Jubilee Academies

Jubilee Lake View University Prep

2026-2027 Campus Improvement Plan

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Mission Statement

To provide a nurturing community focused on leadership and educational excellence.

Vision

To be the premier choice in education.

Value Statement

Determined Destiny Values

- Joy
- Understanding
- Balance
- Integrity
- Leadership
- Empowerment
- Excellence

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Comprehensive Needs Assessment

Demographics

Summary

Summary

Jubilee Lake View University Prep is located on the West Side of San Antonio, Texas at 325 Castroville Road. Most recent campus enrollment reports for the 26-27 school year show an overall population of **627** students, ranging in ages from 4 to 19, enrolled in grades PK–12th. Jubilee Lake View University Prep is a charter school of choice which allows year-round enrollment for its community members and those in the surrounding areas. The student population of Lake View University Prep is predominantly Hispanic, which reflects the community within the 78207 zip code.

Stakeholders include parents, students, teachers, administrators, district-level employees, and school board members. Stakeholders take part in the development and implementation of the campus comprehensive needs assessment and campus improvement plan.

The campus offers pathways and services including Gifted and Talented, emergent bilingual, special education, Section 504, CTE, dual credit, fine arts, and athletics. Current-year student-group and program-participation totals must be verified against dated campus rosters before entry into Plan4Learning.

2026–27 CAMPUS SNAPSHOT | SEPTEMBER 24, 2026

Measure	Sept. 24, 2026	Context
Current campus count	621	Prekindergarten–Grade 12
Completed enrollment records	627	6 possible no-shows
Reported withdrawals	3	2026–27 tracker
Students absent	32	September 24
Daily attendance (ADA)	94.91%	Campus goal: 95%

2026–27 ENROLLMENT BY GRADE BAND | SEPTEMBER 24, 2026

Grade band	Students	Grade-level counts
Prekindergarten–2	152	PK 24; K 41; G1 52; G2 35
Grades 3–5	157	G3 44; G4 43; G5 70
Grades 6–8	163	G6 60; G7 56; G8 47
Grades 9–12	149	G9 61; G10 33; G11 30; G12 25

Strengths

Lake View’s longstanding West Side community connections and predominantly Hispanic student population provide a foundation for culturally responsive family engagement. Its Prekindergarten–Grade 12 structure supports continuity, with access to multiple academic, special-program, college/career, arts, and athletics

pathways. Current enrollment is 621 as of September 24; the campus should sustain family communication and timely services for new and returning students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Daily attendance was 94.69% on September 22, 95.26% on September 23, and 94.91% on September 24; two of these three days were below the 95% campus goal.	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.
2 ★	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.
3 ★	Verified 2026-27 counts for economically disadvantaged, emergent bilingual, special education, Section 504, and Gifted and Talented students have not yet been supplied for this CNA.	A dated, cross-checked enrollment and program-roster export has not yet been linked to the campus needs assessment.

★ = Priority

Student Learning

Summary

SUMMARY

Jubilee Lake View University Prep earned 75 (C) in 2026, compared with 84 (B) in 2025. Closing the Gaps decreased from 83 (B) to 62 (D), and Academic Growth from 70 (C) to 57 (F). Across 883 STAAR test administrations, 59% reached Approaches, 28% Meets, and 8% Masters. Meets performance was 23% in Mathematics, 21% in Social Studies, 33% in Reading/Language Arts, and 30% in Science. Current emergent bilingual students reached Meets on 20% of assessments, and students receiving special education services on 4%, compared with 28% campus wide. These figures represent test administrations, not unique students.

The campus will prioritize grade-level Mathematics and Reading/Language Arts instruction, with particular attention to access and outcomes for emergent bilingual students and students receiving special education services. Professional Learning Communities (PLCs) will use student work, common assessments, accommodation evidence, and targeted intervention results to adjust first instruction and monitor progress.

The campus will validate root causes using test-item trends, classroom walkthroughs, materials alignment, student work, implementation evidence, and stakeholder input. Final Targeted Improvement Plan (TIP) priorities will incorporate the Effective Schools Framework (ESF) diagnostic findings; these are evidence-based concerns, not yet verified causal conclusions.

