

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT JUAREZ ELEMENTARY SCHOOL

2020-21

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: Lemos, Laura

Contact Person: Lemos, Laura

Position: Principal

Telephone Number: (858) 935-2800

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

E-mail Address: llemos@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Benito Juarez Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Laura Lemos

PHONE: 858- 935-2800

FAX:

E-MAIL ADDRESS: llemos@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>10/2/2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/2/2020</u> |
| <input type="checkbox"/> 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: October 5, 2020

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>Laura Lemos</u>	<u>/s/ Laura Lemos</u>
Type/Print Name of School Principal	Signature of School Principal / Date

<u>Katie Balla</u>	<u>/s/ Katie Balla</u>
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date

<u>/s/ Katie Balla</u>	<u>/s/ Katie Balla</u>
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date

<u>Christina Casillas</u>	<u>Christina Casillas</u>	<u>10/22/20</u>
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date	

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2020-21 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the Title 1 school-wide program serving all students. Benito Juarez Elementary is a 50/50 dual language (Spanish-English) school where all students are supported in their acquisition of a second language through our additive bilingual program. Students acquire high levels of critical thinking in English and Spanish language proficiencies while meeting academic content standards in both languages. The mission of Benito Juarez Elementary is to provide an inclusive and equitable environment where diversity is celebrated, understood, and acknowledged. Each individual child will continuously develop to their full potential, becoming bi-literate and bilingual and reaching high academic achievement in both languages. Acting with integrity, students will become productive and socially just citizens of the world. Students will become critical thinkers while they evolve into their individual authentic self and build the cognitive and linguistic asset of multilingualism, and will approach learning with cultural humility. Students will promote equity and equality to support underrepresented groups. Students will become culturally competent global-minded citizens: agents of change who value diversity and develop skill sets to improve the world around them. Benito Juarez Elementary is a STEAM school, where teachers in TK-2nd grades have been trained to ensure equity and access for all students and students' rec. Teachers are engaged with all the resources available to continue to construct the educational experiences that stimulate a passion for learning, to empower parents who are the experts of their children, and to continue to partner together so we can best ensure our student's potentials are realized. A collaborative approach is crucial if we are to be confident, our students' futures will be what we imagine. With a strong academic program paired with a second language, students at Juarez will become prepared to be citizens of the world.

Additionally, Benito Juarez Elementary is guided by the following principles:

- *Juarez is a child-centered school committed to excellence
- *Juarez's academic program is designed to meet the needs of our diverse student population
- *It is a safe place where students are nurtured and guided by staff to take responsibility for their own learning
- *Curriculum and instruction are centered on the California Content Standards
- *Juarez teachers provide rigorous teaching every day for every child in every classroom
- *A multitude of instructional techniques and approaches ensure that all students access the core curriculum
- *Differentiated instruction is evident daily in every classroom
- *Juarez has a positive and safe learning environment where all students and adults learn and grow
- *All stakeholders are involved in ongoing consensus building and collaborative and supportive student-based decision-making
- *Professional Learning Communities at Juarez work collaboratively and hold each other accountable to increase student learning and to improve instructional practice

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to a broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching, and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families, and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

In order to develop the SPSA/Annual Review, many stakeholder groups were consulted including PTO, SSC, SGT, ILT, the staff at Juarez, parents in Chat with the Principal, and ELAC, which has been delegated to SSC. Surveys that were utilized were question and answer sessions and the School Plan for Student Achievement Evaluation and Assessment Survey.

RESOURCE INEQUITIES**Area 1 Goal ELA:**

Supplies \$2254.

Professional Development & Curriculum Development Visiting Teacher: \$18,058.50

Other Support Personnel PARAs Hourly \$3852.30

Professional Development and Curriculum Development Visiting Teacher \$9631.20

Interventions planned: Lesson studies, sending staff to conferences, PD, book study, PLC, Full-day PLCs to review student data from DRA, F&P, and running records, Guided Reading monitoring

What worked: Full-day PLC for reviews data, monthly monitoring meetings, Simultaneous literacy (reading taught in both English and Spanish), Dual Language Committee reviewed Guiding Principles of Dual Language Education to ensure instructional practices are derived from research-based principles of dual language education. ILT Meetings focused on what isn't working: Data monitoring meeting were limited to monthly progress monitoring meeting during library time. Achieve 3000 was purchased after school closures in April 2020. Data is insufficient to measure the success of the program at this time. Book study on The Teacher's Clarity Playbook by Dough Fisher and Nancy Frey began in January but did not continue after the school closure in March 2020.

Modifications: For the 2020-2021 school year, teachers will administer the FAST assessment and/or DRA and F&P and will look at these scores at Plucks to strategize the next steps. Guided Reading lessons will be observed by the administration and discussed at Plucks as distance learning permits. For 3-5 grade, Achieve 3000 data progress towards lexile reports will be looked at on a monthly basis, and guided reading groups will be adjusted according to student needs. Running records will be kept and reviewed at monthly monitoring to improve student progress. Plucks will be used to look at student work and help make changes that will drive instruction. Book study on The Teacher's Clarity Playbook & Distance Learning Playbook by Dough Fisher and Nancy Frey will continue.

Area Goal 2 math:

Supplies \$2254

Professional Development & Curriculum Development Visiting Teacher: \$18,058.50

Other Support Personnel Paras Hourly \$3852.30

What was effective: Teachers attended site provided Pads in the area of math. All teachers administered the FAST Math assessment as the school's common math assessment. Teachers administered the interim CAASPP exam and analyzed the data. Teachers in third and fourth grade also used the Levered, which is a technology-based program, when possible, to engage students and promote conceptual understanding of math. Spanish component teachers engaged students in a three-read protocol, problems of the day, and CAASPP -like word problems.

What didn't work: Teachers were unable to attend district-provided Pads in the area of math because none were offered.

Modifications: Teachers will continue to administer FAST assessment. Spanish component teachers will continue to engage students in a three-read protocol, problems of the day, and CAASPP -like word problems. Teachers and principal will look for further PD opportunities around Cognitively Guided Math Instruction, Work with District Math Resource teachers. Although the FAST assessment was administered, it was administered during in February and data collected was not analyzed due to the school closures. Teachers have agreed to use common math assessments using FAST 3 times a year, Pearson, Levered, and CAASPP benchmarks.

Area Goal 3 ELs:

Supplies: \$2254

Professional Development & Curriculum Development Visiting Teacher: \$18,058.50

Non-classroom PARA hourly support: \$3210.25

Books/ref materials: \$6036

The Plan: PLC units of study, PD, Guided Reading, small groups, and POWER team support for high needs students.

What was effective: Integrated and direct ELD was provided. 3 teachers participated in ELD coaching cycle. Evidence Based Practices for English Language Learners checklist was shared, Language Development strategies were mirrored in Spanish classroom. Collaboration between English and Spanish grade level teams to coordinate across program languages through a variety of strategies to support language and concept development. There were high expectation to use the language of instruction and with scaffolds to encourage language production

What was not effective: More observations using Evidence Based Practices for English Language Learners checklist were needed.

Modifications: PD on bundles, integrated vs. design, refresher PD on ELD standards and ELPAC, Quality indicators for ELD will be developed by ILT, parent biliteracy pathway

Area Goal 4: Graduation and Promotion

3-5th grade reading at grade level.

What was effective: Tier 1 instruction produced improved scores at grades 3 and 5. Counselor met with targeted groups/students.

What was not effective: Scores were not uploaded into Illuminate with fidelity.

Modifications: Literacy coaching will continue if district can provide coaching. Teachers who went through the coaching cycle last year will continue to practice the teaching strategies learned.

Area goal 5: Parent Involvement

Non-classroom PARA hourly \$256.82 (LCFF) \$3210.25

Supplies \$286

In-service supplies \$300

What was effective: Parents participated in Chats with the Principal, Back to School Night, Family Fridays, the Benito Juarez carnival, Spring Open House, and other school events as documented by sign-in sheets. Weekly reminders went home via School Messenger and Class Dojo. Reminders for SSC & SGT meetings were sent home the day prior. School and PTO work closely to ensure parents feel engaged.

What was not effective: Parent engagement proved difficult after school closure.

Modifications: Provide more parent trainings and ensure parents understand their rights as stakeholders. Provide training around Dual Language especially for incoming Kinder parents.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kyle Broderick	Parent
Nuri Vargas	Classroom Teacher
Patricia Leming	Classroom Teacher
Alesha Carlson	Parent
Paul Villar	Classroom Teacher
DeAnn Casey	Other School Representative
Katie Balla	Parent
Danielle Lesure-Sopheak	Parent
Erika Maldonado	Parent
Darcy Addy	Parent
Lorena Cardenas	Classroom Teacher
Paul Villar	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, the guidance assistant was to review student attending and give student awards every month based on attendance. Individual students were also recognized at quarterly assemblies. For parents to feel informed about the decision-making process, all SSC and SGT meetings were announced in advance. Lastly, an independent ELAC committee was formed to provide guidance to SSC.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All three of the plans were implemented. Last year, our guidance assistant encouraged and recognized students and classes with perfect attendance. This is a plan that we will continue. Last year, we planned to send weekly reminders to encourage parents, staff, and the community to participate in school decisions. These weekly messengers were sent via School Messenger, ClassDojo, and other social media websites. Although the intention was to have a separate ELAC, we realized that there was not enough interest from families to organize an independent ELAC. This year, we will move the ELAC back with the SSC.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The major difference is that this year we will continue implementing our MTSS/PBIS to foster positive relationships between students, teachers, and parents. Another difference is the implementation of Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school-wide absenteeism	13.2%	10%	Attendance	Monthly

***Identified Need**

On the California Dashboard Juarez is in the orange range for attendance. The overall school chronic absenteeism is 13.2%.

