

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CADMAN ELEMENTARY SCHOOL

2018-19

37-68338-6039309
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: Trousdale, Linda

Contact Person: Trousdale, Linda

Position: Principal

Telephone Number: 858/397-6500

Address: 4370 Kamloop Ave, Cadman Elementary, San Diego, CA, 92117-4543,

E-mail Address: ltrousdale1@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Cadman Elementary

SITE CONTACT PERSON: Linda Trousdale

PHONE: 858-397-6500

FAX: 858-397-6540

E-MAIL ADDRESS: ltrousdale1@sandi.net

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

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



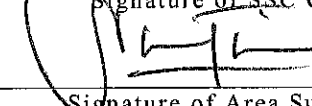
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring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

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

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <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>4-4-18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4-4-2018

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.

<p><u>Linda Trousdale</u> Type/Print Name of School Principal</p>	<p> Signature of School Principal</p>	<p><u>4-6-2018</u> Date</p>
<p><u>Yvonne Robles</u> Type/Print Name of SSC Chairperson</p>	<p> Signature of SSC Chairperson</p>	<p><u>4-6-2018</u> Date</p>
<p><u>Sofia Freire</u> Type/Print Name of Area Superintendent</p>	<p> Signature of Area Superintendent</p>	<p><u>4/11/18</u> Date</p>

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The mission of Cadman Elementary School is to provide a rigorous, standards-based curriculum, while also recognizing the individual needs of each student. We are committed to maintaining a school environment that consistently supports the academic, social, and emotional growth of every student. Our Single Plan for Student Achievement supports our mission statement by providing a school plan that has high academic expectations for all children, while also being responsive to their individual academic, social and emotional needs. Cadman is a California Distinguished School and a STAR Arts focused site.

SCHOOL VISION AND REALITY

At Cadman Elementary, we work collaboratively to provide each student a diverse education in a safe environment promotes self-discipline, motivation, and excellence in learning. Our mission is to work as a strong partnership of staff, parents and community members to create opportunities that promote high academic achievement and social competence, wherein students become confident and successful members of our global society. Cadman continues to provide a well-rounded educational opportunity for all scholars.

Teachers often have combination classes or have a single class for each of our upper grades. This provides many opportunities for teachers to collaborate, vertically and horizontally team, and share instructional resources to maximize student achievement. When reviewing data to plan for the goals, it is important to recognize that many of the student groups are very small when you separate them into grade levels, which then impacts the ability to create data trends. In order to show growth, the district's projected allocations for the 2018-19 school year were used and then the 2017 SBAC achievement scores were utilized to create growth targets.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

Professional Learning Communities (PLCs) regularly analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and the School Site Council (SSC).

As a small school, Cadman has combined with other schools in Area 4 to create professional learning experiences with other small schools so teachers have the opportunity to learn alongside colleagues. We had 4 opportunities for shared learning this year and are planning to continue this opportunity moving into the 2018-19 school year.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

All Stakeholders to include Staff, SSC, ELAC, and Gate committees have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Our Single Plan for Student Achievement articulates our commitment to provide the necessary learning environment and a monitoring process to support the academic success of all students to successfully reach our goals. LCFF goals were developed using available formative and summative student data, input from our School Site Council and our Instructional Leadership Team as well as all stakeholders in our learning community.

Cadman has identified Writing Strategies, Written Conventions, Basic Operations/Number Sense, and Mathematical Reasoning as specific areas to focus resources to produce results. The goals also place special emphasis on providing additional literacy supports for our English Learners and at-risk students while also providing classroom support for teachers during professional development that targets the specific needs of these students. The LCFF goals also provide for classroom support for teachers by our library assistant who provides small group research support. Cadman continues to be an arts focused school to support student instruction.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Julie Martinetto	Classroom Teacher
Linda Trousdale	Principal
Yvonne Robles	Classroom Teacher
Heather Mollica	Classroom Teacher
Robin Miller	Other Staff
Megan Nava	Parent/Community Member
Jack Eby	Parent/Community Member
Cara Bandera	Parent/ Community Member
Tom Falk	Parent/ Community Member
Johanna Head	Parent/Community Member