2026 ACCOUNTABILITY SNAPSHOT

Measure	2026 score	Context
Overall	75 (C)	2025: 84 (B)
Student Achievement	75 (C)	
School Progress	81 (B)	
Academic Growth	57 (F)	
Relative Performance	81 (B)	
Closing the Gaps	62 (D)	2025: 83 (B)

2026 STAAR BY CONTENT | ACTUAL RESULTS

Content	Approaches +	Meets +	Masters
Reading/Language Arts	59%	33%	10%
Mathematics	60%	23%	6%
Science	63%	30%	8%
Social Studies	47%	21%	10%

Strengths

Strengths

The 2026 results show strengths in postsecondary readiness, Reading/Language Arts, and Science. The campus recorded 17 of

17 graduates (100%) on its College, Career, and Military Readiness (CCMR) indicator and earned 12 of 12 School Quality points in Closing the Gaps. On the State of Texas Assessments of Academic Readiness (STAAR), Reading/Language Arts recorded 33% Meets Grade Level and 10% Masters Grade Level; Science recorded 30% Meets and 63% Approaches or above. School Progress and Relative Performance each scored 81 (B). The campus will examine the practices associated with these results and identify what to sustain and replicate, while continuing to address lower achievement and growth in other areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership
2 ★	Academic Growth scored 57 (F) in 2026.	The campus lacks a consistently monitored cycle linking student skill gaps to assigned reteaching, mastery checks, and timely instructional adjustments.
3 ★	Only 4% of special education and 20% of emergent bilingual STAAR assessments reached Meets, compared with 28% campus wide.	Campus-level co-planning and monitoring have not consistently ensured grade-level tasks with each student's required accommodations and language supports.

★ = Priority

School Processes & Programs

Summary

School Processes & Programs

Summary

Technology: Jubilee Lake View University Prep maintains a comprehensive personal technology plan that provides device access to all students in grades PK–12. The campus implements a 1-to-1 technology program for students in grades 3rd–12th, while K–2 teachers utilize shared Chromebook carts to support classroom instruction. Teachers are equipped with MAC computers to support instructional planning and data analysis. The campus receives IT support 2–3 days per week to ensure device functionality and student access are maintained. Students have access to a suite of digital learning platforms, including Fast ForWord (dyslexia intervention), Edmentum, Stemscopes, G Suite, IXL, Google Classroom, Kami, and SIRUS. Teachers utilize DMAC and NWEA reporting platforms for data analysis and student progress monitoring. The district is committed to maintaining and expanding 1-to-1 technology access through an ongoing technology replacement plan.

Curriculum and Instruction: Jubilee Lake View University Prep utilizes standardized, high-quality instructional materials across the network in both math and reading, including Savvas, Eureka Math, Amplify, McGraw Hill, and Carnegie. Teachers develop data-driven lesson plans that incorporate critical thinking, formative assessment, and designated intervention time. Instructional planning is guided by Year at a Glance documents, curriculum implementation guides, and instructional walkthroughs conducted by campus leadership. The campus goal is to be increasingly intentional in how scholars are assessed and how resulting data is used to inform responsive instruction and intervention decisions.

Students participate in the following assessments to provide a comprehensive, multi-measure view of scholar performance: MAP Growth at the beginning, middle, and end of the year; STAAR Interim Assessments; and district-level CFAs.

The master schedule is structured to protect core instructional time while ensuring equitable access to intervention and support services. Pull-out services for Special Education, dyslexia intervention, and other programs occur during designated intervention periods built into the master schedule. Teachers are afforded a protected 45-minute planning period daily to support instructional preparation, data review, and collaboration.

Jubilee Lake View University Prep operates the following programs in alignment with the campus vision, mission, goals, and values: 504, Emergent Bilingual, Special Education, MTSS, Gifted/Talented, CTE, CCMR, NTHS, Athletics, and McKinney-Vento. At-Risk students receive targeted support through daily intervention groups embedded in the master schedule, MTSS, and after-school tutoring. Secondary students have access to an academic counselor who supports them with college applications, FAFSA completion, and TSI testing for college readiness.

