

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **JUAREZ ELEMENTARY** SCHOOL

**2022-23**

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:** *January 24, 2023*

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Juarez Elementary PHONE: 858 935 2800 FAX: \_\_\_\_\_  
 SITE CONTACT PERSON: Laura Lemos 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 I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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 checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9/21/22</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 checked="" type="checkbox"/> | Site Governance Team (SGT)  | Date of presentation: <u>10/4/22</u> |
| <input type="checkbox"/>            | Other (list): _____   | Date of presentation: _____          |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on 10-4-22

**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.**

LAURA LEMOS  
Type/Print Name of School Principal

Patricia M Leming  
Type/Print Name of SSC Chairperson

Ariadna Garcia  
Type/Print Name of ELAC Representative

Christina Castillas  
Type/Print Name of Area Superintendent

L. Lemos  
Signature of School Principal / Date

P. M. Leming 10/28/22  
Signature of SSC Chairperson / Date

Ariadna Garcia 10-28-22  
Signature of ELAC Representative / Date

Christina Castillas 11-3-22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**one October 7<sup>th</sup> 2022**

**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. In the 2022-2023 school year, Benito Juarez Elementary school has moved to the 90/10 Spanish Immersion model for grades UTK-1st grade and has maintained the 50/50 program in 2nd-5th grade. All students are supported in their acquisition of a second language through our additive bilingual program. Through the dual language 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 biliterate 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 selves and build the cognitive and linguistic assets 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-4th grades have been trained to ensure equity and access for all students. Teachers are engaged with all the resources available to continue to craft 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 around 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: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

**ENGAGING EDUCATIONAL PARTNERS**

01/18/2022: Needs Assessment Survey was sent out to all Educational Partners / ELAC Input on 22-23 School Budget

02/09/2022: Teacher and Staff Input on 22-23 School Budget

02/16/2022: SSC/ELAC Meeting to Discuss 22-23 School Budget Input Survey from all Education Partners

02/22/2022: SSC Meeting to Approve 22-23 Budget

08/30/2022: SGT SPSA Input Meeting

08/31/2022: Teachers and Staff Input on SPSA

09/07/2022: Teachers and Staff Input on SPSA

9/13/2022: SSC SPSA Input Meeting

9/21/2022: ELAC SPSA Input Meeting

09/27/2022: SSC Meeting to Present 22-23 SPSA

10/04/2022: SSC Meeting to Approve Title I Parent Engagement Policy and Title I School Compact & SSC Meeting to Approve 2022-2023 SPSA

**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, Cohort ILT Meeting focused on strengthening our current PLCs, VAPA PLCs to review student data from DRA, F&P, and running records, Guided Reading monitoring

What worked: 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 meetings were limited to monthly progress monitoring meetings during

library time. Achieve 3000 was continued. Data from the program indicated that each grade level showed more than 1 year's worth of growth. In 2021-2022, teachers administered the iReady ELA assessment, F&P, and the FAST assessment to monitor ELA progress.

Modifications: For the 2022-2023 school year, teachers will administer the iReady ELA & SLA assessment and will look at these scores at PLC to strategize the next steps. Guided Reading lessons will be observed by the administration and discussed at PLC. 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. Inquiry based PLCs will review GLAD strategies and will focus on best practices for language acquisition and transference of skills. Juarez also reviewed their Writing implementation and vertically aligned the writing to optimize transference of skills.

**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 PDs in the area of math. All teachers administered the iReady Math assessment and the DEMI as the school's common math assessment. Teachers administered the interim CAASPP exam and analyzed the data. Teachers in third, fourth, and fifth 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-reads protocol, problems of the day, and CAASPP -like word problems.

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

Modifications: In the 2022-2023 year, teachers will be administering iReady Math assessments three times a year in the language of Math instruction. Upon reviewing the iReady assessment data, teachers will create small groups to provide intervention and support. Teachers have agreed to use common math assessments using iReady 3 times a year, Pearson, and CAASPP benchmarks. Spanish component teachers will continue to engage students in a three-reads protocol, problems of the day, and CAASPP -like word problems. Inquiry-based PLCs will focus on lesson design in order to require students to lift the cognitive load by engaging in professional reading and discussing and incorporating strategies with colleagues to plan and facilitate lesson plans. Through this work, students will increase independence and ownership, and by lifting the cognitive load student's sense of self-efficacy will improve.

**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, and small groups

What was effective: Integrated and direct ELD were provided to all multilingual students. Teachers participated in professional development offered by the OLA department that focused on ELD and SLD as well as Understanding our Multilingual Learners and Their Assets. Additional professional

developments focused on: exploring formative assessment tools for monitoring the language progress of Multilingual Learners, using formative assessment data to plan for appropriate scaffolds, understanding how to provide effective feedback, and planning for student goal setting. The 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

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

Modifications: PDs on literacy and guided reading and a refresher on ELD standards. and ELPAC, Quality indicators for ELD will be developed by ILT, parent biliteracy pathway meetings

#### **Area Goal 4: Graduation and Promotion**

3-5th grade reading at grade level.

What was effective: Tier 1 instruction and the use of the Achieve3000 program produced improved scores in grades 3-5. Counselor met with targeted groups/students.

What was not effective: Data indicates the need to share progress reports with students.

Modifications: With the additional time for our counselor and the adoption of Leader in Me, the school is focusing on addressing the social-emotional needs of all students as well as leadership development.

#### **Area goal 5: Parent Involvement**

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

Supplies \$286

Inservice supplies \$300

What was effective: During the 2021-2022 school year, parents participated in Virtual Back to School Night, Virtual Spring Open House, and other school events. Weekly reminders went home via School Messenger and Class Dojo. Reminders for SSC & SGT meetings were sent home the day prior via School Messengers. School and PTO work closely to ensure parents feel engaged.

What was not effective: Parent engagement proved difficult when we were unable to have parents on campus.

Modifications: Provide more parent training and ensure parents understand their rights as stakeholders. Provide training around Dual Language, especially for incoming Kinder parents. In 2022-2023, we will also be focusing on having more academic family nights on campus.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Suki Miyasaki	Classroom Teacher
Patricia Leming	Classroom Teacher
Alesha Carlson	Parent
DeAnn Casey	Other School Representative
Katie Balla	Parent
Danielle Lesure-Sopheak	Parent
Andrew Rodriguez	Parent
Marilyn Tilos-Thatcher	Parent
Lorena Cardenas	Classroom Teacher
Laura Lemos	Principal

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**

**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.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal last year was to increase student attendance. According to the Hoonuit Dashboard, in the 2019-2020 school year, the Regularly Present attendance rate was 65%. In 2020-2021, we saw an increase of 6% in the Regularly Present attendance rate. However, in 2020-2021 during distance learning, the data shows that the chronically absent students more than doubled from 8% in 2019-2020 to 17% in 2020-2021. In 2021-2022, our rate of chronically absent students rose to 42%.

Last year during the return to in-person learning, we implemented strategies the following strategies:

1. Morning meetings/Community circles in order to begin and end the day with student-led conversations
2. Celebrate diversity throughout the year by having monthly themes and discussions about anti-racism
3. We held a Spring cultural festival- where all families were welcomed to showcase their heritage
4. Establish regular communication with parents to feel informed about the decision-making process, all SSC and SGT meetings were planned for the year and regular reminders were sent through ClassDojo and SchoolMessenger. Regular Chats with the Principal and Dual Language Parent Meetings also took place.
5. Establish regular schoolwide meetings to focus on Social Emotional Learning for students and where Leader in Me was presented to the school community.



For the 2022-2023 SPSA, we are committed to providing our students with a safe, collaborative, and inclusive school culture by giving lessons to support students' social-emotional well-being. Our attendance team will continue to work with our families to increase attendance. Our staff professional development will focus on increasing student engagement. Lastly, this year will focus on cultivating leaders in our students by providing them with different leadership opportunities throughout the year.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to distance learning last year, we saw attendance rates fluctuate between 96% to 89%. With the return to campus, SSC/SGT decided to increase the FTE for our school counselor in anticipation of needing to provide SEL and mental health supports to our students and staff. We know that by having these supports in place, attendance rates will continue to improve.

All three of the plans were implemented.

Last year, our attendance team encouraged and recognized students and classes with the best attendance. This is a plan that we will continue during our quarterly awards ceremony.

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.

A separate ELAC was developed, however, parent participation was low.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Last year's attendance team's focus was to support families and students during the return to in-person learning.

This year, with support from the school counselor and guidance assistant, we will be providing more leadership opportunities for students on campus.

Our hope is for students to have a heightened sense of connection and belonging with the school community and thereby increase student attendance.

Another significant difference is that this year we will continue implementing our MTSS/PBIS and all staff will receive professional development in restorative justice to foster positive relationships between students, teachers, and parents. We will continue using Leader in Me to support the social-emotional needs of students.

**\*Identified Need**

According to Hoonuit, Juarez's overall school chronic absenteeism rate for 2021-2022 was 42%.

The chronic absenteeism rate for African American students in 2021-2022 was 42%.

The chronic absenteeism rate for Asian students in 2021-2022 was 58%.

The chronic absenteeism rate for Filipino students in 2021-2022 was 57%.

The chronic absenteeism rate for Hispanic students in 2021-2022 was 49%.

The chronic absenteeism rate for Multi-ethnic students in 2021-2022 was 44%.

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 1 - Safe, Collaborative and Inclusive Culture</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2023	UTK-5	Decrease the overall school-wide absenteeism	42%	10%	Attendance	Monthly
June 2023	UTK-5	Decrease the overall school-wide absenteeism	42%	10%	Attendance	Monthly

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2023	TK-5	Black or African American	Decrease chronic absenteeism	42%	10%	Attendance	bi-weekly
January 2023	TK-5	Asian	Decrease chronic absenteeism	58%	15%	Attendance	bi-weekly
January 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	49%	15%	Attendance	bi-weekly
January 2023	TK-5	Two or More Races	Decrease chronic absenteeism	42%	14%	Attendance	bi-weekly
January 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	46%	9%	Attendance	bi-weekly

### **Supporting Black Youth - Additional Goals**

- ✓ 1. Juarez's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Juarez is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Juarez's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Juarez will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Juarez will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Juarez's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.

