

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **CENTRAL ELEMENTARY** SCHOOL

2018-19

37-68338-6039366
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: Castillo-Duvall, Elizabeth

Contact Person: Castillo-Duvall, Elizabeth

Position: Principal

Telephone Number: 619-344-6100

Address: 4063 Polk Ave, Central Elementary, San Diego, CA, 92105-1436,

E-mail Address: ecastillo-duvall@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- 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: Central Elementary
SITE CONTACT PERSON: Elizabeth Castillo-Duval

DUE: May 15, 2018 (Year Round)

PHONE: 619-344-6100 FAX: 619-344-6149 E-MAIL ADDRESS: ecastillo.duval@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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

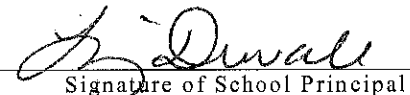
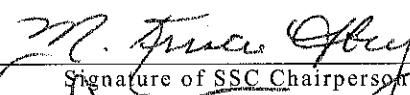
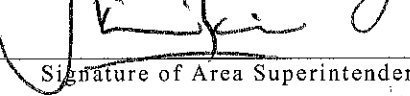
- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 1.25.18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 5-7-18
- Other (list): _____ Date of presentation: _____

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The site plan or revisions to the site plan were adopted by the SSC on: 4-30-18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Liz Duval</u> Type/Print Name of School Principal	 Signature of School Principal	<u>5/23/18</u> Date
<u>Kristen Stacy</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>May 23, 2018</u> Date
<u>Sofia Freier</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>5/31/18</u> Date

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**

Central Elementary is an urban school with a dedicated and deeply committed staff. As a school community, we believe in the promise and hope of public education in America. We act on our belief by creating a school that holds high expectations for academic achievement in the context that includes every significant risk factor known to academic success. We are proud to be a model of what community-based school reform can do when we work WITH our community to create excellence in the public school system. We are singularly focused on academic achievement as our core mission and leverage all of the content areas and resources in ways that produce results in achievement. Key strategies include resource teachers trained in Reading Recovery and literacy instruction in order to provide literacy intervention at targeted grades, professional development and collaboration time with teachers to analyze student work in order to identify strengths and needs and plan accordingly. Stable and consistent staffing have been the hallmark of our success over the last few years.

SCHOOL VISION AND REALITY

We work collaboratively to create the conditions in which all children become actively literate, contributing, participating members of society who make a positive difference in this world. The CENTRAL WAY is Work Hard. Be Kind. Dream BIG! No Excuses. We are committed to designing an instructional program that nurtures the whole child with a balanced curriculum that focuses on literacy, math and science. We include physical education as one of our key strategies to develop well-rounded students. With 75% of our students being designated as English learners and 99% designated as living below the poverty line and qualifying for Federal Title One dollars, we strategically align all of our funding and resources in ways that best support and address the significant needs of our population.

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 where we analyze student data in order to monitor student progress and plan responsive instruction. Administrator walkthroughs are conducted in order to observe students at work in their classrooms and determine needs for teacher professional development.

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet grade level targets. In order to achieve the 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

We at Central believe that community and staff engagement is a critical piece of the budget development process. In order to ensure all stakeholders were given an opportunity for input on the 2018-19 budget, the following steps were taken:

- * Staff was surveyed in order to identify priorities based on student needs.
- * A staff meeting was held to present the findings of the survey and present a proposed budget. All staff in attendance were given an opportunity to ask questions and make recommendations.
- * A meeting was held with parents to discuss the proposed budget; there was also an opportunity for them to ask questions and make recommendations
- *The proposed budget was presented to the School Site Council and Site Governance Team

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Liz Duvall	Principal
Cindy Robinson	Teacher
Holly Bierl	Teacher
David Moreno	Other
Kristen Stacy	Teacher - Chair
Dulce Gomez	Community Member
Fabiola Muniz	Parent Representative
Binh Vo	Parent Representative
Robert Rivera	Parent Representative
Maria Chee Galvan	Parent Representative

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 32% (approx. 33/103 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
 By June 2019, 28% (approx. 28/101 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, 33% (approx. 28/85 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
 By June 2019, 22% (approx. 17/75 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 31% (approx. 25/81 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
 By June 2019, 25% (approx. 19/77 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 9% (approx. 2/25 3rd 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):

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 achievement 4 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 23% (approx. 24/103 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 19% (approx. 19/101 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, 24% (approx. 21/86 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 11% (approx. 9/78 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 21% (approx. 17/81 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 14% (approx. 11/79 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 9% (approx. 1/25 3rd 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):

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

Teachers will meet by grade level to analyze end of unit assessments 4 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site'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:

Not Applicable

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):

Teacher recommendation

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

Teachers will meet by grade level/department to analyze DRA achievement 4 times per year. Analysis will inform subsequent instruction.