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 75 % (approx. 24 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 11 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 30% (approx. 1 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 1 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 5 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 4 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 1 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 2 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

These goals were based on analysis of field test data based on 21 states.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and achievement data multiple times per year. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis will inform subsequent instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 75 % (approx. 24 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50 % (approx. 11 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 40% (approx. 1 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 1 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 5 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 5 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 4 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 2 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Common Core standards

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments multiple times per year. Professional Learning Communities (PLCs) analyze the data in order to monitor progress toward these goals. Analysis will inform subsequent instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of Cadman's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Reclassification

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Teachers and Support staff collaboratively plan for Integrated and Designated ELD instruction based on student language needs. Grade levels have utilized a common time for ELD instruction to create the flexibility to group students based on proficiency needs. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 84% (approx. 26 - 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 84 % (approx. 18 - 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA scoring forms

End of unit tests

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and support staff will meet by grade level/department to analyze end of unit assessments, DRA writing samples and running records multiple times per year. Analysis will inform subsequent instruction. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

By June 2019, 100% (approx. 201 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 75 % (approx.150 families) will attend a Family event such as a training on literacy or math strategies, Open House, a Fine Art Performance to increase the milestones necessary for meaningful graduation.

Targeted Population:

The parents of our English Learner students are the least represented at parent activities, but, we are targeting all of our parents at Cadman.

What data did you use to form these goals?

Attendance sheet will be required for each event to measure progress.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and support staff will meet multiple times per year (as funding permits) to analyze student progress using site developed criteria. Families are contacted regularly in order to share academic and behavioral improvements based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program: (Tier 1)**

- All teachers will use the units of study in English Language Arts, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of ELD instruction three times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment to include: Pre & Post assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELD and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and other methods to support student understanding.
- Teachers will work with targeted students to improve language development.
- All English learners will be assessed using the ELPAC and the Spanish IBT (Initial Assessment of Spanish speakers entering California school).
- Speech and Language Pathologist may provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, Nurse, and Health Assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, Nurse, Health Assistant, Teachers and Principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build background.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district assessments, the new Critical Concepts and Proficiency scales in ELA, Math and Science in order to plan instruction, monitor student progress, and adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student, which is logged by teacher.
- Educational Specialist and SEA will provide push in supplemental small group instruction for targeted students in need.
- Central Office Resource Teacher will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)

- Educational Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Teachers will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide check ins with at risk students.
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist may provide supplemental support to English learners with language needs.
- Psychologist will observe and collaborate with classroom teachers to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

In order to maximize instructional time, teachers, support staff and the library assistant implement cooperative learning strategies to maximize student engagement and buy-in. They also encourage students to monitor their growth and progress by embedding self-monitoring structures into lessons. We also may use a rotation model to group English Learners by similar levels together and provide intensive focused instruction and practice that will enable them to access the curriculum and to meet grade level standards. Push-in and pull out supports as well as supplemental and basic supplies are provided to students to help deliver appropriate instructional support and in-class Intervention. Parent workshops such as family reading are implemented during the school day with parents as a means to educate facilitate ways to overcome educational or personal problems that may interfere with student learning and success in school.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0043-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper to be used as instructional supplies for students.
Supplies		\$13,063.00	\$13,063.00	0043-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies and materials to support the instructional core.

How will you monitor these strategies/activities?

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative meetings. Additional monitoring is conducted by the Administration via formal evaluation and coaching after observation.

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2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

When teachers support children's culture and language in the classroom, students are more successful regardless of the specific educational model because they feel honored and valued. Further, family engagement, instructional support that reinforces children's learning by drawing upon their own experiences and classroom environments that reflect their interests and promote oral language and conversation are all critical aspects of supporting English language learners' success. As such we may implement a rotation model to support English Learners with the understanding that this requires thoughtful planning and preparation, but can result in better personal connections among students and teachers, and increase language learning opportunities for the entire classroom.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom PARAS Hrly		\$778.00	\$999.04	0043-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support for students who are dually identified as EL and SWD.
Classroom Teacher Hrly		\$3,322.00	\$3,999.35	0043-30100-00-1157-2100-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	EL, Special Education and RTI support

How will you monitor these strategies/activities?