- English Learners – 11.7%
- Hispanic students – 17.8%
- Students with disabilities – 29.5%
- Socioeconomically disadvantaged – 16.8%
- Two or more races – 11.4%
- Black - 9%
- White- 6.1%

***Online Learning Implications**

- MTSS: Behavior or Positive Behavior Interventions and Supports (PBIS), is an evidenced-based, preventative, and positive decision-making framework embraced by Benito Juarez Elementary School to foster a healthy and positive learning environment in order to support academic success. A basic assumption of PBIS is that students may misbehave because they are unsure of what is expected or do not feel that it matters. Thus, the focus of PBIS is on teaching, noticing, and reinforcing expected and desired student behaviors rather than waiting for an unexpected behavior to occur and then providing attention to it through acknowledgment.
- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Decrease chronic absenteeism	11.7%	9%	Attendance	bi-weekly
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	17.8%	15%	Attendance	bi-weekly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	29.5%	20%	Attendance	bi-weekly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	16.8%	14%	Attendance	bi-weekly
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism	11.9%	9%	Attendance	bi-weekly
June 2021	TK-5	Hispanic or Latino	Decrease suspensions	3.3%	1%	Attendance	bi-weekly
June 2021	TK-5	Two or More Races	Decrease suspensions	2.9%	1%	Attendance	bi-weekly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspensions	2%	1%	Attendance	bi-weekly
June 2021	TK-5	Students with Disabilities	Decrease suspensions	4.3%	1%	Attendance	bi-weekly

School Connectedness

***Students to be served by this Strategy/Activity**

All students at this school will benefit from these activities.

***Strategy/Activity - Description**

The guidance Assistant reviews student attendance and gives student awards monthly based on attendance. Individual students may receive awards at assemblies three times annually. Awards are obtained from local vendors and other donors. In addition, classes will go on fieldtrips to reward them and connect the real world opportunities to the classroom in order to promote attendance.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161A5	Interprogram Svcs/Field Trip		\$985.00	\$985.00	0161-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds will be used for class field trips to connect classroom instruction to real-world opportunities.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The following interventions and modifications were effective for increasing English Language Arts scores: Full-day PLC for reviews data, monthly monitoring meetings, Simultaneous literacy (reading taught in both English and Spanish), Dual Language Committee reviewed Guiding Principles of Dual Language Education to ensure instructional methods are derived from research-based principles of dual language education. ILT meetings focused on teacher clarity, learning intentions, and success criteria.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

According to the FAST Data from the Winter ELA Administration:

- 4th Grade: 77.7% of students met or exceeded (14 out of 18 students tested)
- 3rd Grade: 67.5% of students met or exceeded (25 out of 37 students tested)
- 2nd Grade: 72.4% of students met or exceeded (21 out of 29 students tested)
- 1st Grade: 53.5% of students met or exceeded (15 out of 28 students tested)
- Kinder: 44.1% of students met or exceeded (15 out of 34 students tested)
- TK: 45% of students met or exceeded (5 out of 11 students tested)

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2020-2021 school year teachers have committed to administering the FAST assessment, DRA or F&P, and will look at scores during PLCs to strategize the next steps to target achievement gaps. Guided Reading lessons will be observed by the administration and discussed during PLCs as distance learning permits. A school-wide tracker has been developed in order to allow for transparent data collection. This document is shared with the members of our Student Success Team and our Education Specialist. For 3-5 grade, Achieve 3000 data progress towards Lexile reports will be looked at on a monthly basis, as well as guided reading groups will be adjusted according to student needs. Running records will be kept and reviewed, monthly to monitor improvement student progress. PLCs will be used to engage in looking at student work protocol and help make changes that will drive instruction. Book study on The Teacher's Clarity Playbook & Distance Learning Playbook by Dough Fisher and Nancy Frey will continue. Grade-level PLCs will be used to plan opportunities for teachers to engage students with both languages concurrently for clear academic, linguistic, or social purposes. Language arts instruction will be coordinated between the two languages at all grade levels. A variety of instructional techniques including cooperative learning and flexible grouping are consistently used to challenge and support all students as needed. Teachers will help increase students' self-efficacy by engaging all students in biweekly goal-setting conversations.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2021	K-5	meet or exceed standards	60%	70%	FAST aReading	trimester
June 2021	K-5	meet or exceed standards	64%	74%	FAST aReading	trimester

*Identified Need

The school's overall data for the 2016-17 school year indicates 49.4% of all 3rd-5th grade students met or exceeded the standards in ELA. In the 2017-18 school year, 54.0% of all 3rd-5th grade students met or exceeded the standards in ELA, a gain of 4.6%. In the 2018-19 school year, 64% of all students in grades 3rd-5th met or exceeded the standards in ELA, for a gain of 10%. During the 2019-2020 school year, CAASPP data was not available due to the school closures. Instead as a school, teachers administered the FAST Assessment. According to the FAST Winter data, 72.6% of students in 3rd and 4th grade met or exceeded the standard. This would indicate a gain of 8.6%. These gains are viewed with caution for 2 reasons. The first reason is that the FAST scores are aligned to Common Core Standards and not to the CAASPP assessment. Although FAST claims there is a correlation between the students who score at or above grade level in the FAST go on to score met or exceed in the CAASPP, SDUSD has not yet analyzed the validity of the correlation. Another reason to view the gains with caution is that this assessment was administered in February and March of 2020, 3 months prior to the end of the school year. As a staff, we are confident that students' scores on the FAST would have greatly improved had students remained on campus until the end of the school year.

When looking at the data for each grade level, in 2016-17 51.4% of 3rd graders met or exceeded the grade-level standards, in 2017-18 53.1% of students met or exceeded the grade-level standards, and in 2018-19 82.4% of 3rd-grade students met or exceeded grade-level standards. In the three school years, 3rd-grade students' test scores rose 31%. Last year's FAST data is consistent with this growth. In February 2020, FAST scores indicated 67.5% of 3rd-

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

grade students were already meeting or exceeding grade-level standards.

Data analysis of the 4th grade ELA scores shows a decrease in the previous three years. In 2016-17, 33.3% of 4th graders met or exceeded the standard, in 2017-18 there was an increase of 30.6% with 63.9% of students meeting or exceeding the standard, however in the 2018-19 school year, test scores fell to 35.3% of students meeting or exceeding the standard, for a loss of 28.6%. According to the FAST Winter data, 77.7% of students in 4th grade met or exceeded the standard. This would indicate a gain of 42.2%.

Analysis of 5th-grade data shows that in the 2016-17 school year 66.7% of students met or exceeded the standard. In 2017-18 42.8% of students met or exceeded the standard, for a loss of 22.9%, however, the 2018-19 school year saw 58.3% of students meeting or exceeding the standard, for a gain of 14.5%.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.

It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.

Structures and digital tools to support student collaboration

Flexibility for teachers to provide both whole group, small group, and individual instruction

Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

Professional development for educators

English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	5	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standard	50%	60%	CAASPP ELA	Annually
June 2020	4	Hispanic or Latino	Increase the percentage of students meeting	60%	65%	CAASPP ELA	Annually

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			or exceeding grade level standard				
June 2020	4	Socioeconomically Disadvantaged	Increase the percentage of students meeting or exceeding grade level standard	28.6%	33.6%	CAASPP ELA	Annually
June 2020	3	Socioeconomically Disadvantaged	Increase the percentage of students meeting or exceeding grade level standard	69.2%	74.2%	CAASPP ELA	Annually
June 2020	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standard	Less than 10 students assessed.	10% growth per each individual student	CAASPP ELA	Annually

Guided Reading

***Students to be served by this Strategy/Activity**

Strategy 1:
For the 2020-2021 school year, teachers will administer the FAST assessment and/or DRA and F&P and will look at these scores at PLCs to strategize the next steps.
All students will benefit from this strategy/activity in the area of English Language Arts because it will allow teachers to have a consistent way of looking at data and looking at student growth. Deep data dives will guided teachers to areas of strengths of each child as well as areas of need.

***Strategy/Activity - Description**

Guided Reading lessons will be observed by the administration and discussed at PLCs as distance learning permits. For 3-5 grade, Achieve 3000 data progress towards Lexile reports will be looked at on a monthly basis, and guided reading groups will be adjusted according to student needs. Running records will be kept and reviewed at monthly monitoring to improve student progress. PLCs will be used to look at student work and help make changes that will drive instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161A8	Supplies		\$4,354.00	\$4,354.00	0161-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Classroom supplies, Social Justice Books, Additional support materials
	Software License				0161-30100-00-5841-1000-1110-01000-0000	Title I Basic Program		Goal 3 - Mathematics Ref Id : N0161A7	The software programs will be used to support and reinforce student learning.

***Additional Supports for this Strategy/Activity**

Achieve 3000 and SmartyAnts licenses have been purchased at the request of teachers for all teachers. These assessments will provided additional information regarding students reading levels in both English and Spanish. Teachers will encourage each student to take the diagnostic assessments in order for the program to assign student work at their instructional level. Teacher will monitor student scores on a weekly basis to ensure that students are completing the necessary articles to ensure consistent Lexile growth. On a month basis, teacher will review student growth with students to cultivated self-efficacy and motivate students. The school has purchased this license for several years and can used at home by students.
All students at the school will benefit from this strategy/activity in the area of Language Arts, specifically the following subgroups: Hispanic, English Learners, Students with Disabilities, and those considered Socioeconomically Disadvantaged.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data analysis of math scores and the practices of the site revealed that Tier I teacher instruction effectively raised student scores in third and fifth grade. Teachers were utilizing end of chapter tests, exit slips, and SBAC interim assessments to assess student achievement.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers were unable to attend district-provided PDs in the area of math because none was offered.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will continue to administer FAST assessment. Spanish component teachers will continue to engage students in a three-read protocol, problems of the day, and CAASPP-like word problems. Teachers and principal will look for further PD opportunities around Cognitively Guided Math Instruction, Work with District Math Resource teachers. Although the FAST assessment was administered, it was administered during in February and data collected was not analyzed due to the school closures. Teachers have agreed to use common math assessments using FAST 3 times a year, Pearson, Levered, and CAASPP benchmarks.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	Meet or exceed the standard	48.7%	53.7%	CAASPP Math	Annually
*Identified Need						
<p>According to the FAST Data from the Winter Math Administration:</p> <p>5th Grade: 43% of students met or exceeded (7 out of 16 students tested)</p> <p>4th Grade: 61% of students met or exceeded (13 out of 21 students tested)</p> <p>3rd Grade: 50% of students met or exceeded (19 out of 38 students tested)</p> <p>2nd Grade: 62% of students met or exceeded (22 out of 35 students tested)</p> <p>1st Grade: 70% of students met or exceeded (26 out of 37 students tested)</p> <p>Kinder: 52% of students met or exceeded (26 out of 50 students tested)</p> <p>In 2018-2019, Juarez CAASPP math data indicated there was an overall respectable gain of 10.3% for all students in grades 3rd-5th. As an overview, in 2016-17 48.3% of all students in grades 3rd-5th met or exceeded the standard. In the 2017-18 school year, the school saw a decline of 9.9% in all student scores with 38.4% of students meeting or exceeding the standard. However, the 2018-19 school year saw 48.7% of all students meeting or exceeding the standard. In the 2019-2020 school year, no state exams were taken. During the 2019-2020 school year, CAASPP data was not available due to the school closures. Instead as a school, teachers administered the FAST Math Assessment. According to the FAST Math Winter data, 51% of students in 3rd – 5th grade met or exceeded the standard. This would indicate a gain of 3%. These gains are viewed with caution for 2 reasons. The first reason is that the FAST scores are aligned to Common Core Standards and not to the CAASPP assessment. Although FAST claims there is a correlation between the students who score at or above grade level on the FAST, go on to score met or exceed in the CAASPP, SDUSD has not yet analyzed the validity of the correlation. Another reason to view the gains with caution is that this assessment was administered in February and March of 2020, 3 months prior to the end of the school year. As a staff, we are confident that students' scores on the FAST would have greatly improved had students remained on campus until the end of the school year.</p> <p>This last year, Hispanic students went from 40.5% meeting or exceeding the standard in 2016-17, to 37.3% in 2017-18, and 41.7% meeting or exceeding the standard in 2018-19 for an increase of 9.6%. English Learners went from 15.4% meeting or exceeding the standard in 2017-18 to 23.1% in 2018-19, for an increase of 7.7%. In addition, Socioeconomically Disadvantaged students' scores were 41% in 2016-17, 27.7% in 2017-18, and 32.6% in 2018-19 for an increase of 4.9%.</p> <p>Data analysis of 3rd-grade students shows that overall 50% of all students meet or exceeded the standard last year. In 2017, 42.9% of students were meeting or exceeding the standard, and in 2018, 40.6% met or exceeded the standard.</p> <p>Data analysis of 4th-grade students shows that overall 61% of all students were already meeting or exceeding grade-level standards during the Winter 2020 Fast Math administration. This would indicate a 22.1% growth from 2018-2019 where 38.9% scored meet or exceeding on the CAASPP.</p> <p>As a group, 5th graders saw 43% of all students were already meeting or exceeding grade-level standards during the Winter 2020 Fast Math administration. These scores would indicate a reversal of the decreasing scores we had seen in the previous 3 years. In 2017, 50% of students met or exceeded the standard, 28.1% in 2018, and 36% in 2019 for an increase of 7.9%.</p>						