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

By June 2019, at least 40% (approx. 35 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 57% (approx. 47 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):

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

Teachers will meet by grade level to analyze DRA levels 4 times per year to determine which students are on target to meet grade level standards and which may need tier 2 and tier 3 interventions.

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

By June 2019, 100% of parents will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% of parents will attend at least 2 school events (parent teacher conferences, performances, Family Friday) using sign-in sheets to increase the milestones necessary for meaningful graduation.

Targeted Population:

As we move towards preparing students for college and career, it is important that we offer workshops to prepare our parents to support their children. We will work to increase the involvement of upper grade parents through various means of communication, such as School Messenger, teacher phone calls, and notices.

What data did you use to form these goals?

Sign- in sheets and/or head counts.

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

Teachers and counselors will meet to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

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

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will align ELA, math and science instruction with Common Core State Standards
- Every English Learner will receive 30 minutes of designated English Language Development four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- Resource teachers will work with targeted newcomer students to improve language development.
- All English learners will be assessed using ELPAC.
- Counselor, nurse and health technician will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health technician, teachers and principal will monitor and follow up with student attendance needs.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments 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)

- 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 students. Teachers will maintain documentation of parent contact.
- Resource Teachers will consult with teachers to provide supports for targeted students.
- 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 re-teach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will meet with small group of targeted students, as needed, in order to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Resource Teachers will provide supplemental small group instruction to identified students.
- Psychologist will observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Central Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

An over formula teacher will allow for lower class size in the upper grades providing opportunities for more individualized support for students. The resource teacher will support struggling students, collaborate with teachers on planning effective lessons based on data, and provide professional development. She will also help to oversee mandated assessments in order to gain data to analyze and plan strategic next steps for student and teacher professional development.

Instructional supplies to support ELA, Math, ELD and other content areas.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher -	0.5000	\$41,050.50	\$58,643.60	0059-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Over formula teacher to reduce class size in upper grade.
Inschool Resource Tchr	0.4000	\$35,575.20	\$53,246.41	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provides RTI Tier 2 supports in literacy to students struggling in reading, newcomer students and English learners. Collaborates with teachers and provides professional development. Also coordinates and analyzes student assessments.
Supplies		\$23,593.30	\$23,593.30	0059-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Instructional Supplies to support the academic program.

How will you monitor these strategies/activities?

DRA, formal and informal assessments, writing samples, observations and other data will be used to monitor impact.

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

An over formula teacher to reduce class size in upper grades.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Regular Teacher -	0.5000	\$41,050.50	\$58,643.60	0059-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Over formula teacher to reduce class size in upper grade.

How will you monitor these strategies/activities?

Monitoring progress on assessments in Mathematics and Literacy. In addition, exit slips in English Language Development and writing scored on rubrics will provide additional information to measure student progress.

Central Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 In-school Resource teacher will provide supports for teachers and students. She will support strong tier 1 instruction as well as tier 2 interventions in a variety of ways. She will collaborate with teachers around academic, social/emotional and assessment needs for students. She will also provide professional development.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-school Resource Tchr	0.3000	\$26,681.40	\$39,934.78	0059-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	In-school Resource teacher will provide supports for teachers and students. She will support strong tier 1 instruction as well as tier 2 interventions in a variety of ways. She will collaborate with teachers around academic, social/emotional and assessment needs for students. She will also provide professional development.