- ✓ 6. Juarez will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Juarez will study/learn culturally responsive instructional practices, QLIs/QTPs, increasing engagement and achievement of black youth and other marginalized groups.

### **Increased School Counselor Time**

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

In the 2021-22 school year, the Juarez community voted to increase our allocation in order to have our counselor for 2 days because our key stakeholders value the importance of focusing on the whole child and narrowing the achievement gap for our learners. During the 2021-2022 school year, teachers, staff, and students shared that they felt very supported by our school counselor who provided classroom guidance activities to address conflict resolution, self-esteem issues, peer relationships, goal setting, academic awareness, and the development of organizational skills and positive work habits. By the end of the school year, our educational partners recognized the importance of providing mental health support and decided to increase our allocation to 3 days a week.

#### **\*Strategy/Activity - Description**

The School Counselor's essential role at Juarez Elementary is to support teaching and learning by assuring that all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. The School Counselor is responsible for creating a comprehensive school counseling program that incorporates prevention and intervention activities through school-wide assemblies and activities, classroom guidance lessons, intentional guidance groups, individual counseling, and collaboration with outside community resources. The School Counselor is also responsible for administering violence prevention curriculum and character education programs, providing intervention services for students experiencing academic and personal/social barriers to learning, and providing guidance and information to students and families to ensure success in student attendance, behavior, and academic achievement.

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F01611G	School Counselor -	0.07500	\$6,715.73	\$10,790.65	0161-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional FTE allows the counselor to be on campus 3 times a week to support students and teachers with classroom lessons and small groups.
F01611H	School Counselor -	0.12500	\$11,192.88	\$17,984.42	0161-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Additional FTE allows the counselor to be on campus 3 times a week to support students and teachers with classroom lessons and small groups.
N016185	Counselor Hrly		\$670.00	\$829.53	0161-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor hourly funds to be used to cover overages associated with the counseling position.
N0161B5	Counselor Hrly		\$808.00	\$1,000.39	0161-30100-00-1260-3140-0000-01000-0000	Title I Basic Program	[no data]		Counselor hourly funds to be used to cover overages associated with the counseling position. Budget transfer to be completed to fix program code from 3140 to 3100.

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

**Professional Development for Teachers/Staff on Leader in Me and Restorative Justice Practices**

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

According to the CORE SEL Assessment data from Spring of 2022, 70.8% of our students responded favorably in terms of Growth Mindset and 58.3% voted favorably in Self-Management and Self-Efficacy. The two areas with the lowest favorable responses were Culture/Climate 41.7% and Social Awareness 41.7%

Based on the survey data, we recognize that all students will benefit from additional support in this area.

**\*Strategy/Activity – Description**

This year, Juarez is participating in professional developments around the Leader in Me curriculum. During these professional developments, teachers will learn how to integrate the Leader in Me curriculum to support student development. This curriculum focuses on 7 leadership habits: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then Be Understood, Synergize, Sharpen the Saw, Find your Voice & Inspire Others to Find Theirs. Juarez believes that by reinforcing these leadership skills for students will learn to be productive citizens who understand how to work well with others and manage their emotions.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N016143	Prof&Curriclm Dev Vist Tchr		\$7,269.00	\$8,999.75	0161-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		This budget allows for teachers to have release time to participate in professional development around restorative justice.
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Parent Engagement</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students will be served by this strategy with a specific focus on African American, Filipino, Hispanic, Asian, and Multi-ethnic groups.									
<b>*Strategy/Activity - Description</b>									
<ul style="list-style-type: none"> <li>-Morning meetings as part of student character trait assemblies are held weekly at which time we share information about upcoming events.</li> <li>-ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation.</li> <li>-Student performances.</li> <li>-An overview of State Standards is shared at Back-to-School Night.</li> <li>-Parent conferencing allows teachers to share a student’s progress in meeting State Content Standards and tips for improving academic achievement.</li> <li>-The dual language Committee will provide at least 2 meetings to discuss Dual Language Program, standards, and ways to help children in the Spanish program at Juarez.</li> <li>-Monthly Coffee with the Principal will provide detailed information and explanations of the Spanish immersion program, curriculum, assessments, and proficiency levels.</li> <li>-Monthly Family Fridays provide families an opportunity to join their children on campus and read a story while networking with other families.</li> <li>-Monthly ClassDojo posts provide information on how the school is monitoring student progress.</li> <li>-Monthly School Site Council Meetings provide a forum to review school-wide progress by grade level, student groups, and language.</li> <li>-Bi-yearly parent conferences, and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.</li> <li>-PTA General meetings are held in the evenings 4 times a year.</li> <li>-The school encourages parents to attend all meetings and events and to volunteer in the school.</li> </ul>									

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	School Counselor -				0161-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F01611G	The school counselor will host parent meetings after school to support parent involvement.
	School Counselor -				0161-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : F01611H	The school counselor will host parent meetings after school to support parent involvement.

<b>*Additional Supports for this Strategy/Activity</b>									

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22

articulated goal(s).

For the past two school years our 2019-2021, SPSA English/Language Arts SMART Goals were around tracking the academic performance of our 3rd and 5th graders on the CAASPP for ELA. In 2020-21, we do not have new CAASPP data due to the global pandemic. In 2021-2022, limited CAASPPs scores were released that allowed us to broadly assess our progress towards these goals. We have decided to move these goals forward for the 2022-23 school year and add a site-based assessment.

Last year, Juarez allocated funds for full-day Professional Learning Communities for review data, held monthly monitoring meetings, and focused on simultaneous literacy (reading taught in both English and Spanish). Additionally, the Dual Language Committee reviewed Guiding Principles of Dual Language Education to ensure instructional methods are derived from research-based principles of dual language education, and our Instructional Leadership Team engaged in professional developments around teacher clarity, learning intentions, and success criteria. Juarez has continued to invest in Achieve3000 and SmartyAnts to support literacy in English and Spanish Language Arts and used the programs consistently last year. For 2021-2022, we also added the iReady assessments to monitor student progress and evaluate student needs.

**According to the Achieve3000 English Data for Spring 2022:**

5th Grade: Average Lexile Score was 554L with an average growth of 79 Lexile points.

4th Grade: Average Lexile Score was 502L with an average growth of 137 Lexile points.

3rd Grade: Average Lexile Score was 410L with an average growth of 147 Lexile points.

**According to the Achieve3000 Spanish Data for Spring 2022:**

5th Grade: Average Lexile Score was 386L

4th Grade: Average Lexile Score was 214L

3rd Grade: Average Lexile Score was 55L

**FAST Data Spring 2022**

2nd Grade: 50% Low Risk/Advance

3rd Grade: 60.7% Low Risk/Advance

4th Grade: 64% Low Risk/Advance

5th Grade: 63.3% Low Risk/Advance

**F & P Data Spring 2022**

TK: 85.7% At/Above Grade Level

Kinder: 46.7% At/Above Grade Level

1st Grade: 43.5% At/Above Grade Level

2nd Grade: 63.6% At/Above Grade Level

**ELA CAASPP Data Spring 2022**

**Schoolwide:**

36% Standard Exceeded



22% Standard Met  
14% Standard Nearly Met  
28% Standard Not Met

**5th Grade:**

42.4% Standard Exceeded  
12.1% Standard Met  
27.3% Standard Nearly Met  
18.2% Standard Not Met

**4th Grade:**

40% Standard Exceeded  
20% Standard Met  
12% Standard Nearly Met  
28% Standard Not Met

**3rd Grade:**

32.1% Standard Exceeded  
17.9 Standard Met  
14.3% Standard Nearly Met  
35.7% Standard Not Met

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Juarez implemented most of the strategies outlined in the 2021-2022 SPSA to serve our students in ELA. For the 2021-2022 school years, teachers committed to administering the iReady ELA assessment, Achieve3000 LevelSet English and Spanish Assessments, and Fountas & Pinnel Early Reading assessment. This happened consistently however, due to a lack of visiting teachers, we were unable to use PLC time to review data and strategize the next steps.

Guided Reading lessons were not observed as frequently by the administration and were only discussed during progress monitoring meetings. Instead of using a school-wide tracker, we used Illuminate to capture all data. Unfortunately, this proved to be less valuable to the members of our Student Success Team and our Education Specialist.

Unfortunately, this year the Instructional Leadership Team was not able to participate in the Cohort ILT in collaboration with 10 other SDUSD schools due to the lack of visiting teachers.

Teachers will help increase students' self-efficacy by engaging all students in biweekly goal-setting conversations.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2022-2023 school year, teachers will continue to administer the iReady ELA & Spanish Reading assessment, Achieve3000 LevelSet English and Spanish Assessments, and Fountas & Pinnel assessment for 3-5 grade and will look at these scores during bi-weekly progress monitoring meetings and PLCs to strategize the next steps. Beginning this year will administer the iReady Assessment for SLA. Guided Reading lessons will be observed by the administration and discussed at PLCs. A school-wide tracker will be re-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, 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.

This year we have started Inquiry PLCs for our professional development where teachers will choose a topic of inquiry. During PLC time, 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.

Teachers 2-5 will guide students through Achieve 3000 articles to provide students an opportunity to respond to text-dependent questions during the reading of a complex text in both Spanish and English.

**\*Identified Need - English Language Arts**

**According to the iReady Data from the Spring 2022 ELA Administration:**

5th Grade: 53% of students scored Above/Mid/Early On Grade Level

4th Grade: 53% of students scored Above/Mid/Early On Grade Level

3rd Grade: 64% of students scored Above/Mid/Early On Grade Level

2nd Grade: 42% of students scored Above/Mid/Early On Grade Level

1st Grade: 63% of students scored Above/Mid/Early On Grade Level

Kindergarten: 82% of students scored Above/Mid/Early On Grade Level

Needs analysis scores are available for each grade level in 6 domains: phonological awareness, phonics, high-frequency words, vocabulary, literary comprehension, and informational text comprehension

**According to the iReady Data from the Spring 2022 ELA Administration:**

	PA	PH	HFV	VOC	LIT	INFO
K	76%	80%	69%	68%	80%	74%
1	65%	67%	68%	57%	58%	53%

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

2	75%	50%	54%	42%	37%	33%
3	100%	64%	93%	65%	60%	55%
4	100%	82%	93%	57%	57%	47%
5	100%	85%	93%	64%	55%	50%

This data seems to indicate the need for certain grade levels to focus additional time on specific domains. For example, this data indicates that the 2nd grade needs to focus heavily on phonics instruction and vocabulary. This is an unusual pattern that may be a direct result of online learning. Similarly, the 5th-grade data seems to indicate the need to focus on literature comprehension and non-fiction text. When looking at the 4th-grade data, it is clear that a focus on the informational text will be important to help students be successful.