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative meetings. Additional monitoring is conducted by the Administration via formal evaluation and coaching after observation.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Teachers meet as a professional learning community to discuss and calibrate assessments, curriculum, data, interventions, professional development, research, strategies for all students but also as an effort towards closing the achievement gap for academically disadvantaged students and English Language Learners. Site professional development for the 2018-19 year will focus on writing using the Lucy Calkins Units of Inquiry. Additionally, the staff will continue their inquiry and use of the newly released Critical Concepts and Proficiency Scales in the content areas of ELA, Math and Science. Substitutes are secured to provide release time to teachers for professional development around literacy and mathematics for the purpose of increasing student academic achievement in core subjects for targeted underperforming students across all grades TK-5. This release time also allows for teachers to participate in professional learning communities during the school day.

How will you monitor these strategies/activities?

During our Professional Learning Communities (PLCs) meetings and monitoring meetings, we analyze student data in order to monitor student progress toward these goals. Analysis of results in response to instruction. Findings and progress are shared with parents and community via advisory groups and the School Site Council (SSC).

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4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

At Cadman, we believe the quality of students' relationships with other students and with the school's staff is integral to their sense of community, which of course provides protective factors that allow them to achieve in school. We assist students in meeting graduation requirements by facilitating their motivation to achieve by providing a caring school climate, promoting parental involvement in schooling, setting clear rules and consequences, and by having high expectations. Connectedness, belongingness, and community all enable a student's sense of wellbeing by maintaining close respectful relationships with peers and adults at both home and at school. Staff, parents and community groups also review and analyze the data provided annually using the California cal-schls Survey System for Students, Staff and Parents to inform us about key indicators in school climate.

How will you monitor these strategies/activities?

DRA scores, end of unit assessment and results of site-developed assessments

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

At Cadman, we provide multiple opportunities for parents to participate in the education of their child. For example, through Family Wednesday when students and parents spend time together learning reading strategies, we are able to support their success in school. We also have student recognition assemblies. Our purpose and intent for these is to increase parent knowledge and awareness of their child's academic and artistic achievement by celebrating their success while fostering an intrinsic sense of success. Working with our PTA, we are able to plan enrichment experiences outside the school day at times when parents can attend. This keeps our community bonded and accelerates achievement through being accountable to others. In addition, the office staff acts as a liaison between families and the school and provides a welcoming environment so that everyone feels they are important and in order to strengthen the home/school connection that directly impacts student achievement. Having positive incentive programs, facilitated by school personnel and supported by our parents, definitely increases student achievement. Communicating the results of attendance through School Messenger, keeps families updated.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$520.00	\$520.00	0043-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Newsletters and informational materials for parent communication and Family Wednesdays and trainings on literacy and math strategies.
In-service supplies		\$200.00	\$200.00	0043-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent in services/training

How will you monitor these strategies/activities?

Progress monitoring is conducted through regularly scheduled collaborative PLC's along with a thorough analysis of parent sign in sheets. Additionally, formal observations by Administration are conducted in an effort to determine areas of need, which is then acted upon as appropriate to the specific situation.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA and site developed assessments.

Identified Need::

There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

Target Group::

Students not meeting grade level standards.

Monitoring::

DRA scores, end of unit assessment, and results from site-developed assessments

Personnel Responsible::

Principal, ILT, Library Assistant, Classroom Teachers, Push-in/Pull out teachers

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

To increase access to grade level standards and improve learning, basic supplies are necessary.

Identified Need::

All students are in need of basic classroom supplies.

Target Group::

All students are in need of basic classroom supplies for academic learning.

Monitoring::

Administrative approval of instructional requests will be based on academic rationale provided.

Personnel Responsible::

Principal, Classroom teachers, and Elementary School Assistant.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

Identified Need::

Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

Target Group::

All students

Monitoring::

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative meetings. Additional monitoring is conducted by the administration via formal evaluation and coaching after observation.