How will you monitor these strategies/activities?
 Notes and agendas from each PLC or professional learning. Data to reflect the effectiveness of planning.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Nurse supports students, parents and the community in Health and Wellness in order to ensure students are at school every day ready to learn. School Psychologist consults with teachers on academic and social/emotional concerns regarding students. Assesses students in order to identify specific areas of need.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Psychologist -	0.1000	\$10,568.20	\$12,837.71	0059-30100-00-1220-3120-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Consults with teachers in order to meet the needs of struggling students. Assesses students in order to identify specific areas of need.
School Nurse -	0.2000	\$15,827.00	\$23,614.59	0059-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Works with students, their parents and staff to promote healthy habits in order to ensure students are in school, ready to learn, every day.

How will you monitor these strategies/activities?
 Records reflecting improvement in student attendance. Data from results of intervention supports.

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

Supplies are needed in order to provide appropriate training materials for parents while teaching them how to support their children at home.

Classified staff are used to provide translation and support services for parents.

Opportunities for parents to attend conferences in order to gain a deeper understanding of how to support their children.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$1,000.00	\$1,000.00	0059-30103-00-4304-2495-1110-01000-0000	Title I Parent Involvement	05	Supplies to be used for parent trainings and meetings; including food.
Other Support Prsnl PARAS Hrly		\$500.00	\$642.05	0059-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Translation for parent meetings, parent/teacher conferences, childcare for parent meetings.
Supplies		\$1,194.85	\$1,194.85	0059-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies to support parent engagement (copies, posters, etc.).
Travel Conference		\$200.00	\$200.00	0059-30103-00-5207-2495-0000-01000-0000	Title I Parent Involvement	05	Parents are able to attend conferences.
Clerical OTBS Hrly		\$1,000.00	\$1,284.10	0059-30103-00-2451-2700-0000-01000-0000	Title I Parent Involvement	05	Translation for parent meetings, parent/teacher conferences, etc.

How will you monitor these strategies/activities?

Monitoring will be done by sign in sheets at Family Wednesday and parent teacher conferences.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Interventions will be provided in the following ways:</p> <ul style="list-style-type: none"> - resource teacher will plan for and support students who are struggling with reading and/or writing - resource teacher will support tier 1 instruction and tier 2 interventions by planning with teachers - resource teacher will provide professional development - resource teacher will collaborate with teachers around academics, social/emotional and assessments - instructional supplies will be used in order to support the instructional program - visiting teachers will be used in order to release classroom teachers for professional development, planning/collaboration, assessing of students, etc. <p>Identified Need:: As we continue to increase our understanding of common core standards, it is necessary for teachers to continue to have opportunities to plan, collaborate, observe each other, attend professional development, etc. in order to support student learning at all levels.</p> <p>Target Group:: Potential Long term English learners, students struggling to meet grade level expectations, and newcomers.</p> <p>Monitoring:: Formal and informal assessments as well as DRA levels will be used to monitor student progress. ELPAC will be used to determine LTELs and Newcomers.</p> <p>Personnel Responsible:: Administration, ILT, classroom teachers and resource teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Classrooms will be supported in the following ways:</p> <ul style="list-style-type: none"> - Resource teacher will plan for and support students who are struggling to meet grade level expectations. - Resource teacher will support tier 1 instruction and tier 2 interventions by planning with teachers - Resource teacher will provide professional development - Resource teacher will collaborate with teachers in the areas of academics, social/emotional needs and assessments - Instructional supplies will be used in order to support instruction - Visiting teachers will be used in order to release classroom teachers for professional development, planning/collaboration, assessing of students, etc.

Identified Need::
To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies, professional development and collaboration time for teachers.

Target Group::
All students need effective tier 1 instruction.

Monitoring::
Instructional supplies will be monitored to ensure the expense is aligned with academic goals. Professional development and collaboration time will be provided to ensure tier 1 instruction is aligned to Common Core.

Personnel Responsible::
Administration, ILT, classroom teachers and resource teacher

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 will be provided in the following ways:
- resource teacher will provide professional development
- visiting teachers will be used in order to release classroom teachers for professional development, planning/collaboration, assessing of students, etc.

Identified Need::
Professional Development aligned to Common Core Standards, tier 1 instruction as well as tier 2 supports.

Target Group::
All staff

Monitoring::
Analysis of data as well as focused Instructional walkthroughs

Personnel Responsible::
Administrators, resource teacher, instructional leadership team

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.7000	\$62,256.60	\$93,181.21	0059-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Resource Teacher will provide support to select struggling students, professional development for teacher (school wide, by grade level or individual, as needed) as well as coordinate assessment that will be analyzed to determine needs for students and staff.