### 90/10 Program

With the shift to the 90/10 Spanish Immersion Program in the 2022-2023 school year, our UTK-1st grade classes will be focusing 90% of the day in Spanish and 10% of the day in English. Grade-level teams will focus on cultivating Spanish Language Arts skills and will collaborate with their grade-level team to analyze the transference relationship between L1 and L2. By focusing in on the transference of skills, students will continue to grow in ELA despite only receiving 10% of daily instruction in English.

<b>*Goal 2 - English Language Arts</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
January 2023	2nd	Above, Mid, or Early On Grade Level	52%	62%	Other (Describe in Objective)	Trimester
January 2023	3rd	Above, Mid, or Early On Grade Level	39%	49%	Other (Describe in Objective)	Trimester
January 2023	4th	Above, Mid, or Early On Grade Level	45%	55%	Other (Describe in Objective)	Trimester
January 2023	5th	Above, Mid, or Early On Grade Level	50%	60%	Other (Describe in Objective)	Trimester
June 2023	2nd	Above, Mid, or Early On Grade Level	50%	60%	Other (Describe in Objective)	Trimester
June 2023	3rd	Above, Mid, or Early On Grade Level	60.7%	70%	Other (Describe in Objective)	Trimester
June 2023	4th	Above, Mid, or Early On Grade Level	64%	74%	Other (Describe in Objective)	Trimester
June 2023	5th	Above, Mid, or Early On Grade Level	63.3%	73.3%	Other (Describe in Objective)	Trimester
January 2023	Kinder	At/Above	66%	71%	Fountas and Pinnel	Trimester
June 2023	Kinder	At/Above	33%	80%	Fountas and Pinnel	Trimester
January 2023	1st	At/Above	22%	50%	Fountas and Pinnel	Trimester

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	1st	At/Above	26%	75%	Fountas and Pinnel	Trimester
June 2023	3rd	Met/Exceeds	50%	65%	CAASPP ELA	End of Year
June 2023	4th	Met/Exceeds	50%	65%	CAASPP ELA	End of Year
June 2023	5th	Met/Exceeds	60%	75%	CAASPP ELA	End of Year

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2023	2-5	Hispanic or Latino	Low Risk/Advanced	46%	51%	Other (Describe in Objective)	Trimester
June 2023	2-5	Hispanic or Latino	Low Risk/Advanced	56%	66%	Other (Describe in Objective)	Trimester
January 2023	2-5	Two or More Races	Low Risk/Advanced	48%	53%	Other (Describe in Objective)	Trimester
June 2023	2-5	Two or More Races	Low Risk/Advanced	58.3%	68%	Other (Describe in Objective)	Trimester
January 2023	2-5	Two or More Races	Low Risk/Advanced	48%	53%	Other (Describe in Objective)	Trimester
June 2023	2-5	Two or More Races	Low Risk/Advanced	58.3%	68%	Other (Describe in Objective)	Trimester
January 2023	2-5	Two or More Races	Low Risk/Advanced	48%	53%	Other (Describe in Objective)	Trimester
June 2023	2-5	Two or More Races	Low Risk/Advanced	58.3%	68%	Other (Describe in Objective)	Trimester

**\*Identified Need - Math**

**According to the iReady Data from the Spring 2022 Math Administration:**

5th Grade: 59% of students scored Above/Mid/Early on Grade Level

4th Grade: 50% of students scored Above/Mid/Early on Grade Level

3rd Grade: 29% of students scored Above/Mid/Early on Grade Level

2nd Grade: 42% of students scored Above/Mid/Early on Grade Level

1st Grade: 45% of students scored Above/Mid/Early on Grade Level

Kindergarten: 55% of students scored Above/Mid/Early on Grade Level

Needs analysis scores are available for each grade level in 4 domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry.

	NO	ALG	MS	GEO
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## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

K	48%	43%	50%	52%
1	42%	40%	73%	44%
2	46%	63%	67%	58%
3	71%	50%	64%	68%
4	50%	46%	50%	61%
5	41%	38%	44%	59%

This data seems to indicate the need for certain grade levels to focus additional time on specific domains. For example, this data indicates that in kindergarten many students benefit from a review of pre-K skills and concepts related to quantitative reasoning and modeling. Instruction that connects counting patterns with addition and subtraction concepts will strengthen this grade level's math abilities across domains. Similarly, the 1st-grade data seems to indicate the need to review of various prior grade-level skills and concepts related to quantitative reasoning and modeling. Instruction that connects counting patterns with addition and subtraction concepts will strengthen this grade level's math abilities across domains.

All teachers administered the FAST Math as well as the DEMI assessment as the school's common math assessment. Teachers did not administer the interim CAASPP exam. Teachers in third, fourth, and fifth grades 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-reads protocol, problems of the day, and CAASPP-like word problems.

<b>*Goal 3 - Mathematics</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2020	3-5	Meet or exceed the standard	48.7%	53.7%	CAASPP Math	Annually
January 2023	Kindergarten	Above, Mid, or Early On Grade Level	42%	52%	Other (Describe in Objective)	Trimester
June 2023	Kindergarten	Above, Mid, or Early On Grade Level	55%	65%	Other (Describe in Objective)	Trimester
January 2023	1st	Above, Mid, or Early On Grade Level	18%	40%	Other (Describe in Objective)	Trimester
June 2023	1st	Above, Mid, or Early On Grade Level	45%	55%	Other (Describe in Objective)	Trimester
January 2023	2nd	Above, Mid, or Early On Grade Level	46%	56%	Other (Describe in Objective)	Trimester
June 2023	2nd	Above, Mid, or Early On Grade Level	42%	62%	Other (Describe in Objective)	Trimester
January 2023	3rd	Above, Mid, or Early On Grade Level	35%	45%	Other (Describe in Objective)	Trimester
June 2023	3rd	Above, Mid, or Early On Grade Level	28%	50%	Other (Describe in Objective)	Trimester

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January 2023	4th	Above, Mid, or Early On Grade Level	18%	30%	Other (Describe in Objective)	Trimester
June 2023	4th	Above, Mid, or Early On Grade Level	50%	60%	Other (Describe in Objective)	Trimester
January 2023	5th	Above, Mid, or Early On Grade Level	45%	55%	Other (Describe in Objective)	Trimester
June 2023	5th	Above, Mid, or Early On Grade Level	59%	70%	Other (Describe in Objective)	Trimester

**\*Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	Demonstrate Evidence of Strength or Proficiency in Knowledge	73%	83%	DEMI	Annually
June 2023	3-5	Hispanic or Latino	Demonstrate Evidence of Strength or Proficiency in Application	77%	87%	DEMI	Annually
June 2023	3-5	Hispanic or Latino	Demonstrate Evidence of Strength or Proficiency in Communication	58%	68%	DEMI	Annually
June 2023	3-5	English Learner	Demonstrate Evidence of Strength or Proficiency in Knowledge	60%	70%	DEMI	Annually
June 2023	3-5	English Learner	Demonstrate Evidence of Strength or Proficiency in	87%	90%	DEMI	Annually

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	English Learner	Application Demonstrate Evidence of Strength or Proficiency in Communication	33%	60%	DEMI	Annually
June 2023	3-5	Students with Disabilities	Demonstrate Evidence of Strength or Proficiency in Knowledge	72%	82%	DEMI	Annually
June 2023	3-5	Students with Disabilities	Demonstrate Evidence of Strength or Proficiency in Application	36%	46%	DEMI	Annually
June 2023	3-5	Students with Disabilities	Demonstrate Evidence of Strength or Proficiency in Communication	36%	46%	DEMI	Annually

### \*Identified Need - English Learners

Analysis of school data shows that Multilingual students have shown inconsistent growth in ELA and math over the last three years. In ELA 2020, 40% of Multilingual learners met or exceeded the grade-level standard, which is a growth of 9% over the data from 2018, but a decline in the 2019 data showed 45% of Multilingual learners met or exceeded the grade-level standard. In math, 2020 indicated 61% of Multilingual learners met or exceeded the grade-level standard, which is a growth of 11% over the data from 2019, but only a growth of 1% in comparison with the 2019 data which showed 60% of Multilingual learners met or exceeded the grade-level standard.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Well Developed in Listening	28%	38%	Summative ELPAC	Annually
June 2023	K-5	English Learner	Well Developed in Speaking	47%	57%	Summative ELPAC	Annually
June 2023	K-5	English Learner	Well Developed in	13%	23%	Summative	Annually

## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	K-5	English Learner	Reading Well Developed in Writing	10%	20%	ELPAC Summative ELPAC	Annually
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### \*Identified Need - Graduation/Promotion Rate

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 and will continue to implement PBIS and IMTSS school-wide to cultivate a positive school culture.

### \*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	4/5	Overall Positive Percentage in Self-Efficacy	65%	75%%	Other (Describe in Objective)	annually

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	4/5	Hispanic or Latino	Overall Positive Percentage in Self-Efficacy	69%	79%	Other (Describe in Objective)	Annually
June 2023	3	English Learner	Overall Positive Percentage in Self-Efficacy	54%	64%	Other (Describe in Objective)	Annually

### Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

## Guided Reading

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

Strategy 1:

For the 2022-2023 school year, teachers will administer the iReady Spanish assessment in Kindergarten and 1st Grade while 2nd-5th grade will



## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

administer the Achieve3000 LevelSet in English and Spanish 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 guide teachers to areas of strengths of each child as well as areas of need.

**\*Strategy/Activity - Description**

Following the 2021-2022 Literacy Acceleration Plan, teachers attended monthly professional developments focused on Guided Reading lessons, data review, and other topics. This year, guided reading will continue to be embedded in the classroom's daily schedule. Teachers will use all available data to create small groups and to be strategic in the instruction being provided. Guided reading lessons will be observed by the administration and discussed at PLCs. 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

Achieve 3000 and SmartyAnts licenses have been purchased at the request of teachers for all teachers. The iReady English and Spanish assessment have also been purchased and in 2022-2023 we will be piloting the differentiated instruction add-on. These assessments will provide 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. The 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 monthly basis, the teacher will review student growth with students to cultivate self-efficacy and motivate students. The school has purchased this license for several years and can be 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.