Personnel Responsible::

Principal, ILT, Classroom Teachers and Special Education Teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrn Tchr Hrly		\$3,257.00	\$3,921.11	0043-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Hourly support for students in need of additional academic support
Prof&Curriclm Dev Vist Tchr		\$4,151.00	\$4,997.39	0043-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Teacher release for planning, learning and PLC work.
Supplies		\$8,800.00	\$8,800.00	0043-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies and materials to support instructional core
Library Books		\$1,202.00	\$1,202.00	0043-09800-00-4201-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1	Instructional books to support the instructional core

APPENDICES

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

- A. Data Reports
- B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	72	58.3	75	72.0	73	63.0	4.7	-9.0	72	43.1	76	59.2	74	56.8	13.7	-2.4
Female	41	53.7	42	64.3	40	62.5	8.8	-1.8	41	39.0	42	52.4	40	52.5	13.5	0.1
Male	31	64.5	33	81.8	33	63.6	-0.9	-18.2	31	48.4	34	67.6	34	61.8	13.4	-5.8
African American	2	-	3	-	3	-	-	-	2	-	3	-	3	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	27	40.7	30	56.7	26	46.2	5.5	-10.5	27	29.6	31	45.2	27	44.4	14.8	-0.8
Indochinese	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	34	70.6	34	82.4	37	73.0	2.4	-9.4	34	55.9	34	73.5	37	67.6	11.7	-5.9
Multiracial	7	-	5	-	4	-	-	-	7	-	5	-	4	-	-	-
English Learner	11	36.4	8	-	10	20.0	-16.4	-	11	18.2	9	-	11	27.3	9.1	-
English-Speaking	61	62.3	67	79.1	63	69.8	7.5	-9.3	61	47.5	67	59.7	63	61.9	14.4	2.2
Reclassified†	5	-	9	-	10	80.0	-	-	5	-	9	-	10	80.0	-	-
Initially Eng. Speaking	56	58.9	58	77.6	53	67.9	9.0	-9.7	56	46.4	58	60.3	53	58.5	12.1	-1.8
Econ. Disadv.*	47	46.8	49	63.3	47	51.1	4.3	-12.2	47	36.2	51	52.9	48	50.0	13.8	-2.9
Non-Econ. Disadv.	25	80.0	26	88.5	26	84.6	4.6	-3.9	25	56.0	25	72.0	26	69.2	13.2	-2.8
Gifted	18	83.3	23	91.3	19	94.7	11.4	3.4	18	83.3	24	87.5	19	89.5	6.2	2.0
Not Gifted	54	50.0	52	63.5	54	51.9	1.9	-11.6	54	29.6	52	46.2	55	45.5	15.9	-0.7
With Disabilities	12	16.7	8	-	10	40.0	23.3	-	12	33.3	9	-	10	30.0	-3.3	-
WO Disabilities	60	66.7	67	76.1	63	66.7	0.0	-9.4	60	45.0	67	62.7	64	60.9	15.9	-1.8
Homeless	8	-	4	-	5	-	-	-	8	-	4	-	5	-	-	-
Foster	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	31	61.3	34	67.6	19	78.9	17.6	11.3	31	54.8	34	82.4	19	84.2	29.4	1.8
Female	19	52.6	18	66.7	12	83.3	30.7	16.6	19	52.6	18	77.8	12	91.7	39.1	13.9
Male	12	75.0	16	68.8	7	-	-	-	12	58.3	16	87.5	7	-	-	-
African American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	10	50.0	15	53.3	9	-	-	-	10	60.0	15	73.3	9	-	-	-
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	17	64.7	15	80.0	10	90.0	25.3	10.0	17	58.8	15	86.7	10	90.0	31.2	3.3
Multiracial	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
English Learner	4	-	8	-	3	-	-	-	4	-	8	-	3	-	-	-
English-Speaking	27	59.3	26	84.6	16	81.3	22.0	-3.3	27	55.6	26	88.5	16	81.3	25.7	-7.2
Reclassified†	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Initially Eng. Speaking	26	57.7	23	82.6	14	78.6	20.9	-4.0	26	53.8	23	87.0	14	78.6	24.8	-8.4