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Prof&Curriclm Dev Vist Tchr		\$30,000.00	\$36,117.00	0059-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting teachers to release teachers to plan, assess, analyze student data, and collaborate; including PLCs and ILT.
Supplies		\$11,528.29	\$11,528.29	0059-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies such as pencils, journals, batteries to supplement instruction.
Classroom Teacher Hrly		\$5,000.00	\$6,019.50	0059-09800-00- 1157-1000-1110- 01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Teacher hourly to work outside of regular school hours in order to plan, assess, analyze student data, collaborate; including PLCs and ILT.

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
- 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
Central
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	349	24.9	359	24.8	320	22.2	-2.7	-2.6	373	13.9	359	16.7	327	12.8	-1.1	-3.9
Female	177	28.2	168	25.6	148	24.3	-3.9	-1.3	190	14.7	168	14.3	154	13.0	-1.7	-1.3
Male	172	21.5	191	24.1	172	20.3	-1.2	-3.8	183	13.1	191	18.8	173	12.7	-0.4	-6.1
African American	13	23.1	19	31.6	15	13.3	-9.8	-18.3	14	14.3	19	21.1	15	0.0	-14.3	-21.1
Asian	5	-	3	-	5	-	-	-	6	-	3	-	5	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	272	20.2	276	20.7	247	19.8	-0.4	-0.9	292	8.6	276	13.0	251	9.6	1.0	-3.4
Indochinese	50	40.0	50	42.0	44	36.4	-3.6	-5.6	52	32.7	50	30.0	47	31.9	-0.8	1.9
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	2	-	4	-	2	-	-	-	2	-	4	-	2	-	-	-
Multiracial	6	-	6	-	6	-	-	-	6	-	6	-	6	-	-	-
English Learner	210	10.0	208	8.2	161	6.2	-3.8	-2.0	228	2.2	208	5.3	168	2.4	0.2	-2.9
English-Speaking	139	47.5	151	47.7	159	38.4	-9.1	-9.3	145	32.4	151	32.5	159	23.9	-8.5	-8.6
Reclassified†	99	52.5	100	53.0	111	40.5	-12.0	-12.5	104	32.7	100	33.0	111	25.2	-7.5	-7.8
Initially Eng. Speaking	40	35.0	51	37.3	48	33.3	-1.7	-4.0	41	31.7	51	31.4	48	20.8	-10.9	-10.6
Econ. Disadv.*	349	24.9	352	25.0	310	21.0	-3.9	-4.0	373	13.9	352	16.5	317	12.0	-1.9	-4.5
Non-Econ. Disadv.	0	-	7	-	10	60.0	-	-	0	-	7	-	10	40.0	-	-
Gifted	83	50.6	69	60.9	54	42.6	-8.0	-18.3	83	34.9	69	49.3	54	37.0	2.1	-12.3
Not Gifted	266	16.9	290	16.2	266	18.0	1.1	1.8	290	7.9	290	9.0	273	8.1	0.2	-0.9
With Disabilities	58	1.7	59	1.7	0	-	-	-	66	0.0	59	1.7	0	-	-	-
WO Disabilities	291	29.6	300	29.3	267	26.6	-3.0	-2.7	307	16.9	300	19.7	274	15.3	-1.6	-4.4
Homeless	32	15.6	25	28.0	26	23.1	7.5	-4.9	36	16.7	25	16.0	28	10.7	-6.0	-5.3
Foster	2	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	-	-	1	-	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
Central
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	127	21.3	104	23.1	103	27.2	5.9	4.1	127	12.6	104	20.2	105	18.1	5.5	-2.1
Female	67	23.9	44	20.5	47	34.0	10.1	13.5	68	14.7	44	13.6	48	16.7	2.0	3.1
Male	60	18.3	60	25.0	56	21.4	3.1	-3.6	59	10.2	60	25.0	57	19.3	9.1	-5.7
African American	2	-	9	-	6	-	-	-	2	-	9	-	6	-	-	-
Asian	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	98	17.3	78	19.2	81	25.9	8.6	6.7	98	7.1	78	17.9	81	16.0	8.9	-1.9
Indochinese	20	25.0	13	38.5	12	50.0	25.0	11.5	20	20.0	13	38.5	14	35.7	15.7	-2.8
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Multiracial	4	-	2	-	0	-	-	-	4	-	2	-	0	-	-	-
English Learner	98	13.3	75	14.7	64	10.9	-2.4	-3.8	99	3.0	75	12.0	66	6.1	3.1	-5.9
English-Speaking	29	48.3	29	44.8	39	53.8	5.5	9.0	28	46.4	29	41.4	39	38.5	-7.9	-2.9
Reclassified†	9	-	8	-	22	72.7	-	-	9	-	8	-	22	50.0	-	-
Initially Eng. Speaking	20	25.0	21	33.3	17	29.4	4.4	-3.9	19	36.8	21	23.8	17	23.5	-13.3	-0.3
Econ. Disadv.*	127	21.3	102	22.5	97	24.7	3.4	2.2	127	12.6	102	19.6	99	17.2	4.6	-2.4