**ELPAC Testing Support**

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

ELPAC testing support to ensure multilingual learners are initially assessed on the ELPAC and annually assessed to determine their level of language acquisition.

**\*Strategy/Activity - Description**

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired NonClstrm Tchr Hrly				0161-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0161B8	Budget for ELPAC coordinator to assess students as well as working with teachers and facilitating professional development.

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

**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**

All grade level teachers will clearly state learning goals coupled with success criteria for mathematics, which will connect with building cohesive and direct lessons. Teachers will follow a balanced mathematical program where balance and math discourse is used to guide lesson planning and instruction. Teachers will follow the Gradual Release of Responsibility model during the implementation of lessons. Conditions of the problem will be evident in K-5 grade classrooms. Teachers will need to model and facilitate the use of the 8 mathematical practices. Throughout the lesson, teachers will implement collaborative group work opportunities where students challenge, scaffold, and question one another as the opportunity arises.

Listening/Speaking standards during real-world problem-solving activities (Growth Mindset) using collaborative group work and academic discourse, Number Talks, 3 Reads Protocol, 4 Corners, and problem-solving provide opportunities to enhance math comprehension and fluency, in order to improve math instruction and increase student achievement. Teachers will consider the cognitive and language demands required of students including ELs. Students will learn to explain their thinking and demonstrate their understanding of math concepts through number talks and accountable talk routines. Students will follow multi-step problem-solving strategies to use when solving problems. Teachers will use the District Pacing Guide and make grade level adjustments as needed to meet the needs of their grade level students. Teachers will and engage in planning for concept development, focus lessons, and problem-solving tasks. The 8 mathematical practices will also be explicitly taught. Teachers will administer iReady Math assessments 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.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Professional Developments</b>									
<b>*Students to be served by this Strategy/Activity</b>									
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.									
<b>*Strategy/Activity - Description</b>									
<p>Professional development is based on our school's data. This year, teachers will receive mathematical training focusing on reinforcing the Eight Mathematical Practices. The school's ILT is offered district professional development on our identified areas of need. The plan for professional development includes on-site coaching by the administration. We will continue professional development in the following areas:</p> <p>MATHEMATICAL MINDSETS to enhance the Eight Mathematical Practices:</p> <ul style="list-style-type: none"> <li>* Making sense of problems and persevering in solving them</li> <li>* Reason abstractly and quantitatively</li> <li>* Construct viable arguments and critique the reasoning of others</li> <li>* Model with mathematics</li> <li>* Use appropriate tools strategically</li> <li>* Attend to precision</li> <li>* Look for and make use of structure</li> <li>* Look for and express regularity and repeated reasoning</li> </ul> <p>We will tighten our instruction of Pearson Math and continue scaffolding our instruction for all learners.</p> <p>The administration will work directly with teachers to model and provide support for best practices in these areas. Students in all grade levels will be actively engaged in conceptual, procedural, and problem-solving in mathematics. Teachers will receive additional training on the Conditions of the Problem. The principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through the Cohort model and Leadership Team training. The goal is to continue developing capacity and instructional leadership at the site.</p>									

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Targeted ELD Lessons</b>									
<b>*Students to be served by this Strategy/Activity</b>									
<p>Multilingual Learners will be served by the use of targeted ELD lessons. The evidence-Based Practices for Multilingual Learners checklist was shared and 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.</p>									
<b>*Strategy/Activity - Description</b>									
<p>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. Teachers will identify students' needs after completing the ELPAC student targeting sheet. Teachers will meet during PLCs on a monthly basis or during Progress Monitoring Meetings to look at student work to identify how each student is making progress towards the CSS reading, listening, and speaking standards. Teachers and administration will review student progress during quarterly monitoring. Teachers will use the ELD Standards in conjunction with the CSS to address the needs of their language learners. During professional development workshops, teachers work in vertical teams on high-impact language strategies and unpacking literacy standards. The vertical articulation of the literacy standards from kindergarten-5th grade will allow teachers to tailor the needs of their students, based on student's current level of instruction.</p>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N0161B8	Retired NonClsmr Tchr Hrly		\$4,038.00	\$4,999.45	0161-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		The retired teacher will support the students by administering the ELPAC assessment and sharing the scores with the teachers to inform instruction.

<b>*Additional Supports for this Strategy/Activity</b>									
<b>Professional Development/VAPA</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students will benefit for this strategy/activity, especially students with disabilities.									
<b>*Strategy/Activity - Description</b>									
VAPA funds will be used to provide release time to all UTK/5th grade teachers. This will give them 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. 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 paraeducators who directly supports students with disabilities.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01615W	Interprogram Svcs/VAPA		\$10,963.00	\$10,963.00	0161-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA will provide teachers will release time in order to plan, and engage in progress monitoring, and professional development.
<b>*Additional Supports for this Strategy/Activity</b>									
Paraprofessionals working with students with IEPs will be sent to district PDs specifically those on engagement, and 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. Paraeducators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.									
<b>Curriculum Research and Development</b>									
<b>*Students to be served by this Strategy/Activity</b>									
This strategy will benefit all students.									
<b>*Strategy/Activity - Description</b>									
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, iReady, 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 iReady and online learning web tool. SmartyAnts, Achieve 3000, and iReady 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.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01617	Software License		\$2,303.00	\$2,303.00	0161-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds will be used to purchase reading software programs to support students with IEPs or students who need additional support with reading. This program is available to students in both English and Spanish.
<b>*Additional Supports for this Strategy/Activity</b>									
<b>Professional Development on Restorative Justice</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students, particularly our black learners, multilingual learners, and our learners with disabilities.									
<b>*Strategy/Activity - Description</b>									
<p>Juarez will develop and implement restorative approaches that educators will implement prior to referring a student out of class. Teachers will receive Professional Development with the Restorative Justice Department 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 their 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</p> <ul style="list-style-type: none"> <li>-Identify areas of behavioral concern</li> <li>-Assess and respond to any disproportional as evident in data trends</li> <li>-Provide targeted professional development, supports, and services for students and staff at the earliest possible point of intervention</li> <li>-Revise school disciplinary procedures/practices as needed taking in collaboration with the School Site Government Team, staff, students and families.</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
<b>*Additional Supports for this Strategy/Activity</b>									

**Literature Diversity Classroom Supplies**

**\*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 classrooms and school libraries with books that include multicultural texts and diverse texts. Funds will also be used to support the general needs of the classroom including art supplies and paper.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0161B4	Supplies		\$790.00	\$790.00	0161-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds will be used to provide materials to classrooms as needed.

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

<b>LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools</b>
<b>Call to Action Belief Statement</b>
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.
<b>District LCAP Goals</b>
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities
<b>Annual Review of This Goal: SPSA Reviewed 2021-22</b>
<b>*Analysis</b>
Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).
Parents participated in Virtual Chats with the Principal, Virtual Back to School Night, Virtual Family Fridays, the in-person Benito Juarez carnival, Virtual 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.
<b>*Major Differences</b>
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).
While we saw an increase in the number of parents who attended training/meetings, parent engagement proved difficult after school closure.
<b>*Changes</b>
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
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 our new 90/10 UTK, Kinder, and 1st Grade parents.
<b>*Identified Need</b>
According to the 2021 Leader in Me Measurable Results Assessment, the average parent involvement rate is at 38% (with the response "Strongly agree" in each of the indicators (see below). However, only 12 parents completed the survey in a student population of 215 as of June 2021. 67% of students' caregivers reported being satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. 57% of students' caregivers reported the school engages the community through collaborative partnerships and service learning that provides students



## Juarez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

and their families with sources of support and learning.									
<b>*Goal 6- Family Engagement</b>									
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>				
June 2023	Other (Describe in Objective)	Percentage of caregivers satisfaction	67%	77%	Other - Describe in objective				
June 2023	Other (Describe in Objective)	Reported school engagement	57%	67%	Other - Describe in objective				
<b>*Annual Measurable Outcomes</b>									
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>				
June 2023	SSC	Increase the number of parents regularly attending SSC meetings	N/A	10%	Meeting Attendance				
<b>Parent Connectedness</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families at the school will benefit from this strategy/activity.									
<b>*Strategy/Activity - Description</b>									
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 our new 90/10 UTK, Kinder, and 1st grade parents.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01615E	Supplies		\$100.00	\$100.00	0161-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds will be used to purchase supplies for the parent room.
N0161B6	Counselor Hrly		\$323.00	\$399.90	0161-30103-00-1260-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds will be use to pay the counselor hourly to engage in parent engagement outreach.
N0161B7	Inservice supplies		\$321.00	\$321.00	0161-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds will be used to provide light refreshments at parent meetings.
<b>*Additional Supports for this Strategy/Activity</b>									

## **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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 24,365
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 59,481

## 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)	\$ 18,814
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 18,814

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)	\$ 16,302
[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): \$ 16,302