Econ. Disadv.*	21	57.1	24	58.3	9	-	-	-	21	52.4	25	80.0	9	-	-	-
Non-Econ. Disadv.	10	70.0	10	90.0	10	80.0	10.0	-10.0	10	60.0	9	-	10	80.0	20.0	-
Gifted	9	-	12	91.7	4	-	-	-	9	-	13	100.0	4	-	-	-
Not Gifted	22	59.1	22	54.5	15	73.3	14.2	18.8	22	40.9	21	71.4	15	80.0	39.1	8.6
With Disabilities	6	-	4	-	2	-	-	-	6	-	5	-	2	-	-	-
WO Disabilities	25	68.0	30	73.3	17	82.4	14.4	9.1	25	52.0	29	86.2	17	88.2	36.2	2.0
Homeless	3	-	1	-	2	-	-	-	3	-	1	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	15	80.0	26	65.4	28	64.3	-15.7	-1.1	15	46.7	26	34.6	28	64.3	17.6	29.7
Female	9	-	14	42.9	14	57.1	-	14.2	9	-	14	28.6	14	50.0	-	21.4
Male	6	-	12	91.7	14	71.4	-	-20.3	6	-	12	41.7	14	78.6	-	36.9
African American	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	5	-	9	-	9	-	-	-	5	-	9	-	9	-	-	-
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	8	-	12	75.0	14	71.4	-	-3.6	8	-	12	41.7	14	78.6	-	36.9
Multiracial	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
English Learner	1	-	0	-	6	-	-	-	1	-	0	-	6	-	-	-
English-Speaking	14	78.6	26	65.4	22	81.8	3.2	16.4	14	50.0	26	34.6	22	81.8	31.8	47.2
Reclassified†	1	-	4	-	3	-	-	-	1	-	4	-	3	-	-	-
Initially Eng. Speaking	13	76.9	22	63.6	19	78.9	2.0	15.3	13	53.8	22	31.8	19	78.9	25.1	47.1
Econ. Disadv.*	7	-	16	56.3	21	52.4	-	-3.9	7	-	16	25.0	21	57.1	-	32.1
Non-Econ. Disadv.	8	-	10	80.0	7	-	-	-	8	-	10	50.0	7	-	-	-
Gifted	4	-	5	-	10	100.0	-	-	4	-	5	-	10	90.0	-	-
Not Gifted	11	72.7	21	61.9	18	44.4	-28.3	-17.5	11	36.4	21	23.8	18	50.0	13.6	26.2
With Disabilities	1	-	4	-	4	-	-	-	1	-	9	-	4	-	-	-
WO Disabilities	14	85.7	22	68.2	24	66.7	-19.0	-1.5	14	50.0	22	40.9	24	70.8	20.8	29.9
Homeless	2	-	1	-	2	-	-	-	2	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	26	42.3	15	93.3	26	50.0	7.7	-43.3	26	26.9	16	50.0	27	29.6	2.7	-20.4
Female	13	30.8	10	90.0	14	50.0	19.2	-40.0	13	15.4	10	40.0	14	21.4	6.0	-18.6
Male	13	53.8	5	-	12	50.0	-3.8	-	13	38.5	6	-	13	38.5	0.0	-
African American	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	12	33.3	6	-	8	-	-	-	12	16.7	7	-	9	-	-	-
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	9	-	7	-	13	61.5	-	-	9	-	7	-	13	38.5	-	-
Multiracial	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-
English Learner	6	-	0	-	1	-	-	-	6	-	1	-	2	-	-	-
English-Speaking	20	55.0	15	93.3	25	52.0	-3.0	-41.3	20	35.0	15	53.3	25	32.0	-3.0	-21.3
Reclassified†	3	-	2	-	5	-	-	-	3	-	0	-	5	-	-	-
Initially Eng. Speaking	17	47.1	13	92.3	20	50.0	2.9	-42.3	17	29.4	13	61.5	20	25.0	-4.4	-36.5
Econ. Disadv.*	19	31.6	9	-	17	35.3	3.7	-	19	15.8	10	30.0	18	22.2	6.4	-7.8
Non-Econ. Disadv.	7	-	6	-	9	-	-	-	7	-	6	-	9	-	-	-
Gifted	5	-	6	-	5	-	-	-	5	-	6	-	5	-	-	-
Not Gifted	21	28.6	9	-	21	42.9	14.3	-	21	14.3	10	40.0	22	18.2	3.9	-21.8
With Disabilities	5	-	8	-	4	-	-	-	5	-	9	-	4	-	-	-
WO Disabilities	21	52.4	15	93.3	22	54.5	2.1	-38.8	21	33.3	16	50.0	23	30.4	-2.9	-19.6
Homeless	3	-	2	-	5	-	-	-	3	-	4	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* 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.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Cadman Elementary School
TITLE I PARENT INVOLVEMENT POLICY
2018-2019