Non-Econ. Disadv.	0	-	2	-	6	-	-	-	0	-	2	-	6	-	-	-
Gifted	22	50.0	16	62.5	19	36.8	-13.2	-25.7	22	31.8	16	62.5	19	42.1	10.3	-20.4
Not Gifted	105	15.2	88	15.9	84	25.0	9.8	9.1	105	8.6	88	12.5	86	12.8	4.2	0.3
With Disabilities	19	5.3	59	1.7	0	-	-	-	19	0.0	59	1.7	0	-	-	-
WO Disabilities	108	24.1	96	25.0	79	35.4	11.3	10.4	108	14.8	96	21.9	81	23.5	8.7	1.6
Homeless	13	7.7	5	-	5	-	-	-	13	7.7	5	-	28	10.7	3.0	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	-	-	1	-	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
Central
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	106	21.7	119	21.8	101	22.8	1.1	1.0	131	11.5	119	16.0	104	13.5	2.0	-2.5
Female	56	26.8	60	23.3	45	22.2	-4.6	-1.1	67	13.4	60	18.3	49	14.3	0.9	-4.0
Male	50	16.0	59	20.3	56	23.2	7.2	2.9	64	9.4	59	13.6	55	12.7	3.3	-0.9
African American	6	-	2	-	7	-	-	-	7	-	2	-	7	-	-	-
Asian	0	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	84	16.7	91	15.4	77	19.5	2.8	4.1	105	6.7	91	8.8	79	8.9	2.2	0.1
Indochinese	15	46.7	20	35.0	12	50.0	3.3	15.0	17	35.3	20	30.0	13	46.2	10.9	16.2
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Multiracial	0	-	3	-	3	-	-	-	0	-	3	-	3	-	-	-
English Learner	64	9.4	84	7.1	54	5.6	-3.8	-1.5	82	1.2	84	2.4	57	0.0	-1.2	-2.4
English-Speaking	42	40.5	35	57.1	47	42.6	2.1	-14.5	49	28.6	35	48.6	47	29.8	1.2	-18.8
Reclassified†	29	37.9	20	65.0	30	53.3	15.4	-11.7	34	29.4	20	50.0	30	36.7	7.3	-13.3
Initially Eng. Speaking	13	46.2	15	46.7	17	23.5	-22.7	-23.2	15	26.7	15	46.7	17	17.6	-9.1	-29.1
Econ. Disadv.*	106	21.7	115	22.6	99	22.2	0.5	-0.4	131	11.5	115	15.7	102	12.7	1.2	-3.0
Non-Econ. Disadv.	0	-	7	-	2	-	-	-	0	-	4	-	2	-	-	-
Gifted	23	34.8	20	50.0	15	53.3	18.5	3.3	24	25.0	20	40.0	14	42.9	17.9	2.9
Not Gifted	83	18.1	99	16.2	86	17.4	-0.7	1.2	107	8.4	99	11.1	90	8.9	0.5	-2.2
With Disabilities	21	0.0	59	1.7	0	-	-	-	29	0.0	59	1.7	0	-	-	-
WO Disabilities	85	27.1	99	26.3	92	25.0	-2.1	-1.3	102	14.7	99	19.2	95	14.7	0.0	-4.5
Homeless	9	-	10	10.0	9	-	-	-	12	33.3	25	16.0	10	20.0	-13.3	4.0
Foster	0	-	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
Central
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	116	31.9	136	28.7	116	17.2	-14.7	-11.5	115	18.3	136	14.7	118	7.6	-10.7	-7.1
Female	54	35.2	64	31.3	56	17.9	-17.3	-13.4	55	16.4	64	10.9	57	8.8	-7.6	-2.1
Male	62	29.0	72	26.4	60	16.7	-12.3	-9.7	60	20.0	72	18.1	61	6.6	-13.4	-11.5
African American	5	-	8	-	2	-	-	-	5	-	8	-	2	-	-	-
Asian	4	-	1	-	1	-	-	-	4	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	90	26.7	107	26.2	89	14.6	-12.1	-11.6	89	12.4	107	13.1	91	4.4	-8.0	-8.7
Indochinese	15	53.3	17	52.9	20	20.0	-33.3	-32.9	15	46.7	17	23.5	20	20.0	-26.7	-3.5
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Multiracial	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
English Learner	48	4.2	49	0.0	43	0.0	-4.2	0.0	47	2.1	49	0.0	45	0.0	-2.1	0.0
English-Speaking	68	51.5	87	44.8	73	27.4	-24.1	-17.4	68	29.4	87	23.0	73	12.3	-17.1	-10.7
Reclassified†	61	52.5	72	47.2	59	22.0	-30.5	-25.2	61	29.5	72	22.2	59	10.2	-19.3	-12.0
Initially Eng. Speaking	7	-	15	33.3	14	50.0	-	16.7	7	-	15	26.7	14	21.4	-	-5.3
Econ. Disadv.*	116	31.9	135	28.9	114	16.7	-15.2	-12.2	115	18.3	135	14.8	116	6.9	-11.4	-7.9
Non-Econ. Disadv.	0	-	7	-	2	-	-	-	0	-	7	-	2	-	-	-
Gifted	38	60.5	33	66.7	20	40.0	-20.5	-26.7	37	43.2	33	48.5	21	28.6	-14.6	-19.9
Not Gifted	78	17.9	103	16.5	96	12.5	-5.4	-4.0	78	6.4	103	3.9	97	3.1	-3.3	-0.8
With Disabilities	18	0.0	31	3.2	0	-	-	-	18	0.0	31	3.2	0	-	-	-
WO Disabilities	98	37.8	105	36.2	96	20.8	-17.0	-15.4	97	21.6	105	18.1	98	9.2	-12.4	-8.9
Homeless	10	0.0	10	50.0	12	25.0	25.0	-25.0	11	9.1	10	20.0	13	7.7	-1.4	-12.3
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

