responsible for my welfare all notices and information received from my school every day.

Please sign below and return to the school office.

I, _____, parent of _____, grade____,
have read and agree to support the Title I Home/School Compact.

Signature: _____ Date: _____

APPENDIX C

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

San Diego Unified School District				
Site: 0161 Juarez Elementary				
As of Date 04-10-2015				
Extended Summary				
	30100 Title I Basic Program		30103 Title I Parent	
Name	FTE	TOTAL	FTE	TOTAL
		29,954.00		784.00
		29,953.61		784.00
		0.39		-
1192 Prof&Curriclm Dev Vist Tchr		2,995.00		-
1957 Non Clsrm Tchr Hrly		13,923.00		-
Employee Benefits		2,576.61		-
4301 Supplies		10,459.00		159.00
4304 Inservice supplies		-		375.00
5733 Interprogram Svcs/Paper		-		250.00

APPENDIX D

2014-15 SPSA ADDENDUM

Juarez

Area Goals for 2014-15 SY	
English Language Arts:	By 06/30/2015, 55 % of Juarez Elementary Students, Grades 2-5 will meet grade level standards in English/Language Arts
Mathematics	By 06/12/2015, 72 % of Juarez Elementary Students, Grades 2-5 will meet grade level standards in Mathematics
English Language Development	By 06/12/2015, 59 % of Juarez Elementary English Learner, Grades 2-5 will achieve a increase one proficiency level or reach Early Advanced/Advanced in California English Language Development Test
Graduation/Promotion Rate	By 06/12/2015, 45 % of Juarez Elementary Grade 03, Students will achieve a grade level standards in DRA, increasing from 32.5 % to 45 %, a gain of 12.50 % points
Parent Involvement and Community Engagement	By 06/12/2015, 82 % of Juarez Elementary Parents/Guardians will participate at 4 school events as measured by Attendance

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four 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	FTE	TOTAL	FTE	TOTAL	Rationale
		32,540.00		722.00	
2040 Inschool Resource Tchr	0.01	955.22	-	-	Inschool resource teacher to provide push in/ pull out support to EL students and other struggling with proficiencies
1157 Classroom Teacher Hrly		22,203.00		-	Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
1192 Prof&Curriclm Dev Vist Tchr		2,890.00		-	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
2455 Tech Professional OTBS Hrly		-		200.00	Provide translation and childcare for parent involvement events and activities to support student achievement.
Employee Benefits		3,525.93		43.98	fixed cost

4301 Supplies		-		128.00	Supplies for PD, PLC and parent involvement activities to promote student achievement
4304 Inservice supplies		-		350.00	Supplies for PD, PLC and parent involvement activities to promote student achievement
5209 Conference Local		966.00		-	Local conference for staff and parents to provide PD on common core strategies to support instructional program
5841 Software License		2,000.00		-	Software License to support targeted instruction for students

APPENDIX E

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

APPENDIX E

School Name: Juarez

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$29,954.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$29,954.00
10% allocation needed for PD	\$2,995.40

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 will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments. (includes benefits)	\$3,451.00
<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
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$3,451.00
10 % allocation has been met			YES