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In the 2019-2020 school year, teachers attended site provided PDs in the area of math. All teachers administered the FAST Math assessment as the school's common math assessment. Teachers administered the interim CAASPP exam and analyzed the data. Teachers in third and fourth grade also used the Levered, which is a technology-based program, when possible, to engage students and promote conceptual understanding of math. Spanish component teachers engaged students in a three-read protocol, problems of the day, and CAASPP-like word problems.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.

It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.

Structures and digital tools to support student collaboration

Flexibility for teachers to provide both whole group, small group, and individual instruction

Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

Professional development for educators

English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards.	58.8%	63.8%	CAASPP Math	Annually
June 2020	3	English Learner	Increase the percentage of students meeting or exceeding grade level standards.	Less than 10 students assessed.	5% growth per each individual student	CAASPP Math	Annually
June 2020	4	Socioeconomicall	Increase the	28.6%	33.6%	CAASPP Math	Annually

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		y Disadvantaged	percentage of students meeting or exceeding grade level standards.				
June 2020	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards.	Less than 10 students assessed.	5% growth per each individual student	CAASPP Math	Annually

Progress Monitoring

***Students to be served by this Strategy/Activity**

All students will benefit from these strategies/activities in the area of mathematics, specifically the following subgroups: Hispanic, ELs, Students with Disabilities, and students who are considered Economically Disadvantaged.

***Strategy/Activity - Description**

Teachers will continue to administer FAST assessment and end of unit curriculum assessments. Common assessments will be inputted into Illuminate once administered and scored so that teachers can review the data and determine the next steps at PLCs and PDs.

Professional Development

***Students to be served by this Strategy/Activity**

All students will benefit from these strategies/activities in the area of mathematics, specifically the following subgroups: Hispanic, ELs, Students with Disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Teachers and principal will look for further PD opportunities around Cognitively Guided Math Instruction. Work with District Math Resource teachers will continue.

Software									
*Students to be served by this Strategy/Activity									
All students, specifically Dual Language students									
*Strategy/Activity - Description									
Spanish component teachers and Para Professionals will continue to engage students in a three-read protocol, problems of the day, and CAASPP-like word problems.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161A4	Other Nonclsrn PARAS Hrly		\$1,000.00	\$1,327.90	0161-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds will be used to train paraprofessionals on math strategies and to provide students with additional tutoring time.
N0161A7	Software License		\$3,200.00	\$3,200.00	0161-30100-00-5841-1000-1110-01000-0000	Title I Basic Program			Software license for on-going common assessments

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2019-20 school year, our school had 32 English Learner students, 9 IFEP, 12 RFEP, a total of 53 students. Due to the closure of schools, not all students were assessed using the ELPAC.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Classroom teacher in small groups provided targeted ELD instruction. Continued professional development around integrated and designated ELD is planned. Three teachers participated in the ELD coaching cycle.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the nature of the 50/50 program at Juarez, having a designated ELD time school-wide was problematic. Instead, teachers moved to designated ELD with the small group of ELLs they had in their classrooms. Teachers were also required to build targeted ELD lessons into their daily schedules at a set time for the 2019-20 school year. The principal and teachers throughout the year will monitor ELD lessons. Additionally, teachers will receive

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

professional development around Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them into classroom instruction. Classroom walkthroughs will be conducted to show evidence of integrated ELD.

***Integrated English Language Development**

Classroom walk-throughs will be done to look for evidence of integrated ELD instruction. PD and additional professional reading will be provided at the site for teachers to coordinate and review data. Teachers will also attend district level PDs on how to integrate English Language Development. Teachers will be provided opportunities to coordinate language arts instruction between the two languages using a variety of instructional techniques to consistently support and challenge students as needed.

***Designated English Language Development**

All teachers will teach ELD daily as evidenced by their classroom schedules. Teachers will attend site-based PDs and district-provided PDs on Designated English Language Development. Teachers will meet in bi-weekly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Partner teachers (both the English and Spanish component) will adjust lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standard in ELA	20%	25%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standard in Math	23.1%	28.1%	CAASPP Math	Annually

***Identified Need**

Analysis of school data shows that EL students have shown minimal growth in ELA and math over the last three years. In ELA, 20% of ELs met or exceeded the grade level standard, which is a growth of 4.6% over the previous year. In 2017, only 9 students were tested, so there is no available percentage. In 2018, 15.4% of students met or exceeded the standard in ELA and in 2019, 20% of ELs met or exceeded the standard. In math, 15.4% of ELs met or exceeded the standard in 2018 (again, the EL population in 2017 was too small to turn out a percentage) and in 2019 23.1% of ELs met or exceeded the standard.

Data on 3rd, 4th and 5th grade shows that not enough students were assessed in either ELA or math to provide percentages for the last three years in any one specific grade level, however there are enough students across the three grade levels to provide an overall score.

***Online Learning Implications**

The district will provide students with targeted small group support through a push-in integrated model.

The Integrated Model approach will build the educator capacity ineffective practices that support teaching practices and learning interactions as well as strategies to support English language development.

Job embedded coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

Online professional development modules with iELD (integrated English Language)

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.

Formative assessment data will be collected, analyzed, and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	LTEL	student score a 4 on the ELPAC	6.25%	11.25%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standard in ELA	20%	25%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standard in Math	23.1%	28.1%	CAASPP Math	Annually
October 2020	Tk-5	English Learner	Establish a baseline	0%	10% growth	Fountas and Pinnel	Triannual
September 2020	3-5	English Learner	Establish a baseline with Achieve3000	0%	10% growth	Other (Describe in Objective)	Triannual

Targeted ELD Lessons

***Students to be served by this Strategy/Activity**

ELs will be served by the use of targeted ELD lessons. Evidence-Based Practices for English Language Learners checklist was shared, Language Development strategies were mirrored in the Spanish classroom. Collaboration between English and Spanish grade-level teams to coordinate across program languages through a variety of strategies to support language and concept development. There were high expectations to use the language of instruction and with scaffolds to encourage language production.

***Strategy/Activity - Description**

Funds will be used to provide teachers with materials and strategies to support ELD lessons as well as possible release days for data analysis and planning during scheduled planning days.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01615J	Prof&Curriclm Dev Vist Tchr		\$3,270.00	\$3,998.89	0161-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing coordinator ELD instructional supplies & release days for data analysis and planning SpEd reading program
N0161AB	Interprogram Svcs/VAPA		\$11,358.00	\$11,358.00	0161-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt			Funding for VAPA teachers in order for teachers to engage in PLCs, looking at student work protocols, and data.
N0161AC	Non Clsrn Tchr Hrly		\$2,453.00	\$2,999.78	0161-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Testing coordinator

Goal 5 - Supporting Students with Disabilities**Call to Action Belief Statement**

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's goals focused on professional development and time for collaboration for Education Specialist and Paraprofessionals. This year, we have begun providing professional development to all staff members around inclusion, differentiated instruction, autism training, PBIS/MTSS, de-escalation strategies, etc.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference in expenditures will be that less money will be spent on visiting teachers and more will be spent on continued professional development and collaboration time.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-5	ensure students are on progress towards meeting individualized IEP goals	N/A	60	Progress Reports on IEP Goals	trimester	
September 2020	Tk-5	Establishing a baseline through FAST or F&P	N/A	Consistent Growth	Other (Describe in Objective)	Trimester	
*Identified Need							
According to California Dashboard, there were not enough students with disabilities taking the CAASPP in ELA or in Math to register a score as a subgroup, however historically; students with disabilities score around 10%.							
*Online Learning Implications							
<p>Implementation of IEP Services in Online Learning Setting</p> <p>Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).</p> <p>All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.</p> <p>All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	meet standards on CAA	N/A	100	Other (Describe in Objective)	Annually

Professional Development

***Students to be served by this Strategy/Activity**

All students will benefit for this strategy/activity, especially students with disabilities.

***Strategy/Activity - Description**

Funds will be used to provide Education Specialists and General Education teachers with time to analyze data and plan for appropriate lessons together during full-day PDs. Funds will also be used to allow Education Specialists to attend district PDs in the areas of ELA and Math. The teacher will participate in FAST Assessment/Progress Monitoring and Online Learning workshop/professional development. Teachers will write grade-level specific ELA and Math curriculum that meet common core state standards. Education Specialists and Special Education teachers will plan and facilitate professional development for para educators who directly supports students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01618K	Prof&Curriclm Dev Vist Tchr		\$1,666.00	\$2,037.35	0161-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Funding for visiting teachers for SpEd team

***Additional Supports for this Strategy/Activity**

Paraprofessionals working with students with IEPs will be sent to district PDs specifically those on engagement, behavior management. Other topics relevant to the students they serve may be approved by the principal. They will attend monthly professional development with certified staff. During distance learning, this will take place via Zoom or via Google Classroom. Para educators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.