Central Elementary
**TITLE I PARENT INVOLVEMENT POLICY
FOR THE SCHOOL YEAR 2018-2019**

Central Elementary has developed a written Title I parental involvement policy with input from Title I parents. The policy was distributed to parents.

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 Central, the following practices have been established: An annual meeting is held to share with parents our Title I Program and its requirements. Central Elementary School also provides Family Fridays to allow for parent involvement. These monthly meetings, combined with Parent Teacher Conferences held regularly, are conducted in English, Spanish and Vietnamese for the parent groups. Topics covered during the meetings include:

- Providing training programs to help parents support and work with their children at home and at school;
- Improving communication between the school and home;
- Discussing current student assessment data and student progress;
- Providing information about school and district resources for students' academic improvement;
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities;
- English learner programs.

Parental input from the parent meetings and training sessions are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.

School-wide parent communication is utilized to inform parent/community of school information, programs and meetings of interest. We communicate using School Messenger, Monthly Newsletter, year-at-a-Glance Calendar, and bi-monthly school wide morning assemblies. For special meetings, our parents receive notice in their language. Our school website, marquis, parent flyers and parent bulletin board advertise parent meetings and training sessions offered at Central Elementary School, the district Advisory council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to contact parents in the language of the parents.

During our parent meetings, opportunities are provided for parental suggestions. These suggestions are reviewed in a timely fashion and, if possible, responses are given by the next scheduled meeting. Topics that are appropriate for SSC review/action are placed on the agenda for the next regular scheduled meeting by the school administration.