The campus is home to one designated dyslexia interventionist — the only such specialist within the Jubilee Academies network serving a PK–12 campus. This interventionist is responsible for providing direct intervention services, completing dyslexia screeners, conducting 504 meetings, and administering a comprehensive battery of diagnostic assessments, including the Test of Written Spelling, Comprehensive Test of Phonological Processing, Woodcock Reading Mastery Tests, and Gray Oral Reading Tests. Currently, 30 students have been identified with dyslexia (11 elementary, 19 secondary). Given the time-intensive nature of testing — each instrument requires approximately one hour and only one assessment can be administered per day — the interventionist is currently able to test approximately 1–2 students per week. The addition of a second dyslexia interventionist would significantly expand the campus's capacity to identify and serve students earlier, increase departmental collaboration, and provide broader training to classroom teachers on dyslexia characteristics and evidence-based instructional methods.

Students with disabilities, 504 designations, and other identified needs are afforded their legal right to a Free Appropriate Public Education (FAPE). Parents and teachers may refer students for 504 or Special Education evaluations, which must be completed within 45 school days of the request. Services and accommodations may be amended at any time with parent consent, and annual 504 or ARD meetings are held to review current services and make data-informed adjustments. Campus support personnel include para-professionals, a SEMS clerk, case managers, an independent LLSP, a speech pathologist, and an ESL teacher.

Strengths

Strengths

1. The Special Education team has demonstrated measurable growth in department processes and continues to collaborate proactively with the co-op and campus leadership to address the evolving needs of students receiving services.
2. Special programs — including 504, Dyslexia, Gifted/Talented, and ESL — utilize Federal identification frameworks to ensure equitable, data-informed identification and service delivery for all qualifying students.
3. The campus has an established and structured process for supporting At-Risk students through the Title I program, including coordination by the at-risk coordinator, deployment of intervention tutors, and tiered academic support.
4. Administration supports new teachers through assigned teacher mentors and professional development grounded in *Teach Like a Champion 2.0*, ensuring a consistent foundation of instructional practice across the campus.
5. The campus dyslexia interventionist provides a comprehensive range of identification, intervention, and compliance services — representing a critical, specialized support for students with reading-related disabilities across all grade levels.
6. Secondary students benefit from dedicated academic counseling support focused on college readiness, including FAFSA guidance, college application assistance, and TSI preparation.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

★ = Priority

Perceptions

Summary

The 2026–27 BOY parent survey received 37 Lake View responses. The survey workbook reports a 5.86% response rate using its 631-student denominator and an overall 85.59% average positivity measure. Among respondents, 35 of 37 were satisfied or extremely satisfied with the back-to-school experience, 36 of 37 with the quality of education, and 33 of 37 answered “Yes” to feeling that the school is safe and secure. Response counts are small and should not be treated as campus wide opinion. Family communication received 30 of 37 positive responses, with seven neutral; pickup/drop-off received 29 positive, seven neutral, and one dissatisfied. The campus should use the survey and direct family/staff/student listening to verify needs and document actions and follow-through.

2026–27 BOY PARENT SURVEY | PARTICIPATION

Measure	2026–27 result	Context
Lake View responses	37	BOY parent survey
Workbook denominator	631 students	Survey snapshot, not Sept. 24 count
Reported response rate	5.86%	Workbook calculation
Average positivity measure	85.59%	Workbook-reported composite

2026–27 PARENT EXPERIENCE | ACTUAL RESPONSES

Survey item	Favorable responses	Other responses
Educational quality	36/37 (97.3%)	1 dissatisfied
Back-to-school experience	35/37 (94.6%)	2 neutral
School safety / security	33/37 (89.2%) Yes	4 somewhat
Comfort contacting staff	32/37 (86.5%)	5 neutral
School-family communication	30/37 (81.1%)	7 neutral
Pickup / drop-off	29/37 (78.4%)	7 neutral; 1 dissatisfied

Strengths

Among the 37 respondents, 97.3% were satisfied with educational quality (36), 94.6% with the back-to-school experience (35), 89.2% answered “Yes” about safety (33), and 86.5% felt comfortable or extremely comfortable contacting teachers/staff (32). These are current-year respondent strengths to maintain while broadening family participation.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.
2 ★	Seven of 37 respondents (18.9%) rated school-to-family communication neutral; 30 (81.1%) were positive.	A consistent communication cadence and closed-loop process for responding to and resolving family concerns is not yet evidenced across the campus.
3 ★	Eight of 37 respondents (21.6%) were neutral or dissatisfied with pickup/drop-off.	Arrival/dismissal flow is not routinely reviewed through documented traffic observations, family feedback, and accountable corrective actions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Daily attendance was 94.69% on September 22, 95.26% on September 23, and 94.91% on September 24; two of these three days were below the 95% campus goal.	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.
3	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership
4	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.
5	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.
6	Academic Growth scored 57 (F) in 2026.	The campus lacks a consistently monitored cycle linking student skill gaps to assigned reteaching, mastery checks, and timely instructional adjustments.