Curriculum Research and Development

***Students to be served by this Strategy/Activity**

This strategy will benefit all students with IEPs.

***Strategy/Activity - Description**

Education Specialists and service providers will look at materials available to support students with IEPs in LA, math, and behavior management and will submit a request to the principal for approval of purchasing such academic and behavior supports. SmartyAnts, Achieve 3000, and FAST assessment and online learning lessons are available for all students (TK-5th grade). Professional development for all Education Specialists and classroom teachers on how to maximize the SmartyAnts, Achieve 3000, and FAS and online learning web tool. SmartyAnts, Achieve 3000, and FAST professional development will be provided three times throughout the school year. Professional development topics include the following: How to use and maximize the tool; Data collection; Data analysis and next steps to ensure students make progress in the areas of ELA and Math. Each classroom teacher will select either RAZ-KIDS to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161A3	Non Clsrn Tchr Hrly		\$1,000.00	\$1,222.90	0161-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	Low-Income		PARA professional PDs, SpEd PDs
N0161AD	Non Clsrn Tchr Hrly		\$87.00	\$106.39	0161-09800-00-1957-2150-0000-01000-0000	LCFF Intervention Support	Low-Income		SpEd reading program Special Education PD release days

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	African-American	Improve overall academic achievement	N/A	N/A	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ Beginning in the Fall of 2020, the Juarez site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Juarez will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Juarez will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Juarez will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Juarez will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Juarez is to maintain or increase the percentage of diverse educators from the current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

According to the FAST Data from the Winter Reading Administration:

All Grades: 60.8% of students met or exceeded (14 out of 23 students tested)

According to the 2018-2019 CAASPP ELA scores, 100% of students scored Standard Not Met. Only 2 students who took the assessment.

According to the FAST Data from the Winter Math Administration:

All Grade: 45% of students met or exceeded (10 out of 22 students tested)

According to the 2018-2019 CAASPP Math scores, 50% of students scored Standard Not Met and 50% of students scored Standard Nearly Met. Only 2 students who took the assessment.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

-Culturally Responsive-Sustaining Practices

Supporting Black Youth

***Students to be served by this Strategy/Activity**

Students who identify as African American

***Strategy/Activity - Description**

Juarez will develop and implement restorative approaches that educators will implement prior to referring a student out of class. Teachers will receive Professional Development in this area.

Every student involved in an incident that rises to the level of a suspension or expulsion will be assigned a trusted adult to support him/her/them and parents.

MTSS/PBIS Team will collect and analyze behavioral data on an ongoing basis to identify students and staff who need assistance and/or supports

- Identify areas of behavioral concern
- Assess and respond to any disproportional as evident in data trends
- Provide targeted professional development, supports, and services for students and staff at the earliest possible point of intervention
- Revise school disciplinary procedures/practices as needed taking in collaboration with the School Site Government Team, staff, students and families.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161AE	Supplies		\$2,000.00	\$2,000.00	0161-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Diverse guided reading material Spanish books, African American, STEM books, and High Interest Leveled books

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents participated in Chats with the Principal, Back to School Night, Family Fridays, the Benito Juarez carnival, Spring Open House, and other school events as documented by sign-in sheets. Weekly reminders went home via School Messenger and Class Dojo. Reminders for SSC & SGT meetings were sent home the day prior. School and PTO work closely to ensure parents feel engaged.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While we saw an increase in the number of parents who attended training/meetings, parent engagement proved difficult after school closure.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SSC and SGT agendas will be posted in accordance with each governing body's guidelines timeline and will be posted in the office and available via School Messenger, Class Dojo, and other related social media outlets. Provide more parent training and ensure parents understand their rights as stakeholders. Provide training around Dual Language especially for incoming Kinder parents.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase the number of parent participants in all parent groups.	41.67%	51.67%	CAL - SCHLS (CSPS)
*Identified Need					
<p>According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 38% (with the response “Strongly agree” in each of the indicators (see below). 100 parents completed the survey in a student population of 250 as of June 2019.</p> <p>School allows input and welcomes parent contributions – 38%</p> <p>School encourages me to be an active partner with the school in educating my child – 41%</p> <p>School actively seeks the input of parents before making important decisions – 19%</p> <p>Parents feel welcome to participate at this school – 48%</p>					
*Online Learning Implications					
<ul style="list-style-type: none"> -A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. -All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. -Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. -District is also supplying families with training on SEL, Wellness, Health and Safety. -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. -For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. -This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs. -Training for parents and other caregivers -Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise 					

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "strongly agree" to the prompt "school actively seeks the input of parents before making important decisions"	19%	29%	Other - Describe in Objective
June 2020	SSC	Increase the number of parents regularly attending SSC meetings	N/A	10%	Meeting Attendance

Parent Connectedness

***Families to be served by this Strategy/Activity**

All families at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Meeting agendas, dates, and making the minutes available as these strategies will allow parents to make arrangements to attend, make public comments, and share their thinking with school site members. Parents will be informed about the decision making process using Title I monies. Provide more parent training and ensure parents understand their rights as stakeholders. Provide training around Dual Language especially for incoming Kinder parents.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01611Y	Inservice supplies		\$400.00	\$400.00	0161-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Software license to communicate with parents.
N01614A	Supplies		\$192.00	\$192.00	0161-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Supplies for parent meetings

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2019-20 school year, all teachers assessed their students with Fountas & Pinnell, the DRA and/or FAST, depending on what language of instruction they were using. Data were input into Illuminate and shared with the administration for review and planning purposes. In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Childcare was provided for parent training and meetings. However, the number of parents who attended training/meetings and utilized this support was minimal.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to provide childcare for parent training/meetings. In addition, subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings. All staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievement.

Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2020	3	meet or exceed grade level standard on F & P	N/A	60%	Grade 3 ELA Reading	annually	
*Identified Need							
<p>Based on the California Dashboard, there are inequities in the areas of chronic absenteeism and suspension rates (both areas are red). The school community has done extensive work in MTSS/PBIS and has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be mental health services on-site (4 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment; Juarez will continue to implement PBIS and IMTSS school-wide to cultivate a positive school culture.</p>							
*Online Learning Implications							
<p>The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3	English Learner	meet or exceed grade level standard on F & P	N/A	30%	Other (Describe in Objective)	Annually
June 2020	3	Students with Disabilities	meet or exceed grade level standard on F & P	N/A	30%	Other (Describe in Objective)	Annually
June 2020	3	Socioeconomically Disadvantaged	meet or exceed grade level standard on F & P	N/A	30%	Other (Describe in Objective)	Annually

Literature Diversity

***Students to be served by this Strategy/Activity**

All students and families will be served by this strategy.

***Strategy/Activity - Description**

Supplies will support building classroom and school libraries with books, which include multicultural texts and diverse texts.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161Y	Supplies		\$4,475.00	\$4,475.00	0161-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Diverse guided reading material Spanish books Spanish STEM books High Interest Leveled books

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. Under the guidance of SDUSD's STEAM department, we will use a capacity-building model where, as each new year of STEAM is rolled out, teachers will learn best practices and new strategies for building and maintaining a culture of STEAM in our school. Our focus is on high-quality STEAM instruction that includes innovative lessons while vertically aligning STEAM education school-wide.
2. We will build capacity in our teachers by providing them with opportunities to attend District level PDs along with access to the District's STEAM team. Teachers will have time during their full-day release PLCs to work together to plan STEAM lessons that reach all students at their level of need and carry them to the next level. By keeping teachers up to date on best practices, providing them with District and site level supports, and allowing them to support each other through their PLCs, we will encourage teachers to continue to build our STEAM program with fidelity.
3. We will support teachers by providing them access to District level STEAM coaches and professional developments, providing them with release time to work together on lesson planning, and principal will review classroom schedules to ensure that STEAM lessons are provided throughout the week in order to fulfill the four hour a week commitment. Our school will also pay for visiting teachers in order to allow STEAM teachers to attend PDs and full day PLCs. We will also keep the lines of communication with the STEAM office and the Office of Language Acquisition open so we can work together to for planning for student success. And we will allocate funds in order to ensure that STEAM materials and manipulatives are available in English and in Spanish.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Our school's mission is that Juarez nurtures an inclusive and equitable environment where diversity is celebrated, understood, and acknowledged. Each individual child will continuously develop to their full potential, becoming bi-literate and bilingual and reaching high academic achievement in both languages. Acting with integrity, students will become productive and socially just citizens of the world. Our vision is that students will become critical thinkers while they evolve into their individual authentic self and build the cognitive and linguistic asset of multilingualism, and will approach learning with cultural humility. Students will promote equity and equality to support underrepresented groups. Students will become culturally competent global-minded citizens: agents of change who value diversity and develop skill sets to improve the world around them.

With guidance from the Guiding Principles of Dual Language Education, our three priorities are strengthening strand 3 Instruction, strand 4 Assessment and Accountability, and Strand 1 Program Structure.

The following are the steps I will take:

Instruction- As we continually improve our PLCs online or in a “Brick and Mortar” context, Juarez will follow Robert Marzano’s Research-based PLC practices with the specific focus on Principle 2: Instructional strategies support the attainment of the three core goals of dual language education.