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 59,481

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Juarez Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	7,269.00	0	\$7,269.00
Juarez Elementary			1986 Retired NonClism Tchr Hrly	Retired NonClism Tchr Hrly	4,038.00	0	\$4,038.00
Juarez Elementary			3000 Benefits			0	\$2,692.20
Juarez Elementary			5841 Software License	Software License	2,303.00	0	\$2,303.00
Juarez Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$16,302.20</b>
Juarez Elementary	<b>09800 LCFF Intervention Support Total</b>					<b>0</b>	<b>\$16,302.20</b>
Juarez Elementary	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	6,715.73	0.075	\$6,715.73
Juarez Elementary			3000 Benefits			0	\$4,074.92
Juarez Elementary		<b>School Counselor Total</b>				<b>0.075</b>	<b>\$10,790.65</b>
Juarez Elementary		(blank)	1260 Counselor Hrly	Counselor Hrly	808	0	\$808.00
Juarez Elementary			3000 Benefits			0	\$192.39
Juarez Elementary			4301 Supplies	Supplies	790	0	\$790.00
Juarez Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	10,963.00	0	\$10,963.00
Juarez Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$12,753.39</b>
Juarez Elementary	<b>30100 Title I Basic Program Total</b>					<b>0.075</b>	<b>\$23,544.04</b>
Juarez Elementary	30103 Title I Parent Involvement	(blank)	1260 Counselor Hrly	Counselor Hrly	323	0	\$323.00
Juarez Elementary			3000 Benefits			0	\$76.90
Juarez Elementary			4301 Supplies	Supplies	100	0	\$100.00
Juarez Elementary			4304 Inservice supplies	Inservice supplies	321	0	\$321.00
Juarez Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$820.90</b>
Juarez Elementary	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$820.90</b>
Juarez Elementary	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	11,192.88	0.125	\$11,192.88
Juarez Elementary			3000 Benefits			0	\$6,791.54
Juarez Elementary		<b>School Counselor Total</b>				<b>0.125</b>	<b>\$17,984.42</b>
Juarez Elementary		(blank)	1260 Counselor Hrly	Counselor Hrly	670	0	\$670.00
Juarez Elementary			3000 Benefits			0	\$159.53
Juarez Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$829.53</b>
Juarez Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>0.125</b>	<b>\$18,813.95</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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***Benito Juarez Elementary School***

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

2.0 With approval from the local governing board, ***Benito Juarez Elementary School*** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- The Title 1 Parent Engagement Policy is presented online on our school website. In the brick-and-mortar school setting, the policy is distributed via Weekly Reminder and ClassDojo to parents once approved by SSC and a paper copy upon request.
- Copies are available to parents 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 1 Parent Engagement Policy is reviewed, updated, and approved annually by the School Site Council.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how ***Benito Juarez Elementary School*** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
- This meeting occurs annually on Back to School Night in September.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Morning meetings as part of student character assemblies are held monthly at which time information about upcoming events is shared with parents via Zoom due to school closure.
- Monthly Family Friday meetings are held in person where parents and family members can read with their children.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation.
- Back-to-School night in September and Open House in April in the evening.
- Student performances are held in the evening.
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 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.
- PTO General Meetings are held in the evenings once a month.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- 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 programs and budget that support our Title 1 students.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

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

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

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

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])



- 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.
- e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

## 2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- An overview of State Standards is shared at Back-to-School Night.
  - Parent conferencing allows teachers to share a student's progress in meeting State Content Standards and tips for improving academic achievement.
- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])
- The school provides programs such as classes Kearny Cluster Wellness Council and hosts Family Friday mornings. Parents are also invited to our weekly Friday morning meetings via Zoom.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- Professional development for teachers includes strategies to encourage and enhance parent involvement.

- The school encourages parents to volunteer before/after school activities.
  - d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- All programs encourage Title 1 parents to be involved in their child’s education. For example, Family Fridays and Principal’s Chats, and Character Trait Awards.
  - e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- Interpreters are available at parent events such as Family Days and ELAC meetings.
- School Messenger is delivered in English, Spanish and Vietnamese.
- Mailings and flyers are sent home to parents in their home language (English, Spanish, or Vietnamese).
  - f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- Input on Title 1 Programs is sought out from all parent groups including SGT, SSC, ELAC, and parent surveys sent home.

### 2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, ***Benito Juarez Elementary School***, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

**APPENDIX C**

**SCHOOL PARENT COMPACT**



## **Title I School-Parent Compact 2022-2023**

### **Benito Juarez Elementary School**

#### **2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- Morning meetings as part of student character assemblies are held weekly at which time information about upcoming events is shared with students and parents via Zoom.
  - Teachers will communicate with parents a biweekly overview of what is being taught in classrooms
  - Monthly Family Friday meetings are held on campus in the morning for all parents.
  - ELAC meetings are held 4 times for English learners' parents with interpreters for translation.
  - Back-to-School night in September and Spring Open House in April in the evening.
  - Student performances are held in the evening.
  - SSC meetings are held after school 8 times a year.
  - SGT meetings are held after school 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.

- PTO General Meetings are held in the mornings on a monthly basis.
  - b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
    1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])
      - Juarez Elementary will have two rounds of conferences throughout the school year.
      - Parent conference week will take place on Nov. 15-18 and March 22-24. These days will all be minimum days where students will be released at 1:00 p.m.
    2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])
      - Juarez Elementary teachers will send home monthly communications that share with parents their children’s progress.
      - The teacher will also reach out to parents with any academic concerns.
      - 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.
      - Parent conferencing and IEP meetings allow parents to give input on their child’s education.
    3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
      - Parents are encouraged to volunteer at school, on field trips, and during school-wide events.
      - Parent Committees such as our PTO, ELAC, SSC, and SGT provide additional opportunities for parents to participate in their child's education and instructional program and welcome all families including Title 1 parents and families from diverse backgrounds to engage, participate and provide input in their programs.
    4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
      - Juarez Elementary uses ClassDojo as its primary means of communication. ClassDojo messages can be translated into multiple languages.
      - Interpreters are available upon request at parent events such as ELAC meetings.
      - All families receive “Weekly Reminders” which are translated into all native languages. School Messenger is delivered in English, Spanish and Vietnamese.

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	85	48.2	89	49.4	100	54.0	75	64.0	85	55.3	7.1	-8.7	92	42.4	89	48.3	99	38.4	78	48.7	86	33.7	-8.7	-15.0
Female	35	42.9	45	55.6	51	54.9	45	71.1	50	58.0	15.1	-13.1	38	31.6	45	40.0	51	37.3	45	53.3	50	30.0	-1.6	-23.3
Male	50	52.0	44	43.2	49	53.1	30	53.3	35	51.4	-0.6	-1.9	54	50.0	44	56.8	48	39.6	33	42.4	36	38.9	-11.1	-3.5
African American	5	-	5	-	8	-	10	70.0	4	-	-	-	5	-	5	-	8	-	10	30.0	4	-	-	-
Asian	3	-	3	-	2	-	5	-	4	-	-	-	6	-	3	-	2	-	5	-	4	-	-	-
Filipino	3	-	0	-	0	-	0	-	3	-	-	-	3	-	0	-	0	-	0	-	3	-	-	-
Hispanic	33	30.3	42	40.5	54	50.0	36	55.6	45	48.9	18.6	-6.7	33	27.3	42	40.5	53	32.1	36	41.7	45	26.7	-0.6	-15.0
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	30	70.0	27	66.7	20	60.0	13	69.2	19	57.9	-12.1	-11.3	33	57.6	27	70.4	20	55.0	16	56.3	20	45.0	-12.6	-11.3
Multiracial	8	-	10	70.0	11	63.6	11	72.7	10	80.0	-	7.3	9	-	10	40.0	11	36.4	11	72.7	10	40.0	-	-32.7
English Learner	13	23.1	9	-	13	15.4	10	20.0	13	23.1	0.0	3.1	20	5.0	9	-	13	15.4	13	23.1	13	15.4	10.4	-7.7
English-Speaking	72	52.8	80	55.0	87	59.8	65	70.8	72	61.1	8.3	-9.7	72	52.8	80	53.8	86	41.9	65	53.8	73	37.0	-15.8	-16.8
Reclassified†	13	61.5	9	-	5	-	5	-	10	70.0	8.5	-	13	69.2	9	-	5	-	5	-	10	50.0	-19.2	-
Initially Eng. Speaking	59	50.8	71	52.1	82	58.5	60	70.0	62	59.7	8.9	-10.3	59	49.2	71	52.1	81	39.5	60	53.3	63	34.9	-14.3	-18.4
Econ. Disadv.*	63	42.9	61	50.8	66	48.5	43	46.5	37	35.1	-7.8	-11.4	67	38.8	61	41.0	65	27.7	43	32.6	37	21.6	-17.2	-11.0
Non-Econ. Disadv.	22	63.6	28	46.4	34	64.7	32	87.5	48	70.8	7.2	-16.7	25	52.0	28	64.3	34	58.8	35	68.6	49	42.9	-9.1	-25.7
Gifted	17	70.6	25	68.0	20	75.0	18	72.2	2	-	-	-	17	70.6	25	76.0	20	60.0	18	72.2	2	-	-	-
Not Gifted	68	42.6	64	42.2	80	48.8	57	61.4	83	54.2	11.6	-7.2	75	36.0	64	37.5	79	32.9	60	41.7	84	32.1	-3.9	-9.6
With Disabilities	10	10.0	13	15.4	19	10.5	4	-	11	9.1	-0.9	-	10	0.0	13	0.0	18	5.6	4	-	12	16.7	16.7	-
WO Disabilities	75	53.3	76	55.3	81	64.2	71	66.2	74	62.2	8.9	-4.0	82	47.6	76	56.6	81	45.7	74	51.4	74	36.5	-11.1	-14.9
Homeless	5	-	4	-	4	-	2	-	0	-	-	-	5	-	4	-	4	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	8	-	8	-	11	54.5	6	-	-	-	7	-	8	-	8	-	11	45.5	6	-	-	-