7 ★	Only 4% of special education and 20% of emergent bilingual STAAR assessments reached Meets, compared with 28% campus wide.	Campus-level co-planning and monitoring have not consistently ensured grade-level tasks with each student's required accommodations and language supports.
8 ★	Verified 2026-27 counts for economically disadvantaged, emergent bilingual, special education, Section 504, and Gifted and Talented students have not yet been supplied for this CNA.	A dated, cross-checked enrollment and program-roster export has not yet been linked to the campus needs assessment.
9 ★	Eight of 37 respondents (21.6%) were neutral or dissatisfied with pickup/drop-off.	Arrival/dismissal flow is not routinely reviewed through documented traffic observations, family feedback, and accountable corrective actions.
10 ★	Seven of 37 respondents (18.9%) rated school-to-family communication neutral; 30 (81.1%) were positive.	A consistent communication cadence and closed-loop process for responding to and resolving family concerns is not yet evidenced across the campus.

★ = Priority

Goals

Goal 1 Jubilee Lake View will recruit, retain, and support the most qualified and effective staff.

Performance Objective 1

By the end of academic year, Lake View will achieve 90% retention rate of experienced teachers by mid year evaluation.

Evaluation Data Source: Meeting sign in sheet, PLC agendas, Data Meeting Agenda, and Lesson annotation checklist.

Strategy 1

Jubilee Lake View will implement a weekly accountability system of staff wins based on the coaching load.

Strategy's Expected Result/Impact: New teachers will have score developing or higher on T- TESS implementing effective teaching practices

Staff Responsible for Monitoring: Campus Administration team, Instructional Coaches, Mentors/ mentees

Problem Statements: School Processes & Programs 1

Funding Sources: FSP 420-PIC 11 Regular Allotment, $15,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Lake View will provide teachers with needed instructional materials/supplies for classroom instruction and bi-weekly teacher PLCs

Strategy's Expected Result/Impact: Teachers will implement district-provided HQIM by internalizing lessons and applying best teaching practices through the effective utilization of district resources.

Staff Responsible for Monitoring: Campus Administration Team

Problem Statements: School Processes & Programs 1

Funding Sources: FSP 420-PIC 11 Regular Allotment, $10,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Jubilee Lake View will increase culture and branding presence for faculty and staff members.

Strategy's Expected Result/Impact: Increase in overall campus culture and presence in the community

Staff Responsible for Monitoring: Campus Administration Team

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

Jubilee Lake view will provide stipends/extra duty pay for after school/ academic enrichment clubs, tutoring and Saturday School

Strategy's Expected Result/Impact: Increase campus culture and student performance

Staff Responsible for Monitoring: Administrators and teachers

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.

Goal 2

Jubilee Lake View will build a strong foundation of academic skills in reading, math, science and social studies. "Know every learner. Teach with intention. Intervene with impact."

Performance Objective 1

☑ **High Priority**

All grade levels will perform on STAAR reading at or above the state level by May 2027

Evaluation Data Source: STAAR/EOC Reports, Data Analysis

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Jubilee Lake View's Content Specialists will attend RLA professional development sessions and will turn-around the learning to our teachers to close student achievement gaps.

Strategy's Expected Result/Impact: Increased RLA Scores and MAP growth reports

Staff Responsible for Monitoring: Principal & APs

Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Teacher will use Data Analysis Protocol after each assessment to plan actions plans after each assessment (for example: MAP assessment, Benchmark and mCLASS assessment)

Strategy's Expected Result/Impact: Increase in assessment

Staff Responsible for Monitoring: Administrative team

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Daily attendance was 94.69% on September 22, 95.26% on September 23, and 94.91% on September 24; two of these three days were below the 95% campus goal.	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Performance Objective 2 ☑ High Priority

All grade levels will perform on STAAR math at or above the state level by May 2027.

Evaluation Data Source: STAAR/EOC Data, MAP Growth Data,

Strategy 1 ☑ Targeted Support Strategy

Lake View to provide Math Teachers with instructional books and workbooks for STAAR preparation.