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

Cadman Elementary has developed a written Title I parental involvement policy with input from Title I parents. Cadman Elementary and the parents of students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff and the students, will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

We will distribute the 2018-19 policy to parents of Title I students during the annual Title I parent meeting as well as to all parents who have students attending Cadman. It is also available for viewing on the Parent Board.

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

Involvement of Parents in the Title I Program:

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
This takes place at multiple times to accommodate the schedules of parents.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *At Cadman we will offer a morning session, an evening session and provide information at a Family Wednesday.*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. **** We engage parents in a variety of opportunities to provide input and review data related to student achievement. We actively seek information from families about how we can improve student supports at Cadman. As we launch the year, we ask about the hopes and dreams of parents for their scholars to align our in-services , activities and supports with parent input.**
- The school provides parents of Title I students with timely information about Title I programs. *We provide data on an individual student basis and also seek input from families on what areas they might see a need to provide support in to increase access to core instruction and achieve high levels of academic and behavioral success.*
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are

expected to meet. *This is available through Family Wednesday's and other in-service opportunities for families where they are able to learn some of the High Impact Strategies that improve student achievement. Teachers provide clear information about classroom standards and expectations while keeping in contact with families regularly regarding student progress towards standards.*

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *All of our site meetings are publicized in a variety of ways.... School Messenger, Konstella, Parent Info Board, Cadman Scoop. We encourage families to join us for all events and learning opportunities.*

** It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]*

Home School-Parent Compact:

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement:

Cadman Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Cadman Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that the parents understand.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

CADMAN ELEMENTARY
A CALIFORNIA DISTINGUISHED SCHOOL
A STAR ARTS SCHOOL
A CALIFORNIA HONOR ROLL SCHOOL

HOME/SCHOOL COMPACT
2018 - 2019

Cadman Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018- 2019.

REQUIRED HOME-SCHOOL COMPACT PROVISIONS

School Responsibilities:

Cadman Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - *Targeted ELD instruction*
 - *Instruction delivered through a visual arts methodology*
 - *Guided reading groups*
 - *Targeted skills instruction*
 - *Targeted opportunities for GATE students and students making significant improvement*
 - *Four different elements of the arts integrated throughout the curriculum*
 - *Teach to the learning styles of each scholar*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

- *November 2018*
- *March 2019*

3. Provide parents with frequent reports on their child's progress.

- *Report Cards – 3 times a year*
- *Informal/Formal parent/teacher conferences*
- *School work sent home on a weekly basis*
- *Teacher letter sent home as needed with response section at bottom of form*

4. Provide parents reasonable access to staff.

- *Before school beginning at 8:40 to 9:00 a.m.*
- *After school beginning at 3:25 p.m.*
- *On Wednesdays beginning at 1:00 p.m. except on the Wednesdays that teachers attend professional development*
- *A time that is agreed upon between parents and staff*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- *Volunteer forms are provided by each classroom during Back to School Night for parents to choose activities they want to be involved in with the classroom*
- *Calendars/newsletters are sent home requesting help/support from parents for activities*
- *PTA sends out notices/e-mails to parents requesting donations/participation for activities*
- *School Messenger is used on a frequent basis to inform parents about events and support/help needed*