\* 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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	<b>31</b>	<b>45.2</b>	<b>35</b>	<b>51.4</b>	<b>32</b>	<b>53.1</b>	<b>0</b>	<b>-</b>	<b>28</b>	<b>50.0</b>	<b>4.8</b>	<b>-</b>	<b>33</b>	<b>48.5</b>	<b>35</b>	<b>42.9</b>	<b>32</b>	<b>40.6</b>	<b>35</b>	<b>62.9</b>	<b>28</b>	<b>28.6</b>	<b>-19.9</b>	<b>-34.3</b>
Female	13	46.2	21	61.9	16	56.3	0	-	16	50.0	3.8	-	14	42.9	21	42.9	16	50.0	23	60.9	16	25.0	-17.9	-35.9
Male	18	44.4	14	35.7	16	50.0	0	-	12	50.0	5.6	-	19	52.6	14	42.9	16	31.3	12	66.7	12	33.3	-19.3	-33.4
African American	2	-	4	-	4	-	0	-	3	-	-	-	2	-	4	-	4	-	5	-	3	-	-	-
Asian	1	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Hispanic	14	28.6	17	41.2	16	43.8	0	-	13	38.5	9.9	-	14	28.6	17	41.2	16	37.5	17	58.8	13	23.1	-5.5	-35.7
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	11	72.7	8	-	6	-	0	-	6	-	-	-	12	75.0	8	-	6	-	8	-	6	-	-	-
Multiracial	2	-	4	-	3	-	0	-	4	-	-	-	2	-	4	-	3	-	4	-	4	-	-	-
English Learner	4	-	4	-	5	-	0	-	5	-	-	-	6	-	4	-	5	-	4	-	5	-	-	-
English-Speaking	27	44.4	31	58.1	27	59.3	0	-	23	52.2	7.8	-	27	55.6	31	48.4	27	44.4	31	67.7	23	30.4	-25.2	-37.3
Reclassified†	4	-	1	-	0	-	0	-	0	-	-	-	4	-	1	-	0	-	4	-	0	-	-	-
Initially Eng. Speaking	23	34.8	30	60.0	27	59.3	0	-	23	52.2	17.4	-	23	47.8	30	46.7	27	44.4	27	66.7	23	30.4	-17.4	-36.3
Econ. Disadv.*	23	39.1	24	50.0	22	50.0	0	-	17	35.3	-3.8	-	24	45.8	24	33.3	22	31.8	13	53.8	17	23.5	-22.3	-30.3
Non-Econ. Disadv.	8	-	11	54.5	10	60.0	0	-	11	72.7	-	-	9	-	11	63.6	10	60.0	22	68.2	11	36.4	-	-31.8
Gifted	5	-	15	60.0	2	-	0	-	2	-	-	-	5	-	15	66.7	2	-	6	-	2	-	-	-
Not Gifted	26	46.2	20	45.0	30	50.0	0	-	28	50.0	3.8	-	28	46.4	20	25.0	30	36.7	29	55.2	28	28.6	-17.8	-26.6
With Disabilities	10	10.0	4	-	5	-	0	-	4	-	-	-	6	-	4	-	5	-	2	-	4	-	-	-
WO Disabilities	25	56.0	31	58.1	27	63.0	0	-	24	58.3	2.3	-	27	59.3	31	48.4	27	48.1	33	66.7	24	33.3	-26.0	-33.4
Homeless	3	-	2	-	1	-	0	-	0	-	-	-	3	-	2	-	1	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	3	-	0	-	4	-	-	-	2	-	3	-	3	-	9	-	4	-	-	-

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**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	28	60.7	30	33.3	36	63.9	0	-	25	60.0	-0.7	-	33	42.4	30	53.3	35	45.7	18	38.9	26	42.3	-0.1	3.4
Female	11	45.5	13	23.1	24	70.8	0	-	18	61.1	15.6	-	13	30.8	13	30.8	24	45.8	8	-	18	38.9	8.1	-
Male	17	70.6	17	41.2	12	50.0	0	-	7	-	-	-	20	50.0	17	70.6	11	45.5	10	20.0	8	-	-	-
African American	1	-	1	-	3	-	0	-	0	-	-	-	1	-	1	-	3	-	2	-	0	-	-	-
Asian	1	-	1	-	2	-	0	-	2	-	-	-	3	-	1	-	2	-	2	-	2	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	9	-	16	31.3	15	60.0	0	-	14	57.1	-	-	9	-	16	43.8	14	35.7	9	-	14	35.7	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	11	90.9	10	50.0	8	-	0	-	7	-	-	-	13	61.5	10	80.0	8	-	2	-	8	-	-	-
Multiracial	4	-	2	-	6	-	0	-	2	-	-	-	5	-	2	-	6	-	3	-	2	-	-	-
English Learner	4	-	1	-	5	-	0	-	5	-	-	-	9	-	1	-	5	-	4	-	5	-	-	-
English-Speaking	24	66.7	29	34.5	31	71.0	0	-	20	75.0	8.3	-	24	58.3	29	55.2	30	50.0	14	42.9	21	47.6	-10.7	4.7
Reclassified†	1	-	5	-	2	-	0	-	6	-	-	-	1	-	5	-	2	-	0	-	6	-	-	-
Initially Eng. Speaking	23	65.2	24	25.0	29	69.0	0	-	14	71.4	6.2	-	23	56.5	24	50.0	28	46.4	14	42.9	15	46.7	-9.8	3.8
Econ. Disadv.*	20	55.0	20	45.0	25	52.0	0	-	9	-	-	-	23	39.1	20	55.0	24	29.2	14	28.6	9	-	-	-
Non-Econ. Disadv.	8	-	10	10.0	11	90.9	0	-	16	75.0	-	-	10	50.0	10	50.0	11	81.8	4	-	17	58.8	8.8	-
Gifted	8	-	3	-	15	80.0	0	-	1	-	-	-	8	-	3	-	15	60.0	1	-	1	-	-	-
Not Gifted	20	50.0	27	33.3	21	52.4	0	-	24	58.3	8.3	-	25	32.0	27	48.1	20	35.0	17	35.3	25	40.0	8.0	4.7
With Disabilities	3	-	7	-	5	-	0	-	3	-	-	-	3	-	7	-	4	-	1	-	4	-	-	-
WO Disabilities	25	64.0	23	39.1	31	71.0	0	-	22	63.6	-0.4	-	30	46.7	23	69.6	31	51.6	17	41.2	22	40.9	-5.8	-0.3
Homeless	5	-	2	-	2	-	0	-	0	-	-	-	0	-	2	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	2	-	0	-	2	-	-	-	3	-	2	-	2	-	1	-	2	-	-	-

\* 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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	26	38.5	24	66.7	32	43.8	0	-	32	56.3	17.8	-	26	34.6	24	50.0	32	28.1	25	36.0	32	31.3	-3.3	-4.7
Female	11	36.4	11	81.8	11	18.2	0	-	16	62.5	26.1	-	11	18.2	11	45.5	11	0.0	14	35.7	16	25.0	6.8	-10.7
Male	15	40.0	13	53.8	21	57.1	0	-	16	50.0	10.0	-	15	46.7	13	53.8	21	42.9	11	36.4	16	37.5	-9.2	1.1
African American	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	3	-	1	-	-	-
Asian	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	2	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Hispanic	10	30.0	9	-	23	47.8	0	-	18	50.0	20.0	-	10	30.0	9	-	23	26.1	10	20.0	18	22.2	-7.8	2.2
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	8	-	9	-	6	-	0	-	6	-	-	-	8	-	9	-	6	-	6	-	6	-	-	-
Multiracial	2	-	4	-	2	-	0	-	4	-	-	-	2	-	4	-	2	-	4	-	4	-	-	-
English Learner	5	-	4	-	3	-	0	-	3	-	-	-	5	-	4	-	3	-	5	-	3	-	-	-
English-Speaking	21	47.6	20	80.0	29	48.3	0	-	29	58.6	11.0	-	21	42.9	20	60.0	29	31.0	20	40.0	29	34.5	-8.4	-5.5
Reclassified†	8	-	3	-	3	-	0	-	4	-	-	-	8	-	3	-	3	-	1	-	4	-	-	-
Initially Eng. Speaking	13	53.8	17	76.5	26	46.2	0	-	25	60.0	6.2	-	13	38.5	17	64.7	26	26.9	19	42.1	25	32.0	-6.5	-10.1
Econ. Disadv.*	20	35.0	17	58.8	19	42.1	0	-	11	36.4	1.4	-	20	30.0	17	35.3	19	21.1	16	18.8	11	27.3	-2.7	8.5
Non-Econ. Disadv.	6	-	7	-	13	46.2	0	-	21	66.7	-	-	6	-	7	-	13	38.5	9	-	21	33.3	-	-
Gifted	4	-	7	-	3	-	0	-	1	-	-	-	4	-	7	-	3	-	11	54.5	1	-	-	-
Not Gifted	22	31.8	17	52.9	29	44.8	0	-	31	54.8	23.0	-	22	27.3	17	35.3	29	27.6	14	21.4	31	29.0	1.7	7.6
With Disabilities	10	10.0	2	-	9	-	0	-	4	-	-	-	1	-	2	-	9	-	1	-	4	-	-	-
WO Disabilities	25	40.0	22	68.2	23	56.5	0	-	28	64.3	24.3	-	25	36.0	22	54.5	23	34.8	24	37.5	28	35.7	-0.3	-1.8
Homeless	5	-	4	-	1	-	0	-	0	-	-	-	2	-	4	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	3	-	3	-	0	-	0	-	-	-	2	-	3	-	3	-	1	-	0	-	-	-

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

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**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: JUAREZ ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 2 - English Language Arts**

**Guided Reading**

**\*Strategy/Activity - Description**

In preparation for the 2021-2022 school year, the district has created a Literacy Acceleration Plan. Included in this plan, teachers will be attending monthly professional developments focused on Guided Reading lessons, data review, and other topics.

At Juarez, guided reading will be embedded in the classroom's daily schedule. Teachers will use all available data to create small groups and to be strategic in the instruction being provided. Guided reading lessons will be observed by the administration and discussed at PLCs. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies		\$3,000.00	09800-4301	Supplemental instructional supplies to support access for all students to teacher developed instructional routines and tasks.	Guided reading material was provided to all classroom teachers.	<p>Reading test show that students showed over a year's worth of growth in English reading.</p> <p>5th Grade: Average Lexile Score was 554L with an average growth of 79 Lexile points.</p> <p>4th Grade: Average Lexile Score was 502L with an average growth of 137 Lexile points.</p> <p>3rd Grade: Average Lexile Score was 410L with an average growth of 147 Lexile</p>	Guided reading will continue to be an area of focus in 2022-2023.
Prof&Curriclm Dev Vist Tchr		\$4,999.67	09800-1192	Release time for ELA PLCs. Teachers will review student work, align with grade level standards, look at intervention strategies and support Academic Language Development with our English Learners.	Teachers attended district provided professional development around guided reading.	<p>During the 2021-2022 school year, as a district we were asked to not use release time due to the shortage of teachers during the COVID pandemic.</p> <p>Teachers did not have the release time we had planned for</p>	During the 2022-2023 school year, we will provide opportunities for teachers to plan together and to differentiate instruction for all students.
Classroom Teacher Hrly		\$1,999.62	09800-1157	Tutoring to support students as they develop their literacy skills.	One teacher supported students during tutoring in Spanish literacy.	This is a strategy that is not used very often.	We will not continue with this strategy.