Strategy's Expected Result/Impact: Improved STAAR scores for Math

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Performance Objective 3

All grade levels will perform on STAAR science at or above the state level by May 2027.

Evaluation Data Source: None

Strategy 1

Jubilee Lake View will provide science lab materials and hire a Social Studies/Science focused Instructional Coach.

Strategy's Expected Result/Impact: Increase student performance in Science

Staff Responsible for Monitoring: Campus Administration Team

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: FSP 420-PIC 11 Regular Allotment, $10,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Performance Objective 4

All grade levels will perform on STAAR social studies at or above the state level by May 2027.

Evaluation Data Source: None

Strategy 1

Jubilee Lake View will provide materials to use for supplemental resources targeting Social Studies skills and hired a Social Studies/Science focused Instructional Coach.

Strategy's Expected Result/Impact: Increase in achievement in Social Studies

Staff Responsible for Monitoring: Campus Administration team

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Goal 3

Jubilee Lake View will create high performing schools and connect all students to career and college pathways. "Believe in more. Expect more. Achieve more."

Performance Objective 1

Jubilee Lake View will provide curricular and co-curricular activities and opportunities that support college and career readiness for all students in the 2026-2027 school year.

Evaluation Data Source: None

Strategy 1

Jubilee Lake View will schedule field trips and presentations to expose students to college and career opportunities after high school.

Strategy's Expected Result/Impact: Increase college and career awareness

Staff Responsible for Monitoring: Campus Administration Team, teachers, Counselors

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Jubilee Lake View will connect all students to career and college pathways.

Strategy's Expected Result/Impact: Increase Career, College, Military Readiness rating

Staff Responsible for Monitoring: Campus Administration Team

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 3

Jubilee Lake View will provide students opportunities to participate in career and technology education courses and programs of study.

Strategy's Expected Result/Impact: Increase in student certifications in career and technology fields

Staff Responsible for Monitoring: Campus Administration, Counselor, and CTE teachers

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Daily attendance was 94.69% on September 22, 95.26% on September 23, and 94.91% on September 24; two of these three days were below the 95% campus goal.	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.

Performance Objective 2

Jubilee Lake View will increase the percentage of students graduating college and career ready to 100%

by June of 2027.

Evaluation Data Source: None

Strategy 1

Jubilee Lake View will utilize of an online platform to create a personalized graduation plan for students to track courses, credits, and CCMR status and introduce elementary students to college and career opportunities.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Campus Administration Team

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Student tracking software FSP 420-PIC 11 Regular Allotment, $100,000

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Strategy 2

Jubilee Lake View will provide supplemental and co-curricular activities to expose students to post-secondary opportunities.

Strategy's Expected Result/Impact: Increase percentage of students graduating with certifications and college bound

Staff Responsible for Monitoring: Campus Administration and Gear Up

Problem Statements: Perceptions 1

Funding Sources: College visits 274-GEAR UP, $10,000

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Daily attendance was 94.69% on September 22, 95.26% on September 23, and 94.91% on September 24; two of these three days were below the 95% campus goal.	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.

Goal 4

Jubilee Lake View will provide a safe and secure environment focused on physical and mental well being for both students and staff to support student success. "Reach them, keep them, see them succeed"

Performance Objective 1

Jubilee Lake View will provide all campus leaders with access to rigorous, aligned assessments and data reports within 24 hours of testing so gaps can be closed faster.

Evaluation Data Source: None

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

100% of our Jubilee Campus leaders and teachers will maintain a campus Scoreboard and data walls focusing on Meets and Masters scores.

Strategy's Expected Result/Impact: Improve student achievement in the areas of meets and masters

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Performance Objective 2

By March 2027, 100% of all Jubilee Lake View Teachers & support staff will receive a variety of growth opportunities, like professional mentoring, observations with feedback, & coaching support.

Evaluation Data Source: None

Strategy 1

100 % of teachers and other campus staff will be trained in lesson alignment, formative assessments, data driven instruction, PLCs, curriculum, etc by May 2027.