Central Elementary parents are notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages

APPENDIX C

HOME/SCHOOL COMPACT



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

Central Elementary
Home School-Parent Compact
FOR THE SCHOOL YEAR 2018-2019

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

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

Building Capacity for Involvement:

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - The school provides a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled to include translations in a variety of languages. Topics covered during the meetings may include:
 - Improving communication between home and school
 - Discussing current student assessment data and student progress
 - Providing information about school and district resources for student academic improvement. Introduction of and information about Literacy Support Teachers and their contribution to student progress in according to the annual Site Plan for Student Achievement.
 - Parent opportunities to participate in decision making bodies such as ELAC, SSC, and Site Governance Team.
 - Regularly scheduled parent trainings around curriculum, home support of curriculum, and grade level expectations.
 - Providing trainings and workshops to help parents support and work with their children at home and at school.
- 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.
 - Valuing cultural diversity.

- Parent input from the various school groups that involve parents will be shared with the School Site Council (SSC) to provide organized, ongoing, timely way of involving parents in the planning, review and improvement of the program.
- Reclassification of English Language students.
- 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.
- Parents participate in the following:
 - District English Learner Advisory Committee
 - District Advisory Committee
 - English Learner Advisory Committee
 - School Site Council
 - Site Governance Team
 - Family Friday
 - Feeding San Diego Food Pantry
 - Hoover Cluster Meetings
 - Parents in Action for Wellness
 - Hoover Cluster Wellness Council

Accessibility

Central Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All information is sent home in English, Spanish and Vietnamese.

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
Central Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.7000	\$ 62,256.60
		1157	Classroom Teacher Hrly			\$ 5,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 30,000.00
		3000	Employee Benefits			\$ 38,061.11
		4301	Supplies			\$ 11,528.29
	09800 Total				0.7000	\$ 146,846.00
	30100	1107	Classroom Teacher	Regular Teacher	1.0000	\$ 82,101.00
		1109	Pull/Out Push In	Inschool Resource Tchr	0.7000	\$ 62,256.60
		1220	Psychologist	School Psychologist	0.1000	\$ 10,568.20
		1240	Nurse	School Nurse	0.2000	\$ 15,827.00
		3000	Employee Benefits			\$ 76,167.89
		4301	Supplies			\$ 23,593.30
	30100 Total				2.0000	\$ 270,513.99
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 500.00
		2451	Clerical OTBS Hrly			\$ 1,000.00
		3000	Employee Benefits			\$ 426.15
		4301	Supplies			\$ 1,194.85
		4304	Inservice supplies			\$ 1,000.00
		5207	Travel Conference			\$ 200.00
	30103 Total					\$ 4,321.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Central Elementary School

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> • Expectations and strategies are agreed upon across and between grade levels. • CCSS are used to guide the work for ELA, math and science • Summative and formative assessments are administered, analyzed and used to determine next steps for students as well as for determining professional development needs for staff. • Data is analyzed during PLCs and ILT meetings.
CLOSING THE ACHIEVEMENT GAP	<ul style="list-style-type: none"> • Expectations and goals are articulated and discussed during PLCs and Response to Intervention meetings. • Literacy support teachers work with select student in order to eliminate the achievement gap. • The need for continued focus on English Learners, Hispanic and African American students as well as students with disabilities.
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Focused on English Language Arts • There's a need for professional development opportunities in the area of mathematics. • ILT meets to discuss needs and determine possible professional development opportunities. • Administrator walkthroughs and data analyses are used to monitor implementation of professional development.
GRADUATION/PROMOTION	<ul style="list-style-type: none"> • Focus on 1st and 3rd grade students meeting grade level reading expectations as determined by the SDUSD Grade Level Reading Expectations document. • While improvements have been made in reading per our DRA data, there is still work to be done in closing the achievement gap.

PARENT ENGAGEMENT	<ul style="list-style-type: none">• Parent Engagement is one of our strongest areas as we offer various opportunities for participation throughout the year. We also provide translation in Spanish and/or Vietnamese, as needed.• We have community partnerships in order to support the variety of needs of childrens: Mid City CAN, United Way, Mid City Health Clinic, La Maestra Clinic, Project Impact, Douglas Young, Feeding San Diego, North Park Lions Club
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