Parent Responsibilities:

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

- *Making sure that homework is completed*
- *Monitoring amount of television my child watches*
- *Volunteering in/outside of my child's classroom*
- *Participating, as appropriate, in decisions relating to my child's education*
- *Promoting positive use of my child's extracurricular time*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate*

- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups*
- *Monitoring attendance*
- *Allowing my child to use a computer to work on available instructional programs provided by our school*
- *Listen to or read in my e-mail all School Messenger messages from the Principal*
- *Attend and actively support all events sponsored by the school or provided at the school*
- *Sending my child to school every day prepared for learning*
- *Be mentally present and fully active and supportive of Cadman Elementary and the staff.*

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- *Do my homework every day and ask for help when I need it*
- *Read with a family member daily for the following minutes every day outside of school time:*
 - TK/K – 15 minutes*
 - 1st – 20 minutes*
 - 2nd – 25 minutes*
 - 3rd – 30 minutes*
 - 4th – 35 minutes*
 - 5th – 40 minutes*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day*
- *Give my parents or the adult who is responsible for my welfare the Homework Packet on the day it is given to me by my teacher*
- *Show Cadman pride*
- *Attend school on a daily basis unless I am ill*
- *Come to school ready to learn as a scholar*
- *Use the computer programs on a daily basis that my school has provided for me*
- *Be actively engaged as a student in the learning process in my classroom*
- *Read **The Scoop** with my parents to keep up on school events, activities, etc.*
- *Listen to/or read **School Messenger**.*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Cadman Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 4,151.00	
		1957	Non Clsrm Tchr Hrly			\$ 3,257.00	
		3000	Employee Benefits			\$ 1,510.50	
		4201	Library Books			\$ 1,202.00	
		4301	Supplies			\$ 8,800.00	
	09800 Total						\$ 18,920.50
	30100	1157	Classroom Teacher Hrly				\$ 3,322.00
		2151	Classroom PARAS Hrly				\$ 778.00
		3000	Employee Benefits				\$ 898.39
		4301	Supplies				\$ 13,063.00
5733		Interprogram Svcs/Paper				\$ 3,000.00	
30100 Total						\$ 21,061.39	
30103	4301	Supplies				\$ 520.00	
	4304	Inservice supplies				\$ 200.00	
30103 Total						\$ 720.00	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Cadman Elementary

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
<p>MAXIMIZING INSTRUCTIONAL TIME</p>	<p>Professional Development and PLC planning opportunities emphasize ways to maximize instructional time within grade spans and vertically. This alignment is essential at a small school. Pacing guides and yearlong scope and sequences are provided for all grade levels and each content area. Teachers are able to access this on the district website. Staff identified target students that they felt were in need of intensified instruction and monitoring. Teachers closely monitor their progress and adjust instruction based on data and assessments. Additionally, our Education Specialist provides RTI support to small groups of students that need additional support.</p> <p>There is a comprehensive assessment system in place. Staff use a variety of tools to assess in all academic areas. Assessments include: DRA, End of Unit tests, Running Records, use of Writing Rubrics, Illuminate assessment bank and other formative and summative tools. Math is an area that we continue to search for more assessment options. Students also have access to Raz Kids for Literacy and ST Math which help with fluency and automaticity skills.</p> <p>The staff and principal regularly analyze data and plan for instruction based on the needs of the students. Differentiation is an element that we work on to ensure that each learner receives instruction at their point of need. We continue to develop in the areas of Math, English Language Arts and English Language Development. Additional time will need to be spent with the NGSS Framework and implications for instruction in the area of science.</p>