**Goal 3 - Mathematics**

**Progress Monitoring**

**\*Strategy/Activity - Description**

All grade level teachers will clearly state learning goals coupled with success criteria for mathematics, which will connect with building cohesive and direct lessons. Teachers will follow a balanced mathematical program where balance and math discourse is used to guide lesson planning and instruction. Teachers will follow the GRR model during the implementation of lessons. Conditions of the problem will be evident in K-6 grade classrooms. Teachers will need to model and facilitate the use of the 8 mathematical practices. Throughout the lesson, teachers will implement collaborative group work opportunities where students challenge, scaffold and question one another as the opportunity arises. Listening/Speaking standards during real-world problem-solving activities (Growth Mindset) using collaborative group work and academic discourse. Number Talks, 3 Reads Protocol, 4 Corners, and problem solving provide opportunities to enhance math comprehension and fluency, in order to improve math instruction and increase student achievement..

Teachers will use Lesh Model, Khan Academy, and Brain-pop as digital tools to develop understanding of Math concepts as determined by grade level. Teachers will consider the cognitive and language demands required of students including EL's. Students will learn to explain their thinking and demonstrate their understanding of math concepts through number talks and accountable talk routines. Students will follow multi-step problem solving strategies to use when solving problems. Teachers will use the District Pacing Guide and make grade level adjustments as needed to meet the needs of their grade level students. Teachers will and engage in planning for concept development, focus lessons, and problem-solving tasks. The 8 mathematical practices will also be explicitly taught.

Teachers will administer DEMI 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Tutoring to support students as they develop their Math skills.	We did have one teacher tutoring in Math.	This is a strategy that is not used very often.	We will not continue with this strategy.

### Professional Developments

**\*Strategy/Activity - Description**

Professional development is based on our school's data. This year, teachers will receive mathematical training focusing on reinforcing the Eight Mathematical Practices. The school's ILT is offered district professional development on our identified areas of need. The plan for professional development includes on-site coaching by the administration. We will continue professional development in the following areas:

MATHEMATICAL MINDSETS to enhance the Eight Mathematical Practices:

- \* Making sense of problems and persevering in solving them
- \* Reason abstractly and quantitatively
- \* Construct viable arguments and critique the reasoning of others
- \* Model with mathematics
- \* Use appropriate tools strategically
- \* Attend to precision
- \* Look for and make use of structure
- \* Look for and express regularity and repeated reasoning

We will tighten our instruction of Pearson Math and LeveredMath and continue scaffolding our instruction for all learners.

The administration will work directly with teachers to model and provide support in best practices in these areas. Students in all grade levels will be actively engaged in conceptual, procedural, and problem-solving in mathematics. Teachers will receive additional training on the Conditions of the Problem. The principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through the Cohort model and Leadership Team training. The goal is to continue developing capacity and instructional leadership at the site.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$1,319.00	09800-5209	Conference to support the development of literacy skills within mathematics. If the pandemic does not allow the conference the money will be	Teachers engaged in professional development on campus with a focus on conditions of the problem and encouraging students to engage in academic	Unfortunately, due to the COVID pandemic, we were unable to release teachers to attend conferences.	In 2022-2023, we will resume using this strategy. With the change of our 50/50 program to a 90/10 program, Kindergarten and first grade have requested



**Juarez Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>moved to teacher hourly to support tutoring and PD.</p>	<p>discourse. Staff used iReady Assessment to assess student growth. iReady Math Growth: Kinder: 66% demonstrated typical annual growth 1<sup>st</sup> Grade: 97% demonstrated typical annual growth 2<sup>nd</sup> Grade: 59% demonstrated typical annual growth 3<sup>rd</sup> Grade: 40% demonstrated typical annual growth 4<sup>th</sup> Grade: 92% demonstrated typical annual growth 5<sup>th</sup> Grade: 75% demonstrated typical annual growth</p>	<p>continued support in the area of mathematics. Teachers will be attending Math PDs in order to improve in their lesson planning and teaching of math.</p>
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<b>Goal 4- Supporting English Learners</b>
<b>Targeted ELD Lessons</b>

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### \*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. Teachers will identify students' needs after completing the ELPAC student targeting sheet. Teachers will meet during PLCs on a monthly basis or during Progress Monitoring Meetings to look at student work to identify how each student is making progress towards the CSS reading, listening, and speaking standards. Teachers and administration will review student progress during quarterly monitoring. Teachers will use the ELD Standards in conjunction with the CSS to address the needs of their language learners. During professional development workshops, teachers work in vertical teams on high-impact language strategies and unpacking literacy standards. The vertical articulation of the literacy standards from kindergarten-5th grade will allow teachers to tailor the needs of their students, based on students' current level of instruction.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Instructional supplies to support	Additional supplies were	Teachers need continued PD	Teachers will continue to

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				teachers as they work on English Language Development with our students. Additional materials will be necessary to support our English Learners.	ordered to help improve student results in the ELPAC.	around integrated ELD and designated ELD.	receive PDs in order to support students in language acquisition. Teachers will attend GLAD PDs and evidence of strategies used will be seen in the classrooms.
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### Goal 8- Graduation/Promotion Rate

#### Literature Diversity

#### \*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

##### Directions:

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

##### Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Supplement classroom libraries with culturally relevant and sensitive books.	Teachers all received culturally relevant and sensitive books that were to be shared with students throughout the year.	The ILT team developed a social competency matrix to teach students about intersectionality. Unfortunately, these topics were discussed in individual classrooms but where not shared throughout campus.	Our goal this year was to develop students' self-efficacy through representation. We will continue to work on developing this in students in 2022-2023

### Goal 6 - Supporting Black Youth

#### Professional Development on Restorative Justice

##### \*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

##### Directions:

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

**Juarez Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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

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Non Clsrm Tchr Hrly		\$1,999.62	09800-1957	To support after hour meetings with families of our at-risk students.	When reviewing 2021-2022 data, students discipline data showed that this target group was not a target group who needed support in terms of behavior.	We found that our black youth needed additional supports in developing their Spanish language.	Based on the data last year, students need additional support on foundational skills including math and Spanish reading.

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

**Increased School Counselor Time**

**\*Strategy/Activity - Description**

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

The School Counselor's essential role at Juarez Elementary is to supports teaching and learning by assuring that all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. The School Counselor is responsible for creating a comprehensive school counseling program that incorporates prevention and intervention activities through school-wide assemblies and activities, classroom guidance lessons, intentional guidance groups, individual counseling, and collaboration with outside community resources. The School Counselor is also responsible for administering violence prevention curriculum and character education programs, providing intervention services for students experiencing academic and personal/social barriers to learning, and providing guidance and information to students and families to ensure success in student attendance, behavior, and academic achievement.

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

Directions:

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

Guiding Questions:

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School Counselor	0.01350	\$1,681.56	09800-1210	Counselor will support our	School counselor was able to meet	The two areas with the lowest	This year we will have a new

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				unduplicated students with appropriate academic and behavioral resources to support their grade level mastery. Counselor will also work with students who are at risk in attendance.	with students on a weekly basis. She ran small groups to address conflict resolution, peer relationships, goal setting, and academic awareness. She also ran schoolwide assemblies to support the implementation of Leader in Me and other MTSS/PBIS systems.	favorable responses were Culture/Climate 41.7% and Social Awareness 41.7% This is something we will be focusing on this year.	counselor to support students. She will continue to focus on Culture and Climate and Social Awareness to ensure student engagement.
Interprogram Svcs/Field Trip		\$815.00	09800-5735	Field trips to support our PBIS, and to show literacy in the real world.	All students were able to attend at least 1 field trip during the school year.	Due to the COVID pandemic, we were only allowed to go on field trips the last month of the 2021-2022 school year.	This year we will be able to incorporate more field trips to promote students social emotion well-being and their connection to the community.

### Professional Development for Teachers/Staff

**\*Strategy/Activity - Description**

This year, Juarez is participating in professional developments around the Leader in Me curriculum. During these professional developments, teachers will learn how to integrate the Leader in Me curriculum to support student development. This curriculum focuses on 7 leadership habits: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then Be Understood, Synergize, Sharpen the Saw, Find

## Juarez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

your Voice & Inspire Others to Find Theirs. Juarez believes that by reinforcing these leadership skills for students will learn to be productive citizens who understand how to work well with others and manage their emotions.

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

Directions:

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

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Prof&Curriclm Dev Vist Tchr		\$3,000.05	09800-1192	Release days for the Leader in Me professional development our teachers will be doing. If staffing does not permit visiting teachers the budget may be transferred to	Teachers were able to attend professional developments around Leader in Me. All teachers began utilizing the leader in me curriculum in their classrooms.	Due to lack of visiting teachers, the counselor held weekly morning meetings where Leader in Me was introduced and supported.	This year, more teachers will be trained in Leader in Me and each teacher will be in either a group focused on student leadership or culture.



				teacher hourly for the PD.			
<p><u>What are my leadership strategies in service of the goals?</u></p>							
<p>This year, the school leader will engage with teachers in an improvement cycle for professional development based on student data and student needs. In order to accomplish this, the school leader will create a learning culture by knowing their teachers' practice well and developing differentiated professional learning opportunities. The school leader will use data from classroom observations and common assessments to inform professional learning grounded in current research and based on students' needs and will ensure that the school's focus, common pedagogy, professional learning, and teacher collaboration (alignment) are evident in all classrooms. In order to support teachers and engage in the learning along side of them, the school leader will prioritize classroom observations and feedback in order to monitor the implementation of new strategies and the quality of student learning. Additionally, the school leader will continue cultivating a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice. The school leader will also work along side the teacher to ensure both formal and informal assessments accurately measure student's learning needs and if the professional development strategies and instruction is impacting learning.</p>							

**SCHOOL NAME: JUAREZ ELEMENTARY**

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

**SCHOOL YEAR: 2021-22**

**Goal 3 - Mathematics**

**Progress Monitoring**

**\*Strategy/Activity - Description**

All grade level teachers will clearly state learning goals coupled with success criteria for mathematics, which will connect with building cohesive and direct lessons. Teachers will follow a balanced mathematical program where balance and math discourse is used to guide lesson planning and instruction. Teachers will follow the GRR model during the implementation of lessons. Conditions of the problem will be evident in K-5 grade classrooms. Teachers will need to model and facilitate the use of the 8 mathematical practices. Throughout the lesson, teachers will implement collaborative group work opportunities where students challenge, scaffold and question one another as the opportunity arises. Listening/Speaking standards during real-world problem-solving activities (Growth Mindset) using collaborative group work and academic discourse. Number Talks, 3 Reads Protocol, 4 Corners, and problem solving provide opportunities to enhance math comprehension and fluency, in order to improve math instruction and increase student achievement. Teachers will consider the cognitive and language demands required of students including EL's. Students will learn to explain their thinking and demonstrate their understanding of math concepts through number talks and accountable talk routines. Students will follow multi-step problem solving strategies to use when solving problems. Teachers will use the District Pacing Guide and make grade level adjustments as needed to meet the needs of their grade level students. Teachers will and engage in planning for concept development, focus lessons, and problem-solving tasks. The 8 mathematical practices will also be explicitly taught. Teachers will administer the iReady Math 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.