As the site administrator, I will need to monitor, guide, coach, and lead PLCs based on the Marzano-based strategies below:

- Differentiation of support to PLC 20-19 (based on teacher and grade level needs)
- Unpacking of the Critical Concepts to know and understand expectations of Common Core State Standards (CCSS).
- Language arts instruction in both program languages in content-based to allow for greater language and content integration.
- Creating opportunities for staff to share artifacts during PLC demonstrating quality planning and data analysis for the individual needs of each student (focus on subgroups)
- Creating opportunities for staff to engage in peer observations to observe:
 1. A variety of instructional strategies that facilitate students' understanding of academic language and concepts that help them produce oral or written language.
 2. The scaffolding that is balanced between two program languages.
 3. Instruction in one language builds on concepts learned in the other language
 4. Instruction that promotes metalinguistic awareness and metacognitive skills.
 - Grade level self-assessment of the quality of their PLC
 - Lesson analysis with a focus on learning intentions, success criteria, overt evidence of learning

Below are the focal areas within Teacher Clarity that will come alive during professional developments and PLCs:

- Learning about the research and effectiveness behind teacher clarity.
- Showing staff what the ideal state of teacher clarity looks like.
- Teachers learning how to create concise and succinct learning targets and success criteria.
- Teachers allowing for high-level discourse in collaborative partnerships aligned to the learning targets and success criteria
- Working in PLCs to design assessments aligned to learning targets and success criteria.
- Planning to create relevant and meaningful learning experiences when students can share the what, why, and how they are learning

Assessment and Accountability- As a site, we will create and maintain an infrastructure

- Continued data analysis informing instruction
- Quality aligned formative assessments to the CCSSs
- Continued commitment to sharing with each other the artifacts demonstrating successes based on best practices of PLC

Program Structure: Culturally Humble & Inclusive Classrooms

Below are the continued strategic focal points for the 2020-2021 school year.

- Current research and data on collaborative and inclusive practices specifically using the Culturally Sustaining Teaching Practices document
- Self-reflective ratings on how each teacher is creating a safe, collaborative, and inclusive environment, specifically, teachers will use the Inclusive Education Best Practice Checklist Assessment: Understanding What Inclusion Is and Is Not to self-reflect.
- Learning how to create dynamic collaborative learning partnerships between the home, school, and the community. Teachers will use the Inclusive Education Best Practice Checklist Assessment: Home-School-Community Collaboration
- Focus on students creating viable arguments, defending their ideas, and refining their thinking.

Online Learning Implications- Currently Juarez has a reach-out team comprised of the School Principal, Counselor, Guidance Assistant, and Elementary School Assistant working with the District Reachout Team to monitor student engagement in online learning. Both teams work together in collecting information from the teachers and families in order to ensure that online learning is maximized especially for English Learners, Students with Disabilities, and Black Youth.

- The Site-based Reachout Team meets and discusses weekly trends in attendance, chronic absenteeism, and online engagement. The team reaches out to families to investigate each individual situation and offers support in ranging from social-emotional support from the counselor, technological troubleshooting, and language support from the English Learner Resource Teacher.
- Equity and consistency will be ensured classroom to classroom by continued guidance and support to teachers from the Reachout Team by ongoing reach out daily and weekly meetings with the district reach out team.
- The school will ensure that student and parent access to the school will continue during online learning by having monthly material and supply distribution, weekly School Messenger communication to all families, updates on the school website, social media website, school PTO website.
- Online learning creates a shift in leadership. This shift requires the communication to teachers the effective strategies that worked in “Brick and Mortar” instruction and how the effectiveness of those strategies transfer to the context of online learning. Although technological support and operational leadership are required throughout online learning, transformational and adaptive leadership will be required to ensure online teaching is effective and student achievement continues to be at the forefront.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Juarez Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 10,267.00

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 38,657.21

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$13,395.35
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$13,395.35

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$14,994.86
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 14,994.86

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$38,657.21

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Juarez Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 3,270.00
			1957	Non Clsrn Tchr Hrly		\$ 3,540.00
			2151	Classroom PARAS Hrly		\$ -
			2955	Other Nonclsrn PARAS Hrly		\$ 1,000.00
			3000			\$ 1,845.86
			4203	Reference Books		\$ -
			4301	Supplies		\$ 4,354.00
			5735	Interprogram Svcs/Field Trip		\$ 985.00
	09800 LCFF Intervention Support Total					\$ 14,994.86
	30100 Title I Basic Program		1192	Prof&Curriclm Dev Vist Tchr		\$ -
			4301	Supplies		\$ 6,475.00
			5841	Software License		\$ 3,200.00
	30100 Title I Basic Program Total					\$ 9,675.00
	30103 Title I Parent Involvement		2955	Other Nonclsrn PARAS Hrly		\$ -
			4301	Supplies		\$ 192.00
			4304	Inservice supplies		\$ 400.00
	30103 Title I Parent Involvement Total					\$ 592.00
	30106 Title I Supplmnt Prog Imprvmt		1192	Prof&Curriclm Dev Vist Tchr		\$ 1,666.00
			3000			\$ 371.35
			5738	Interprogram Svcs/VAPA		\$ 11,358.00
	30106 Title I Supplmnt Prog Imprvmt Total					\$ 13,395.35
Grand Total						\$ 38,657.21

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

BENITO JUAREZ ELEMENTARY SCHOOL

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020 – 2021

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

Benito Juarez Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents. Parent input was provided by the various parent groups including School Site Council (SSC), School Governance Team (SGT), and informal parent meetings such as Family Fridays.

Juarez has distributed the policy to parents of Title I students. The policy is available online to all families on the school website due to school closure due to the Covid-19 pandemic. In the brick and mortar school setting, the policy is distributed to parents at the September Back-to-School Night/Parent Orientation.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The Title I Parent Engagement Policy is presented online on our school website. In the brick and mortar school setting, the policy is distributed to parents at the September Back-to-School Night/Parent Orientation.
- Copies are available to parents that night as well as copies are sent home to parents in their home language (English, Spanish, or Vietnamese) and available on the school website in English, Spanish and Vietnamese languages.
- The Title I Parent Engagement Policy is reviewed, updated, and approved annually by the School Site Council.

To involve parents in Title I, Part A programs, the following practices have been established:

- Input from parents on the School Governance Team, School Site Council, and PTO.
- Parent surveys (i.e. ELAC, Healthy Kids Parent Survey).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- This meeting occurs annually at Back to School Night in September or via Zoom due to school closures due to the Covid-19 global pandemic.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Monday morning pre-recorded meetings are part of student character assemblies are uploaded weekly at which time information of upcoming events are shared with parents via Seesaw, Google Classroom, and ClassDojo, and School Messenger due to school closures.
- Welcome Back Parade on the first day of school where students and parents meet the teachers
- Virtual Open House in August via Zoom due to school closures
- Back to School night in September via Zoom due to school closures. Student drama and choral performances are held in the evening via Zoom due to school closure.
- SSC meetings are held in the mornings 8 times a year. The schedule for the year is provided in the first week of October.
- SGT meetings are held in the mornings 7 times a year.
- Parent conferences in the afternoon are held in the fall and spring to update parents on their child's progress academically, socially, and emotionally. via zoom due to school closures.
- PTA General meetings are held in the evenings every month.
- The school encourages parents to attend all meetings and events and to volunteer in the classroom.
- Parents are encouraged to attend the monthly Principal's Chat/Office Hours.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parents make up the quorum of our SSC that annually reviews and revises our Title 1 Parent Engagement Policy and helps develop and implement the Title 1 program and budget that support our Title 1 students.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Information regarding our Title 1 programs is shared at parent meetings, on our website, School Messenger, Weekly Principal's Update, ClassDojo, and through emails, text messages, mailings, and flyers sent home to parents.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Information regarding curriculum, proficiency levels and assessment strategies are shared with parents on Back-to-School night in September via Zoom due to school closures.
- Parent conferences held in the fall and spring give parents updates on their Child's progress.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide opportunities?

- Parent conferencing and IEP meetings allow parents to give input on their child's education.
- Parents can request a Student Study Team / Response to Intervention Team (RTI) meeting if they have concerns regarding their child's progress.
- Parent/teacher meetings and parent/ Principal Meetings are available upon request.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- An overview of State Standards is shared at Back to School Night via Zoom due to school closures.
- Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.
- Monthly parent coffees provide detailed information and explanations of dual language programs, biliteracy pathways, curriculum, assessments, and proficiency levels.
- Monthly School Site Council Meetings provide a forum to review school-wide progress by grade level, student groups, and language.
- Bi-yearly parent conferences, and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are given school library cards to check out 4-5 books a week to provide students with access to leveled reading material. During school closures, students will receive new books during distribution days.
- Juarez has previously purchased Raz Kids, Achieve 3000, SmartyAnts, and Levered Math, to provide enrichment materials parents can use at home with their children.
- Teachers develop work packets for parents to use in supporting their children academically.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Professional development for teachers includes strategies to encourage and enhance parent involvement.
- Parent concerns are addressed by members of the parent support team, response to intervention team, and classroom teachers
- Parent concerns and issues are discussed with staff during meetings and PLCs

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- All programs at Benito Juarez Elementary encourage Title 1 parents to be involved in their child's education. For example, Monday Morning Meetings (whole school assemblies) and Family Fridays are opportunities for parents to participate in school.
- We have a parent room set aside on-campus with resources and information for parents. There is also a parent information section on our school website.
- Parents are encouraged to volunteer in their child's classroom, on field trips, and during school-wide events.
- Parent Committees such as PTA provide additional opportunities for parents to participate in their child's education and instructional program.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- School Messenger is delivered in English, Spanish, Vietnamese, and Somali.
- Mailings and flyers are sent home to parents in their home language (English, Spanish, or Vietnamese).
- More than 11 languages are represented at Juarez Elementary. In an attempt to communicate more effectively with parents speaking a language other than English, we establish key communicators from the school community to provide written translation services for important information about the school.
- Title I parent involvement funds, pending SSC approval, may be used to purchase translation headsets and equipment for parent meetings.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Input on Title I Programs is sought out from all parent groups including SGT, SSC, and parent surveys sent home.
- Parent requests in alignment with our school-wide mission and vision are considered. Requests are granted based on maximum impact, fiscal feasibility, and capacity building

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

This Compact was adopted by the Benito Juarez Elementary School on October 5, 2020, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before October 10, 2020.

Laura Lemos, Ed.D.
Principal

Approved on 10.5.2020

APPENDIX C

SCHOOL PARENT COMPACT



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

BENITO JUAREZ ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School-Parent Compact is in effect for the 2020 - 2021 school year.