Strategy's Expected Result/Impact: Improvement of student achievement in all areas

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The leadership team will utilize a platform that will allow Jubilee Lake View to determine patterns and trends across campuses with 100% of our teachers using multiple walk-through forms/ observations

Strategy's Expected Result/Impact: Build teacher capacity through feedback which will positively impact student growth

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some teachers are not fully leveraging data to inform their instructional practices. While the DDI process are in place there is a need to delve deeper into actionable next steps following data disaggregation and to consistently prioritize academic rigor in responsive instructional planning.	Clear expectations have not been systematically established for how teachers gather data, the frequency with which data is collected, and how teachers are expected to respond to data. Without embedded accountability structures and a campus-wide protocol for responsive teaching, data use remains inconsistent and insufficiently connected to daily instruction decisions.

Performance Objective 3

Increase parent engagement by 20% in the 2026-2027 school year

Evaluation Data Source: Agendas, sign-in sheets, event calendar

Strategy 1

Plan a variety of parent engagement events throughout the 2026-2027 school year to increase parent engagement (build parent capacity and display student work).

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Campus administrators, counselors, parent liaison

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.

Performance Objective 4

Jubilee Lake View will meet the needs of all students

Evaluation Data Source: Student data logs, sign in sheets

Strategy 1

Meet with teachers at least 3 times a year to support student accommodations and needs.

Strategy's Expected Result/Impact: Increase teacher knowledge of differentiation and providing accommodations

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Daily attendance was 94.69% on September 22, 95.26% on September 23, and 94.91% on September 24; two of these three days were below the 95% campus goal.	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.
2	Attendance follow-up may not yet operate as a consistent, documented cycle of same-day outreach, barrier resolution, and weekly checks of results.	The shared process for promptly reconciling enrollment records, family outreach, and student entry/exit status may not be consistently completed.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 23% of Mathematics and 21% of Social Studies STAAR assessments reached Meets Grade Level in 2026.	Lack of structured accountability for campus leadership

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 37 parent survey responses were captured (5.86% of the workbook's 631-student denominator).	Survey collection is not embedded in a monitored, multichannel outreach process with grade-band participation checks and targeted follow-up.

Committees

Committees

CNA Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
March 20, 2026 @ 8:30 AM	Cafeteria - Secondary	CNA Meeting Sign In Sheets - 03.20.26.pdf	CNA Meeting Agenda - 03.20.26.pdf

Members

First Name	Last Name	Position	Committee Role
Shaquela	Ford-Carter	Community/Business Member	Member
Maria	Nunez	Parent	Member
MICHELLE	APODACA	DISTRICT ADMINISTRATOR	MEMBER
Rebecca	Lopez	Regional Manager Principal	MEMBER
Erica	Mata	PARENT	MEMBER
CHRISTOPHER	CORONA	STUDENT	MEMBER
MARGARET	GARCIA	TEACHER (SECONDARY)	MEMBER
ESTELA	OLIVAREZ	TEACHER (ELEMENTARY)	MEMBER
Bianca	Johnson	Special Education Coordinator	MEMBER
Monica	Trevino	PARAPROFESSIONAL	MEMBER
ALYSSA	MAYNES	STUDENT SERVICES/ COUNSELOR	MEMBER

Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$15,000.00
1	1	2		--	$10,000.00
2	3	1		--	$10,000.00
3	2	1	Student tracking software	--	$100,000.00
				Sub-Total	$135,000.00
				Budgeted Fund Source Amount	$95,000.00
				+/- Difference	**-$40,000.00**

FSP 420-PIC 21 Gifted and Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$15,000.00
				+/- Difference	**$15,000.00**

FSP 420-PIC 22 State Career & Technical Ed (CTE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	**$20,000.00**

FSP 420-PIC 23 State Special Education (SpEd)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	**$10,000.00**

FSP 420-PIC 91 ATHLETIC

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	**$10,000.00**

206 - TECHY GRANT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$30,000.00
				+/- Difference	**$30,000.00**

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$40,000.00
				+/- Difference	**$40,000.00**

274-GEAR UP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	College visits	--	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$0.00

Every Student Succeeds Act (ESSA)
Parent and Family Engagement Policy
Jubilee Lake View University Prep
2026-2027

In support of strengthening student achievement, Jubilee Lake View University Prep receives Title 1, Part A funds and therefore must 1.) develop jointly with 2.) agree on with, and 3.) distribute to the parents and family members of participating children a written parent and family engagement policy.

The parent and family engagement policy must contain information required by Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable, uniformed format, and to the extent practicable provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for the parents and family engagement activities.

Jubilee Lake View University Prep understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- Parents and families play an integral role in assisting their child's learning.
- Parents and families are encouraged to be actively involved in their child's education at school.
- Parents and families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

Jubilee Lake View University Prep agrees to implement the following requirements as outlined by ESSA Section 1116.