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

Directions:

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

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

**Juarez Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Interprogram Svcs/VAPA	--	--	30100-5738	Release time to review classroom procedures and review students work as it pertains to mathematics. PLC's will focus on feedback from administrators and student work.	Teachers engaged in professional development on campus with a focus on conditions of the problem and encouraging students to engage in academic discourse. Staff used iReady Assessment to assess student growth. iReady Math Growth: Kinder: 66% demonstrated typical annual growth 1 <sup>st</sup> Grade: 97% demonstrated typical annual growth 2 <sup>nd</sup> Grade: 59% demonstrated typical annual growth 3 <sup>rd</sup> Grade: 40% demonstrated typical annual growth 4 <sup>th</sup> Grade: 92% demonstrated typical annual growth 5 <sup>th</sup> Grade: 75% demonstrated typical annual growth	Due to the global pandemic and the lack of visiting teachers, staff was unable to have release days for professional developments. This limited the amount of PLC time. More time was needed for teachers to meet and plan together	For the 2022-2023 school year, we will continue with using VAPA as PLC time and collaboration time.

**Professional Developments**

**\*Strategy/Activity - Description**

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Professional development is based on our school's data. This year, teachers will receive mathematical training focusing on reinforcing the Eight Mathematical Practices. The school's ILT is offered district professional development on our identified areas of need. The plan for professional development includes on-site coaching by the administration. We will continue professional development in the following areas:

**MATHEMATICAL MINDSETS** to enhance the Eight Mathematical Practices:

- \* Making sense of problems and persevering in solving them
- \* Reason abstractly and quantitatively
- \* Construct viable arguments and critique the reasoning of others
- \* Model with mathematics
- \* Use appropriate tools strategically
- \* Attend to precision
- \* Look for and make use of structure
- \* Look for and express regularity and repeated reasoning

We will tighten our instruction of Pearson Math and continue scaffolding our instruction for all learners.

The administration will work directly with teachers to model and provide support in best practices in these areas. Students in all grade levels will be actively engaged in conceptual, procedural, and problem-solving in mathematics. Teachers will receive additional training on the Conditions of the Problem. The principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through the Cohort model and Leadership Team training. The goal is to continue developing capacity and instructional leadership at the site.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Interprogram Svcs/VAPA		\$11,000.00	30100-5738	Release time for teachers to participate in PLCs and develop mathematical habits of mind "tasks" and look at math instructional routines. Teachers will develop tasks to improve academic language within our English Learners.	<p>According to the iReady Data from the Spring 2022 Math Administration:</p> <p>5th Grade: 59% of students scored Above/Mid/Early on Grade Level</p> <p>4th Grade: 50% of students scored Above/Mid/Early on Grade Level</p> <p>3rd Grade: 29% of students scored Above/Mid/Early on Grade Level</p> <p>2nd Grade: 42% of students scored Above/Mid/Early on Grade Level</p> <p>1st Grade: 45% of students scored Above/Mid/Early on Grade Level</p> <p>Kindergarten: 55% of students scored Above/Mid/Early on Grade Level</p>	More focus on how to teach math standards and mathematical practices must take place.	VAPA will continue in 22-23 and school will attempt to provide more planning time to teachers. Inquiry PLCs will support lesson planning and math instruction in order to support students lifting the cognitive load in Math.

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**Goal 4- Supporting English Learners**

**Targeted ELD Lessons**

**\*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. Teachers will identify students' needs after completing the ELPAC student targeting sheet. Teachers will meet during PLCs on a monthly basis or during Progress Monitoring Meetings to look at student work to identify how each student is making progress towards the CSS reading, listening, and speaking standards. Teachers and administration will review student progress during quarterly monitoring. Teachers will use the ELD Standards in conjunction with the CSS to address the needs of their language learners. During professional development workshops, teachers work in vertical teams on high-impact language strategies and unpacking literacy standards. The vertical articulation of the literacy standards from kindergarten-5th grade will allow teachers to tailor the needs of their students, based on students' current level of instruction.

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

Directions:

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

Guiding Questions:

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,</b>	<b>Modifications based on qualitative and quantitative data.</b>

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA		\$3,055.00	30106-5738	Release time for teachers to work together and collaborate on instructional routines and materials for our English Learners.	Release time helps to support teachers to work together in order to plan lesson that support language acquisition.	More time was needed for teachers to meet and plan together.	In 2022-2023, plans are in place to help provide teachers with more release time.
Supplies		\$7.00	30106-4301	Instructional supplies to support teachers as they work on English Language Development with our students. Additional materials will be necessary to support our English Learners.	Guided reading material and other books were purchased to support the language development of students. Guided reading was integrated in the classroom schedule 4 times a week	Feedback was not given to teachers consistently.	Bi-monthly feedback will be given to teachers on guided reading to support language development.

### Goal 5 - Supporting Students with Disabilities

#### Professional Development

##### \*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 paraeducators who directly supports students with disabilities.

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

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30100-5738	Release time to support PLC collaboration with our Resource teachers and general education teachers. This time will allow teachers to work together at scaffolding grade level standards for	Release time helps to support teachers to work together in order to plan lesson that support differentiated instruction.	More time was needed for teachers to meet and plan together.	In 2022-2023, plans are in place to help provide teachers with more release time.



## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					our students with disabilities.		
<b>Curriculum Research and Development</b>							
<b>*Strategy/Activity - Description</b>							
<p>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, iReady, Learning Ally, 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 FAST 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.</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/VAPA	--	--	30100-5738	Release time to provide our Teachers time to collaborate on supplemental curriculum and how it supports our students with disabilities.	During our release, grade levels met together consistently to plan instruction, differentiation, and assessments. This time was also used to progress monitor for students who needed additional supports.	More time was needed for teachers to meet and plan together.	In 2022-2023, plans are in place to help provide teachers with more release time.
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**Goal 7 - Family Engagement**

**Parent Connectedness**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$350.00	30103-4301	Supplies for parent meetings and trainings.	Last year we hosted various parent nights to inform parents and families about the dual language	Last year, we had most of our meetings via Zoom due to the on-going COVID pandemic. Little	In 2022-2023, we are moving back to in-person meetings and will be providing our parent meetings

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					program at Juarez elementary and were able to successfully vote to change the program to a 90/10 Spanish Immersion Program.	supplies where needed due to meetings being online.	and trainings in-person.
Conference Local		\$376.00	30103-5209	Parents will attend trainings and courses to support their students and the school community.		Last year, finding parent trainings was difficult due to the COVID pandemic.	This year, we will not have monies set aside for Conferences.

**Goal 6 - Supporting Black Youth**

**Professional Development on Restorative Justice**

**\*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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Counselor Hrly		\$522.37	30100-1260	Hourly time for our counselor to focus on the PBIS with a lens of our Black Youth. Time to meet with small groups or individual students. Also time to meet with families.	Teachers attended professional development regarding continuous supports for Black Youth.	Time for professional development was very timed. Small group and individual groups did not take place.	In 2022-2023, we will begin engaging our Black Youth and parents in small group conversations focusing on how to improve their overall school experience.
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**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Increased School Counselor Time**

**\*Strategy/Activity - Description**

The School Counselor's essential role at Juarez Elementary is to supports teaching and learning by assuring that all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. The School Counselor is responsible for creating a comprehensive school counseling program that incorporates prevention and intervention activities through school-wide assemblies and activities, classroom guidance lessons, intentional guidance groups, individual counseling, and collaboration with outside community resources. The School Counselor is also responsible for administering violence prevention curriculum and character education programs, providing intervention services for students experiencing academic and personal/social barriers to learning, and providing guidance and information to students and families to ensure success in student attendance, behavior, and academic achievement.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Juarez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
School Counselor -	0.05000	\$6,227.99	30100-1210	Counselor will support our students with appropriate academic and behavioral resources to support their grade level mastery. Counselor will also work with students who are at risk in attendance.	School counselor worked closely with a small student group and engaged them in Ally Action Training. This training involved teaching students how to prevent bullying. Once the students were trained, they provided professional development for the teachers.	Fortunately, the district awarded each school with 2 days of counseling support. This means that funds that were put aside for the counselor	This year, we decided to add an additional day of counseling so that we could have a total of 3 days with the counselor. The counselor will continue working with student groups and will lead the Ally Action student group.
School Counselor -	0.13650	\$17,002.41	30106-1210	Counselor will support our students with appropriate academic and behavioral resources to support their grade level mastery. Counselor will also work with students who are at risk in attendance.	Counselor supports students by facilitating SST and 504s. During these meeting with parents and teachers, the counselor will lead the conversation around appropriate academics supports and will provide behavior	Data collection for the SST process and the 504 process needs improvement.	This year, we have change some of our process and have included specific goals for student to meet. These goals and interventions will be monitored on a 6 to 8 week cycle.



					supports when needed.		
<p>What are my leadership strategies in service of the goals?</p> <ul style="list-style-type: none"> <li>▪ Meet with SpEd team to review RTI process</li> <li>▪ Meet with grade-level teams to review new process</li> <li>▪ Provide exemplar of appropriate goals for students</li> <li>▪ Assist teachers in developing intervention plan for students needing additional support</li> <li>▪ Provide feedback to teachers regarding interventions</li> <li>▪ Monitor data collection document to ensure student interventions are being reported</li> </ul>							
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