Benito Juarez Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

Required School Parent Compact provisions

- The school's responsibility to provide high-quality curriculum and instruction. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Monday morning pre-recorded meetings are part of student character assemblies are uploaded weekly at which time information of upcoming events is shared with parents via Seesaw, Google Classroom, and ClassDojo, and School Messenger due to school closures.
- Welcome Back Parade on the first day of school where students and parents meet the teachers
- Virtual Open House in August via Zoom due to school closures
- Back to School night in September via Zoom due to school closures. Student drama and choral performances are held in the evening via Zoom due to school closure.
- SSC meetings are held in the mornings 8 times a year. The schedule for the year is provided in the first week of October.
- SGT meetings are held in the mornings 7 times a year.
- Parent conferences in the afternoon are held in the fall and spring to update parents on their child's progress academically, socially, and emotionally. via zoom due to school closures.
- PTA General meetings are held in the evenings every month.
- The school encourages parents to attend all meetings and events and to volunteer in the classroom.
- Parents are encouraged to attend the monthly Principal's Chat/Office Hours.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- An overview of State Standards is shared at Back to School Night via Zoom due to school closures.
- Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.
- Monthly parent coffees provide detailed information and explanations of dual language programs, biliteracy pathways, curriculum, assessments, and proficiency levels.
- Monthly School Site Council Meetings provide a forum to review school-wide progress by grade level, student groups, and language.
- Bi-yearly parent conferences, and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parents are given school library cards to check out 1 book a week to provide students with access to leveled reading material. During school closures, students will receive new books during distribution days.
- Juarez has previously purchased Raz Kids, Achieve 3000, SmartyAnts, and Levered Math, to provide enrichment materials parents can use at home with their children.
- Teachers develop work packets for parents to use in supporting their children academically.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways? Type examples or add bullets here.

- Professional development for teachers includes strategies to encourage and enhance parent involvement.
- Parent concerns are addressed by members of the parent support team, response to intervention team, and classroom teachers
- Parent concerns and issues are discussed with staff during meetings and PLCs

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- All programs at Benito Juarez Elementary encourage Title 1 parents to be involved in their child's education. For example, Monday Morning Meetings (whole school assemblies) and Family Fridays are opportunities for parents to participate in school.
- We have a parent room set aside on-campus with resources and information for parents. There is also a parent information section on our school website.
- Parents are encouraged to volunteer in their child's classroom, on field trips, and during school-wide events.
- Parent Committees such as PTA provide additional opportunities for parents to participate in their child's education and instructional program.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- School Messenger is delivered in English, Spanish, Vietnamese, and Somali.
- Mailings and flyers are sent home to parents in their home language (English, Spanish, or Vietnamese).
- More than 11 languages are represented at Juarez Elementary. In an attempt to communicate more effectively with parents speaking a language other than English, we establish key communicators from the school community to provide written translation services for important information about the school.
- Title 1 parent involvement funds, pending SSC approval, may be used to purchase translation headsets and equipment for parent meetings.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Input on Title 1 Programs is sought out from all parent groups including SGT, SSC, and parent surveys sent home.
- Parent requests in alignment with our school-wide mission and vision are considered. Requests are granted based on maximum impact, fiscal feasibility, and capacity building

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Juarez Elementary staff members make individual and small group meetings to assist parents with understanding district and school information.
- The parent support team provides informal meetings tailored to the needs of Title 1, English Learner, Parents with Disabilities, and Parents of Migratory students provide school/community resources.
- Translation for school-wide materials and meetings is another support, depending on SSC approval.

This Compact was adopted by the Benito Juarez Elementary School on October 5, 2020, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before October 10, 2020.

Laura Lemos, Ed.D.
Principal

Approved on 10.5.2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

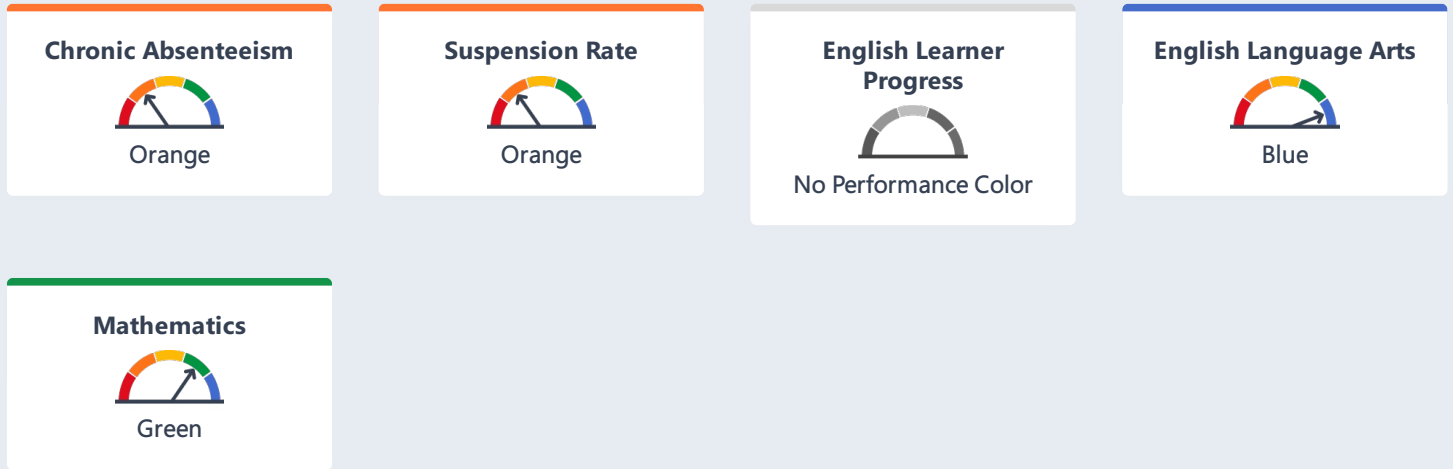
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Juarez Elementary

Explore the performance of Juarez Elementary under California's Accountability System.

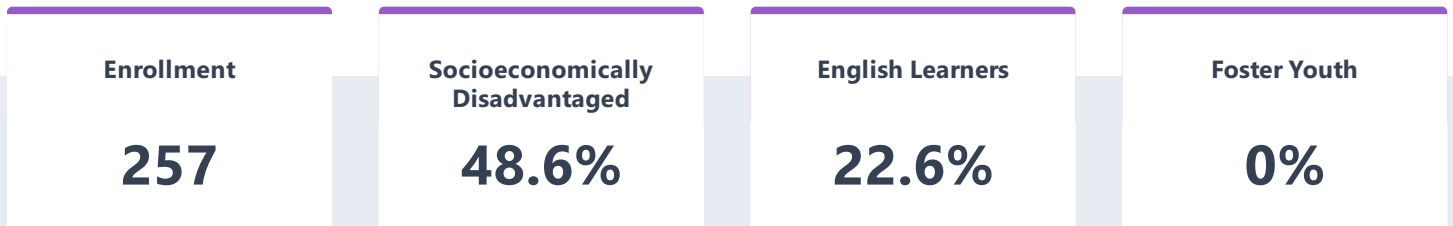


School Details

NAME Juarez Elementary	ADDRESS 2633 Melbourne Drive San Diego, CA 92123-3535	WEBSITE N/A	GRADES SERVED K-5
----------------------------------	--	-----------------------	-----------------------------

Student Population

Explore information about this school's student population.



Academic Performance

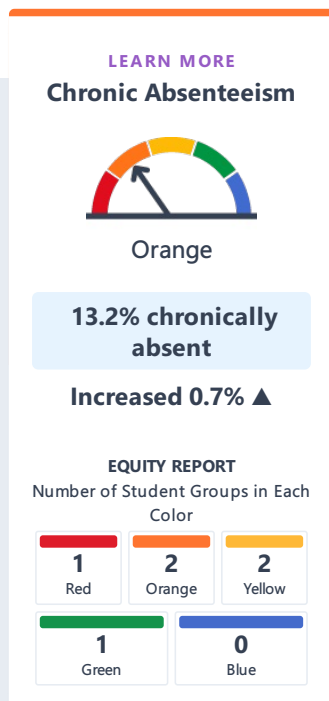
View Student Assessment Results and other aspects of school performance.



JUAREZ ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

2.6% suspended at least once

Increased 1.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	4 Orange	0 Yellow
0 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

17.3 points above standard

Increased 19 Points ▲

Number of Students: 80

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Hispanic



Blue

No Students



No Performance Color

African American

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

22.5 points above standard

No Data

Number of Students: 11

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

16.2 points below standard

Declined 13.2 Points ▼

Number of Students: 17

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

40 points above standard

Increased 38 Points ▲

Number of Students: 11

Students with Disabilities



No Performance Color

58.8 points below standard

Increased 36.4 Points ▲

Number of Students: 13

White



No Performance Color

38 points above standard

Increased 16.1 Points ▲

Number of Students: 14

Socioeconomically Disadvantaged



Yellow

10.3 points below standard

Increased 4.9 Points ▲

Number of Students: 46

Hispanic



Green

3.3 points below standard

Increased 9.7 Points ▲

Number of Students: 38

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	2 points above standard	1.7 points below standard	17.3 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

39.3 points below standard

Declined 21.4 Points ▼

Number of Students: 12

Reclassified English Learners

No Data

No Data

Number of Students: 5

English Only

17.8 points above standard

Increased 31.6 Points ▲

Number of Students: 58

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

9.8 points below standard

Increased 12.4 Points ▲

Number of Students: 80

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

No Students



Green

Hispanic



Blue

No Students



No Performance Color

African American

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

42 points below standard

No Data

Number of Students: 11

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

38.5 points below standard

Declined 5 Points ▼

Number of Students: 17

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

11.4 points above standard

Increased 17.4 Points ▲

Number of Students: 11

Students with Disabilities



No Performance Color

57.1 points below standard

Increased 39 Points ▲

Number of Students: 13

White



No Performance Color

14.1 points above standard

Increased 3.6 Points ▲

Number of Students: 14

Socioeconomically Disadvantaged



Orange

41 points below standard

Maintained 0.3 Points

Number of Students: 46

Hispanic



Green

21.7 points below standard

Increased 18 Points ▲

Number of Students: 38

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	3.2 points above standard	22.3 points below standard	9.8 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

55.8 points below standard

Maintained -0.5 Points

Number of Students: 12

Reclassified English Learners

No Data

No Data

Number of Students: 5

English Only

8.8 points below standard

Increased 24.9 Points ▲

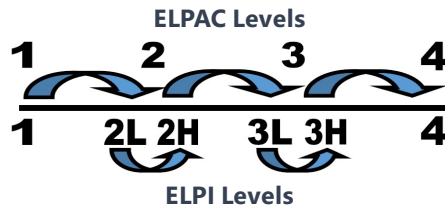
Number of Students: 58

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

42.3% making progress towards English language proficiency

Number of EL Students: 26

Performance Level

Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	15.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	42.3%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	42.3%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

13.2% chronically absent

Increased 0.7% ▲

Number of Students: 266

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

Hispanic
Socioeconomically Disadvantaged



Yellow

English Learners
Two or More Races



Green

White



Blue

No Students



No Performance Color

American Indian
Asian
African American
Filipino
Foster Youth
Homeless
Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