A. ANNUAL TITLE 1 MEETINGS:

Jubilee Lake View University Prep will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents to attend. During these meetings we will inform the parents about the school's Title 1 program, the nature of the Title 1 program, the parents' requirements, the school's parental engagement policy, the schoolwide plan, and the school-parent compact.

Jubilee Lake View University Prep will hold its Annual Title 1 meeting at the beginning of the school year to inform parents of the requirements of Title 1 and the school's participation as well as the parents' right to be involved.

B. FLEXIBLE NUMBER OF MEETINGS

Jubilee Lake View University Prep will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning and the evening.

C. JOINTLY DEVELOPED

Jubilee Lake View University Prep will take the following actions to involve parents in an organized, ongoing, and timely way in the planning, reviewing, and improvement of programs under Title 1, Part A. As well as the planning, reviewing, and improvement of the school parent and family engagement policy and the jointly development of the schoolwide program plan including, Campus Improvement Plan (CIP) and the Campus Comprehensive Needs Assessment (CNA).

- *At the beginning of the school year, we will meet with parents and other stakeholders to provide them with information about the school's Parents and Family Engagement Policy and as well their parental right to be involved in the planning and development of school plans through meetings, surveys, and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan and policy will be posted on the school's website.*

D. COMMUNICATION

Jubilee Lake View University Prep will provide parents of participating children timely information about programs under Title 1 including:

a) Description and explanation of the curriculum in use including, 8th grade students high school graduation plan, and informing parents of Advanced-Placement (AP) and dual enrollment classes (college and high school credit).
b) Forms of academic assessment used to measure student progress (STAAR & EOC)
c) Achievement levels of the challenging state academic standards
d) If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable format, including alternative formats upon request and, to the extent practicable, in a language the parents will understand.

The Parent and Family Engagement Policy will be available on our school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and/or surveys. Parents will be involved in planning, reviewing, and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS

Jubilee Lake View University Prep will submit any comments/concerns to the Jubilee Academies Superintendent's office if the schoolwide plan and/or Parent Family Engagement Policy is not satisfactory to parents.

F. SCHOOL PARENT COMPACT

Jubilee Lake View University Prep will take the following actions to jointly develop with parents of participating children a school parent compact. This outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Jubilee Lake View University Prep will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning process. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and can volunteer and observe in the classroom.

G. BUILD CAPACITY OF PARENTS

Jubilee Lake View University Prep will build the parents capacity for strong parental involvement. To ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Help parents of participating children, as appropriate, in understanding topics such as the following:
    1. The state's academic content standards - STAAR and EOC
    2. The state's student academic achievement standards
    3. The state and local academic assessment including alternate assessments
    4. The requirement of Title 1, Part A
    5. How to monitor their child's progress
    6. How to work with educators to improve the achievement of their children,
- Coordinate and integrate parental involvement programs and activities with other federal, state and local programs including public preschool programs, and conduct other activities. Such as parent resource centers that encourage and support parents to fully participate in the education of their children.

H. ACCESSIBILITY

Jubilee Lake View University Prep will provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, parents and family members of migratory children), including providing information and school reports and required under section 1111 in a format and language such parents understand.

Opportunities for Parent and Family Engagement:

- Parent events
- Parent conferences
- Scholastic Book Fair
- Campus fundraisers
- Communication Applications (Class Dojo, Social Media, School Website, SchoolMessenger)
- Campus clubs
- Parent surveys
- Newsletters
- Student Led Conferences

Adoption of Campus Parent and Family Engagement Policy
The campus Wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by agendas, and sign-in sheets.

This policy was accepted by the Jubilee Academic Charter School District and will be in effect for the period of 2026-2027. The district campus will distribute this policy to all parents of participating Title 1, Part A children on or before the end of the school year.

Date Posted:

Principal: Jennifer Culver
Campus: Jubilee Lake View University Prep
Phone Number: 210-963-3900

What is a Family-School Compact?