	<p>An area of growth for the 2018-19 school year will be to have a tighter alignment of core instruction within the instructional day. At Cadman, we have many extra opportunities that support us as a Star Arts school. We will need to see how we can shift some things in the day to provide longer blocks of uninterrupted instructional time.</p>
CLOSING THE ACHIEVEMENT GAP	<p>English Learners and Students with Disabilities continue to be an area of focus at Cadman. Previously there had been extra funds for a retired teacher to provide additional support for English Learners and there had been a full time Resource Specialist and a part time one that supported students with disabilities in the classrooms. This year the funding changed for both of those supports. We do not have the retired teacher for our EL population, which means that classroom teachers are preparing additional supports for their students. This new model is working well and we had 7 of 10 students who were eligible for Reclassification, reclassified this year based on academic growth. Teachers are also planning high quality Integrated Designated Instructional time for their EL population. Students with Disabilities are supported in a variety of ways. This year the support schedule was designed so that in class support would be provided in the morning which is typically the literacy and math times. Support outside the classroom is done in the afternoon. Literacy and writing are the primary areas of focus for this student population.</p>
PROFESSIONAL DEVELOPMENT	<p>This year Cadman has focused first on having a clear yearlong plan of professional development. The site joined 4 other small schools for 4 afternoons of professional learning focused on developing strong readers and writers. Inquiry was provided into the new Critical Concepts and Proficiency Scales to determine how they align with the current Reading and Writing structures. This PD opportunity is beneficial as it gives teachers an opportunity to collaborate with other teachers from other sites. Other days were around topics such as the new ELPAC assessment, How to build assessments in Illuminate and a few other areas of compliance that needed to be done. Next year the collaboration will continue with the other small schools and we will continue to focus on proficiency for each and every learner.</p> <p>Some staff were able to participate in district professional learning opportunities for Effective Reading Instruction, TK content learning and, TK/K STEAM pathway conversations. We need to find more opportunities for our upper grade teachers to receive professional learning off site. We do have some money that we can use for visiting teachers, but it is very limited.</p> <p>We will be able to have 4 days of PLC time again next year. Staff finds this time to analyze data, and plan collaboratively very beneficial. We have had struggles getting subs, so we have had to reschedule a few times.</p>

<p>GRADUATION/PROMOTION</p>	<p>On the 2016-17 CAASPP in ELA, 78.9 % (15 students) of third graders met or exceeded the achievement standard. In Mathematics, 84.2 % (16 students) of third graders met or exceeded the achievement standard.</p> <p>It is difficult to compare with the 2015-16 year as there were significantly more third grade students in that school year (total of 34) versus a (total of 19) in the 2016-17 year.</p> <p>We will continue to target our third grade students to ensure student progress. Additionally, we will target fifth grade students to ensure student progress and a strong transition to the middle school level.</p>
<p>PARENT ENGAGEMENT</p>	<p>We have worked hard this year to provide clear communication to families. Information is provided in a variety of ways. We utilize The Cadman Scoop newsletter, Konstella, School Messenger fliers, Peachjar etc. We are finding in many cases the best way of messaging information to families is directly through the system that the classroom teacher uses such as Konstella or Class Dojo. Their connections with the families in the classrooms are strong and effective. It continues to be an area of focus for the site.</p> <p>At Cadman we start the day with a morning Walking Club and we have many families who join us and walk with scholars every day. We have a solid turn-out to events during the day and in the evening. We have Awards assemblies, Open House, Parent Conferences, Family Wednesday, PTA events, Educational Assemblies, and other performances that align with our Arts focus. Our Winter and Spring Dance/ Choir Performances are standing room only. Families volunteer in the classrooms, at events, and with our classroom gardens as a few examples.</p> <p>We have areas we can grow in as a small school. Next year, we will communicate where we can really use the parent support at the start of the year. We are trying to get more people to participate in Committees such as SSC, GATE, PTA, ELAC etc. It is often the same families who attend so we continue to seek input in how to structure this area. Being a late start school also seems to add scheduling conflicts.</p> <p>We have improved in communicating our events enough in advance that families can attend. We also keep a consistent schedule of assemblies and Family Wednesdays. We need to be more consistent with our PTA meeting time to gain more attendees.</p>

	<p>Another big area of need is our school webpage. It will be revamped before the 2018-19 school year to provide another way of communicating effectively with parents and community members.</p>
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