13.3% chronically absent

Increased 13.3% ▲

Number of Students: 15

African American



No Performance Color

16.7% chronically absent

Declined 0.7% ▼

Number of Students: 24

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

41.7% chronically absent

No Data

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Red

29.5% chronically absent

Increased 10.9% ▲

Number of Students: 44

Hispanic



Orange

17.8% chronically absent

Increased 2.6% ▲

Number of Students: 118

Socioeconomically Disadvantaged



Orange

16.8% chronically absent

Increased 0.5% ▲

Number of Students: 131

English Learners



Yellow

11.7% chronically absent

Declined 1.4% ▼

Number of Students: 60

Two or More Races



Yellow

11.4% chronically absent

Declined 2.9% ▼

Number of Students: 35

White



Green

6.1% chronically absent

Declined 1.1% ▼

Number of Students: 66

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

2.6% suspended at least once

Increased 1.2% ▲

Number of Students: 272

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

English Learners

White



No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless



African American



No Performance Color

8.3% suspended at least once

Increased 8.3% ▲

Number of Students: 24

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

0% suspended at least once

No Data

Number of Students: 12

Hispanic



Orange

3.3% suspended at least once

Increased 1.1% ▲

Number of Students: 120

Two or More Races



Orange

2.9% suspended at least once

Increased 2.9% ▲

Number of Students: 35

Socioeconomically Disadvantaged



Orange

3% suspended at least once

Increased 2.4% ▲

Number of Students: 133

Students with Disabilities



Orange

4.3% suspended at least once

Increased 2.7% ▲

Number of Students: 46

English Learners



Blue

0% suspended at least once

Declined 3.3% ▼

Number of Students: 65

White



Blue

0% suspended at least once

Declined 1.4% ▼

Number of Students: 70



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Juarez
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	81	30.9	85	48.2	89	49.4	100	54.0	75	64.0	33.1	10.0	85	32.9	92	42.4	89	48.3	99	38.4	78	48.7	15.8	10.3
Female	43	37.2	35	42.9	45	55.6	51	54.9	45	71.1	33.9	16.2	46	21.7	38	31.6	45	40.0	51	37.3	45	53.3	31.6	16.0
Male	38	23.7	50	52.0	44	43.2	49	53.1	30	53.3	29.6	0.2	39	46.2	54	50.0	44	56.8	48	39.6	33	42.4	-3.8	2.8
African American	7	-	5	-	5	-	8	-	10	70.0	-	-	7	-	5	-	5	-	8	-	10	30.0	-	-
Asian**	1	-	3	-	3	-	2	-	5	-	-	-	2	-	6	-	3	-	2	-	5	-	-	-
Filipino	4	-	3	-	0	-	0	-	0	-	-	-	4	-	3	-	0	-	0	-	0	-	-	-
Hispanic	29	13.8	33	30.3	42	40.5	54	50.0	36	55.6	41.8	5.6	29	20.7	33	27.3	42	40.5	53	32.1	36	41.7	21.0	9.6
Indochinese**	6	-	3	-	2	-	4	-	-	-	-	-	6	-	3	-	2	-	4	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	22	36.4	30	70.0	27	66.7	20	60.0	13	69.2	32.8	9.2	24	37.5	33	57.6	27	70.4	20	55.0	16	56.3	18.8	1.3
Multiracial	12	50.0	8	-	10	70.0	11	63.6	11	72.7	22.7	9.1	12	41.7	9	-	10	40.0	11	36.4	11	72.7	31.0	36.3
English Learner	20	0.0	13	23.1	9	-	13	15.4	10	20.0	20.0	4.6	25	12.0	20	5.0	9	-	13	15.4	13	23.1	11.1	7.7
English-Speaking	61	41.0	72	52.8	80	55.0	87	59.8	65	70.8	29.8	11.0	60	41.7	72	52.8	80	53.8	86	41.9	65	53.8	12.1	11.9
Reclassified†	8	-	13	61.5	9	-	5	-	5	-	-	-	8	-	13	69.2	9	-	5	-	5	-	-	-
Initially Eng. Speaking	53	41.5	59	50.8	71	52.1	82	58.5	60	70.0	28.5	11.5	52	38.5	59	49.2	71	52.1	81	39.5	60	53.3	14.8	13.8
Econ. Disadv.*	62	25.8	63	42.9	61	50.8	66	48.5	43	46.5	20.7	-2.0	66	28.8	67	38.8	61	41.0	65	27.7	43	32.6	3.8	4.9
Non-Econ. Disadv.	19	47.4	22	63.6	28	46.4	34	64.7	32	87.5	40.1	22.8	19	47.4	25	52.0	28	64.3	34	58.8	35	68.6	21.2	9.8
Gifted	22	50.0	17	70.6	25	68.0	20	75.0	18	72.2	22.2	-2.8	23	65.2	17	70.6	25	76.0	20	60.0	18	72.2	7.0	12.2
Not Gifted	59	23.7	68	42.6	64	42.2	80	48.8	57	61.4	37.7	12.6	62	21.0	75	36.0	64	37.5	79	32.9	60	41.7	20.7	8.8
With Disabilities	14	14.3	10	10.0	13	15.4	19	10.5	4	-	-	-	14	21.4	10	0.0	0	-	18	5.6	4	-	-	-
WO Disabilities	67	34.3	75	53.3	76	55.3	81	64.2	71	66.2	31.9	2.0	71	35.2	82	47.6	76	56.6	81	45.7	74	51.4	16.2	5.7
Homeless	4	-	5	-	4	-	4	-	2	-	-	-	4	-	5	-	4	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	7	-	8	-	8	-	11	54.5	-	-	9	-	7	-	8	-	8	-	11	45.5	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Juarez
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	19	47.4	31	45.2	35	51.4	32	53.1	34	82.4	35.0	29.3	19	42.1	33	48.5	35	42.9	32	40.6	35	62.9	20.8	22.3
Female	9	-	13	46.2	21	61.9	16	56.3	23	87.0	-	30.7	9	-	14	42.9	21	42.9	16	50.0	23	60.9	-	10.9
Male	10	40.0	18	44.4	14	35.7	16	50.0	11	72.7	32.7	22.7	10	60.0	19	52.6	14	42.9	16	31.3	12	66.7	6.7	35.4
African American	1	-	2	-	4	-	4	-	5	-	-	-	1	-	2	-	4	-	4	-	5	-	-	-
Asian**	0	-	1	-	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	1	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Hispanic	6	-	14	28.6	17	41.2	16	43.8	17	82.4	-	38.6	6	-	14	28.6	17	41.2	16	37.5	17	58.8	-	21.3
Indochinese**	1	-	0	-	1	-	3	-	-	-	-	-	1	-	0	-	1	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	7	-	11	72.7	8	-	6	-	7	-	-	-	7	-	12	75.0	8	-	6	-	8	-	-	-
Multiracial	3	-	2	-	4	-	3	-	4	-	-	-	3	-	2	-	4	-	3	-	4	-	-	-
English Learner	2	-	4	-	4	-	5	-	3	-	-	-	2	-	6	-	4	-	5	-	4	-	-	-
English-Speaking	17	52.9	27	44.4	31	58.1	27	59.3	31	87.1	34.2	27.8	17	47.1	27	55.6	31	48.4	27	44.4	31	67.7	20.6	23.3
Reclassified†	1	-	4	-	0	-	0	-	4	-	-	-	1	-	4	-	1	-	0	-	4	-	-	-
Initially Eng. Speaking	16	56.3	23	34.8	30	60.0	27	59.3	27	85.2	28.9	25.9	16	43.8	23	47.8	30	46.7	27	44.4	27	66.7	22.9	22.3
Econ. Disadv.*	15	46.7	23	39.1	24	50.0	22	50.0	13	69.2	22.5	19.2	15	40.0	24	45.8	24	33.3	22	31.8	13	53.8	13.8	22.0
Non-Econ. Disadv.	4	-	8	-	11	54.5	10	60.0	21	90.5	-	30.5	4	-	9	-	11	63.6	10	60.0	22	68.2	-	8.2
Gifted	6	-	5	-	15	60.0	2	-	6	-	-	-	6	-	5	-	15	66.7	2	-	6	-	-	-
Not Gifted	13	46.2	26	46.2	20	45.0	30	50.0	28	78.6	32.4	28.6	13	30.8	28	46.4	20	25.0	30	36.7	29	55.2	24.4	18.5
With Disabilities	2	-	10	10.0	13	15.4	5	-	2	-	-	-	2	-	6	-	0	-	5	-	2	-	-	-
WO Disabilities	17	52.9	25	56.0	31	58.1	27	63.0	32	87.5	34.6	24.5	17	47.1	27	59.3	31	48.4	27	48.1	33	66.7	19.6	18.6
Homeless	0	-	3	-	2	-	1	-	2	-	-	-	0	-	3	-	4	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	3	-	3	-	9	-	-	-	2	-	2	-	3	-	3	-	9	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Juarez
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	32	21.9	28	60.7	30	33.3	36	63.9	17	35.3	13.4	-28.6	35	28.6	33	42.4	30	53.3	35	45.7	18	38.9	10.3	-6.8
Female	15	33.3	11	45.5	13	23.1	24	70.8	8	-	-	-	17	17.6	13	30.8	13	30.8	24	45.8	8	-	-	-
Male	17	11.8	17	70.6	17	41.2	12	50.0	9	-	-	-	18	38.9	20	50.0	17	70.6	11	45.5	10	20.0	-18.9	-25.5
African American	3	-	1	-	1	-	3	-	2	-	-	-	3	-	1	-	1	-	3	-	2	-	-	-
Asian**	1	-	1	-	1	-	2	-	2	-	-	-	1	-	3	-	1	-	2	-	2	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Hispanic	10	0.0	9	-	16	31.3	15	60.0	9	-	-	-	10	20.0	9	-	16	43.8	14	35.7	9	-	-	-
Indochinese**	2	-	1	-	0	-	1	-	-	-	-	-	2	-	1	-	0	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	11	36.4	11	90.9	10	50.0	8	-	1	-	-	-	12	33.3	13	61.5	10	80.0	8	-	2	-	-	-
Multiracial	4	-	4	-	2	-	6	-	3	-	-	-	5	-	5	-	2	-	6	-	3	-	-	-
English Learner	12	0.0	4	-	1	-	5	-	3	-	-	-	15	20.0	9	-	1	-	5	-	4	-	-	-
English-Speaking	20	35.0	24	66.7	29	34.5	31	71.0	14	42.9	7.9	-28.1	20	35.0	24	58.3	29	55.2	30	50.0	14	42.9	7.9	-7.1
Reclassified†	1	-	1	-	5	-	2	-	0	-	-	-	1	-	1	-	5	-	2	-	0	-	-	-
Initially Eng. Speaking	19	36.8	23	65.2	24	25.0	29	69.0	14	42.9	6.1	-26.1	19	31.6	23	56.5	24	50.0	28	46.4	14	42.9	11.3	-3.5
Econ. Disadv.*	22	9.1	20	55.0	20	45.0	25	52.0	14	28.6	19.5	-23.4	24	20.8	23	39.1	20	55.0	24	29.2	14	28.6	7.8	-0.6
Non-Econ. Disadv.	10	50.0	8	-	10	10.0	11	90.9	3	-	-	-	11	45.5	10	50.0	10	50.0	11	81.8	4	-	-	-
Gifted	6	-	8	-	3	-	15	80.0	1	-	-	-	6	-	8	-	3	-	15	60.0	1	-	-	-
Not Gifted	26	15.4	20	50.0	27	33.3	21	52.4	16	37.5	22.1	-14.9	29	20.7	25	32.0	27	48.1	20	35.0	17	35.3	14.6	0.3
With Disabilities	4	-	3	-	7	-	5	-	1	-	-	-	4	-	3	-	0	-	4	-	1	-	-	-
WO Disabilities	28	25.0	25	64.0	23	39.1	31	71.0	16	37.5	12.5	-33.5	31	32.3	30	46.7	23	69.6	31	51.6	17	41.2	8.9	-10.4
Homeless	3	-	5	-	2	-	2	-	1	-	-	-	3	-	0	-	2	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	2	-	1	-	-	-	5	-	3	-	2	-	2	-	1	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Juarez
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	30	30.0	26	38.5	24	66.7	32	43.8	24	58.3	28.3	14.5	31	32.3	26	34.6	24	50.0	32	28.1	25	36.0	3.7	7.9
Female	19	31.6	11	36.4	11	81.8	11	18.2	14	57.1	25.5	38.9	20	25.0	11	18.2	11	45.5	11	0.0	14	35.7	10.7	35.7
Male	11	27.3	15	40.0	13	53.8	21	57.1	10	60.0	32.7	2.9	11	45.5	15	46.7	13	53.8	21	42.9	11	36.4	-9.1	-6.5
African American	3	-	2	-	0	-	1	-	3	-	-	-	3	-	2	-	0	-	1	-	3	-	-	-
Asian**	0	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	1	-	0	-	2	-	-	-
Filipino	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Hispanic	13	23.1	10	30.0	9	-	23	47.8	10	50.0	26.9	2.2	13	23.1	10	30.0	9	-	23	26.1	10	20.0	-3.1	-6.1
Indochinese**	3	-	2	-	1	-	0	-	-	-	-	-	3	-	2	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	8	-	9	-	6	-	5	-	-	-	5	-	8	-	9	-	6	-	6	-	-	-
Multiracial	5	-	2	-	4	-	2	-	4	-	-	-	4	-	2	-	4	-	2	-	4	-	-	-
English Learner	6	-	5	-	4	-	3	-	4	-	-	-	8	-	5	-	4	-	3	-	5	-	-	-
English-Speaking	24	37.5	21	47.6	20	80.0	29	48.3	20	65.0	27.5	16.7	23	43.5	21	42.9	20	60.0	29	31.0	20	40.0	-3.5	9.0
Reclassified†	6	-	8	-	3	-	3	-	1	-	-	-	6	-	8	-	3	-	3	-	1	-	-	-
Initially Eng. Speaking	18	33.3	13	53.8	17	76.5	26	46.2	19	68.4	35.1	22.2	17	41.2	13	38.5	17	64.7	26	26.9	19	42.1	0.9	15.2
Econ. Disadv.*	25	28.0	20	35.0	17	58.8	19	42.1	16	43.8	15.8	1.7	27	29.6	20	30.0	17	35.3	19	21.1	16	18.8	-10.8	-2.3
Non-Econ. Disadv.	5	-	6	-	7	-	13	46.2	8	-	-	-	4	-	6	-	7	-	13	38.5	9	-	-	-
Gifted	10	50.0	4	-	7	-	3	-	11	63.6	13.6	-	11	63.6	4	-	7	-	3	-	11	54.5	-9.1	-
Not Gifted	20	20.0	22	31.8	17	52.9	29	44.8	13	53.8	33.8	9.0	20	15.0	22	27.3	17	35.3	29	27.6	14	21.4	6.4	-6.2
With Disabilities	8	-	10	10.0	2	-	9	-	1	-	-	-	8	-	1	-	0	-	9	-	1	-	-	-
WO Disabilities	22	31.8	25	40.0	22	68.2	23	56.5	23	56.5	24.7	0.0	23	30.4	25	36.0	22	54.5	23	34.8	24	37.5	7.1	2.7
Homeless	1	-	5	-	4	-	1	-	1	-	-	-	1	-	2	-	4	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	3	-	3	-	1	-	-	-	2	-	2	-	3	-	3	-	1	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: JUAREZ ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Office of Language Acquisition ELA coaches will continue to provide coaching and support to third, fourth, and fifth grade teachers. All teachers to participate in District provided ELA Professional Developments, full day PLCs, book studies, and lesson studies. And all teachers will be expected to continue to provide daily Guided Reading lessons and to upload any data into Illuminate.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$17,900.34	30106-1192	This is for visiting teacher release time for PLCs.	Teachers have participated in 3 half day PLCs with their grade level partners and with the Ed Specialist to review student data. Additionally, during PD we have started a book study on The Teacher Clarity Playbook. Teacher have participated in ELA PDs regarding Benchmark. PD on GLAD strategies	Guided reading has been implemented inconsistently. Feedback has not been given on guided reading. We have not yet done any lesson studies and teachers are inconsistently putting data into Illuminate. There is a need for additional guided reading books for the Spanish component and high interest books for upper	Guided reading times will be shared and lesson observations will take place every other week. ILT will develop Quality Indicators for guided reading groups. PD on Illuminate in order for

Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						grades.	teachers to input data. PD on FAST as an option for a common ELA assessment. Continue book study. Vertical alignment for writing. Quality indicators will be developed by ILT and provided to the staff.
--	--	--	--	--	--	---------	--

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

All teachers will participate in full-day PLCs on site to work with their grade level partner and/or the Education Specialists to review student data from DRA, F&P, and running records, determine what strategies are effective or which need to be modified/changed, and to make those changes. Teachers will also have time to confer with the administrator who will be monitoring their Guided Reading lessons and groups.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$16,265.28	30100-1192	Support closing the achievement gap/professional development.	Monthly monitoring meetings with Ed. Specialist, School	Monitoring meetings are too short.	We are considering adding an additional meeting time

Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Psychologist, and School Counselor.		every month with the specific focus on guided reading and running records.
--	--	--	--	--	---	--	--

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will attend district provided PDs in the area of math and share the information learned with their colleagues in a site-based PLC.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting Teachers will release teachers to attend math PD at a district level	We are starting the book study on Visible learning mathematics. Teachers have had PD on Conditions of the Problem and using word problems. Spanish teachers are teaching math vocabulary and reviewing math with students during Spanish time. PD on identifying concepts and skills in grade level Math standards and then vertically aligning expectations. PD on Levered Math.	Need for common math assessment. Limited PD opportunities for math through the district.	Looking at student work protocol during PLCs. Look into CGI practices

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be used to provide Education Specialists and General Education teachers with time to analyze data and plan for appropriate lessons together during full day PDs. Funds will also be used to allow Education Specialists to attend district PDs in the areas of ELA and Math.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	This is for visiting teachers for Special Education PLCs.	Teachers have had 2 half day PLC days with Ed Specialist to plan appropriate lessons together. Facilitating discussion of co-teaching with SLP and Gen Ed teachers. SpEd team facilitated PD on SpEd 101.	No PD in Math or ELA for SpEd teachers	Develop guiding questions for all grade level to facilitate collaboration

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Meeting agendas, dates, and making the minutes available as these strategies will allow parents to make arrangements to attend, make public comments, and share their thinking with school site members. Parents will be informed about the decision making process using Title I monies.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$243.21	30103-4301	materials needed for parent/stakeholder meetings to engage parents in the decision making process.	Weekly reminders on SchoolMessenger via email, text, Class Dojo, and Facebook. Additional text message reminders of important events	Community members are invited to all committees yet we have low turnout. More purposeful relationship building.	Parent Education Nights, Spanish Game Nights for students to practice Spanish, Possibly changing committee meetings in the afternoon.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Third grade teacher will continue to use the strategies learned during the coaching cycles from the 2018-19 school year. Teachers will also continue to use Fontas & Pinnel and the DRA (for Spanish classes) to monitor student progress in English Language Arts and will impute the data into Illuminate in order to continue to provide quality ELA instruction. F & P and DRA scores to be imputed into Illuminate.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,609.72	30100-4301	instructional materials to support reading at grade level	Teachers are administering F&P and DRA to monitor student progress	Scores are not consistently input into Illuminate. Testing takes a long time for each student in both languages.	Looking into the possibility of using an online program for assessments and only testing target students using F & P and DRA.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: JUAREZ ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be used to provide teachers with materials and strategies to support ELD lessons as well as possible release days for data analysis and planning during scheduled planning days.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$16,547.00	09800-4301	instructional supplies to support ELD instruction	Teachers are in the ELD Coaching Cycle. They have attended PD on connecting GLAD strategies to integrated ELD.	Data collection and analysis is inconsistent	PD on ELD standards, ELPAC standards, CA ELA and ELD Standards Alignment, Teacher Clarity

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be used to provide Education Specialists and General Education teachers with time to analyze data and plan for appropriate lessons together during full day PDs. Funds will also be used to allow Education Specialists to attend district PDs in the areas of ELA and Math.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl PARAS Hrly		\$6,539.50	09800-2281	Funds will allow PARA professionals to attend professional development in order to support students with IEPs.	Teachers have had 2 PLC days to collaborate with grade level teams and education specialists. Additionally, we have schedule meetings with Mod/Severe teachers and general education teachers to collaborate on best inclusion practices. Monthly monitoring meetings allow for informal check-ins on all students with IEPs. Gen Ed and SpEd teachers attended Austim PD together.	Collaboration did not occur in initial meetings	Created guiding questions around inclusion. Professional learning articles provided

Note/Reminders (optional):

What are my leadership strategies in service of the goals?