A Family-School Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade level expectations. Effective compacts:

- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Link to goals of the school improvement plan
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Building Partnerships

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and fellow parents at the following events:

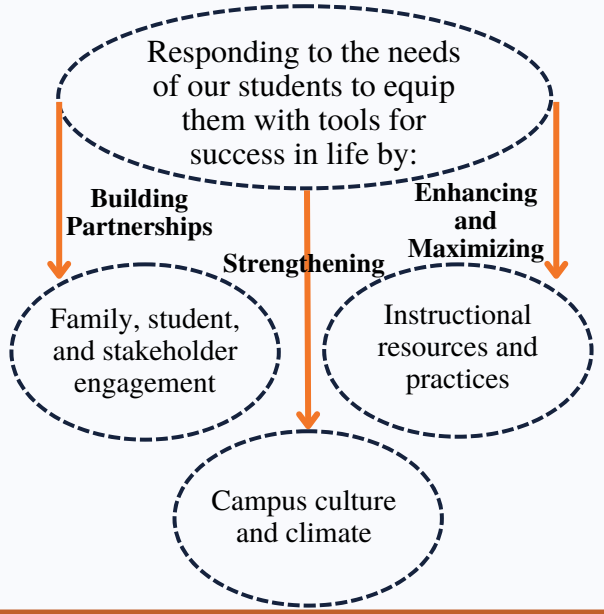
- Math/Science Night
- Coffee with the Principal/Counselors
- Athletic Events
- Fall Festival
- Parent Webinars
- Other events to be posted

Jointly developed by parents, students, and staff:

The parents, students, and staff of Jubilee Lake View University Prep promote respect, trust, appreciation, and collaboration between and among all adults who influence children's lives and learning. To this end, our School-Parent-Student Compact for Achievement is revised yearly based on these interactions from quantifiable student achievement data.

Our Philosophy

Resilient Rams



COMMUNICATION IS IMPORTANT TO US!

To put it simply, the education of your child is a team task! That team consists of the student, the schools, and the parent.

If we are going to be as effective as we can in accomplishing that task, then we must communicate with one another!

To help facilitate that communication we offer the following:

- Conferences with teachers and administrators
- Class Dojo (Elementary)
- Progress Reports/Report Cards
- Call out notifications
- Daily Communication Folders (when applicable)
- Coffee with the Principal

School-Parent-Student Compact for Achievement

JUBILEE LAKE VIEW

Principal

Jennifer Culver

2026-2027
Jubilee Lake View University Prep
325 Castroville Road
San Antonio, Tx 78207
(210) 963-3900

Our Goals for Student Achievement

District Goals

- Jubilee Academies will provide students access to a standards-aligned guaranteed and viable curriculum that will increase academic achievement and provides a multi-tiered system of support.
- Jubilee Academies will build a positive school culture that provides a safe, drug-free learning environment, to promote individualized learning opportunities, build leadership skills and cultivate rich family engagement through active and meaningful collaboration.

- **Joy**
  Will be taught in September
- **Understanding**
  Will be taught in October
- **Balance**
  Will be taught in November & December
- **Integrity**
  Will be taught in January
- **Leadership**
  Will be taught in February
- **Empowerment**
  Will be taught in March
- **Excellence**
  Will be taught in April

School Goals

- All grade levels will perform on STAAR reading at or above the state level by May 2026.
- All grade levels will perform on STAAR math at or above the state level by May 2026
- All grade levels will perform on STAAR science at or above the state level by May 2026.
- All grade levels will perform on STAAR social studies at or above the state level by May 2026.

Teachers, Parents, Students - Together for Success

Teachers

- Provide an environment conducive to learning and supports the Determined Destiny Values.
- Maintain open lines of communication with parents.
- Helping each child grow to their potential by utilizing a rigorous curriculum.
- Believe that each child can and will learn.
- Provide a safe and supportive learning environment.
- Demonstrate professional behavior and a positive attitude.

Teacher Signature and Date

_____

At Home

- Ensure student attends school daily and is on time.
- Communicate on regular basis with your child's teacher about your child's learning goals.
- Support the school by fostering positive behavior and work habits.
- Showing respect and support for my child, their teacher and the school.
- Participate, as appropriate, in decisions relating to your student's education.

Parent/Guardian Signature and Date

_____

Students

- Demonstrate the Determined Destiny Values.
- Always try my best in my work and behavior.
- Work cooperatively with my classmates and my teachers.
- Respect myself, my school and for others by following the school rules.
- Adhere to all expectations and guidelines of school.
- Ask for help when I need to and participate in activities offered to support my learning.

Student Signature and Date

_____