

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **CHOLLAS/MEAD ELEMENTARY** SCHOOL

2018-19

37-68338-6039382
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: Bridi, Julia

Contact Person: Bridi, Julia

Position: Principal

Telephone Number: 619-362-3300

Address: 545 45th St, Chollas/Mead Elementary, San Diego, CA, 92102-4732,

E-mail Address: jbridi@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: Chollas Mead

DUE: April 6, 2018 (Traditional)

May 2, 2018 (year Round)

SITE CONTACT PERSON: Julia Bridi

PHONE: 619 362 3300

FAX: 619 362 3349

E-MAIL ADDRESS: jbridi@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:

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>4-2-2018</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: 4-2-2018

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.

| | | | |
|--|---------------------------|----------------------------------|-----------------|
| Chollas Mead Elementary | <u>Julia Bridi</u> | <u>[Signature]</u> | <u>5/21/18</u> |
| Type/Print Name of School Principal | | Signature of School Principal | Date |
| James Weisinger | <u>James F. Weisinger</u> | <u>[Signature]</u> | <u>5/21/18</u> |
| Type/Print Name of SSC Chairperson | | Signature of SSC Chairperson | Date |
| Bruce Bivins | <u>[Signature]</u> | <u>[Signature]</u> | <u>05/22/18</u> |
| Type/Print Name of Area Superintendent | | Signature of Area Superintendent | 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

Chollas Mead Elementary is an Pre K - 5th Grade Elementary school that servers over 700 students on a daily basis. Located east of Downtown Central San Diego. This thriving quality neighborhood school partners with the Jacob's Center and the Diamond Educational Excellence Partnership group. In collaboration with this group Chollas Mead maintains high expectations and standards for student learning. Exiting Program Improvement in 2016, Chollas Mead focuses on 4 guiding questions centered around student learning. With a large population of a English Language Learners and students of Hispanic/Latino descent Chollas Mead focuses on and monitors student progress with regard to English Language Development through regular reading and writing assessments. As a Chollas Mead community we have a shared responsibility and expectation for every student, staff member and parent to create a positive teaching and learning environment that facilitates and nurtures high student achievement and professionalism. It is our expectation that every parent and staff member help each student strive to reach proficient or advanced competency in English Language Arts, Mathematics, Science and Social Studies. Weekly collaboration among teachers ensure a quality viable curriculum for all students in all grade levels. Common assessment and learning outcomes ensures grade level mastery throughout the Pre K -5 program.

SCHOOL VISION AND REALITY

Although Chollas Mead Elementary exited Program Improvement in 2016, recent state testing has indicated an achievement gap for all students including English Learners and students of Hispanic/Latino descent. Additionally, district interim DATA shows that Chollas Mead students do not exceed district averages for ELA and Math performance. As a result of current assessment DATA, Chollas Mead teachers and staff are committed to understanding and developing rigorous curriculum in line with Common Core State Standards and monitoring student achievement via common assessments in order to reduce the achievement gap.

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

Professional Learning Communities (PLCs) 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 School Site Councils (SSCs).

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 or exceed standards.

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

A series of meetings were held to ensure that all stakeholders voices were heard and considered in making all SPSA decisions with regard to staffing allocations and budget. A Staff Meeting was held on Thursday, January 25, 2018. Here, current budget allocations were shared and staff was provided and opportunity to provide input via budget and staffing surveys. Additionally, interest was solicited for interested participants to join a Voluntary Budget Committee. The Voluntary Budget Committee Meeting was held on Friday, January 26 2018, after school. At this meeting, survey results were shared and a working draft of the budget was presented and discussed, providing committee members opportunities for input. Chollas Mead's Instructional Leadership Team also collaborated and worked to complete the summary evaluation worksheet. Additionally, the working draft of the budget was brought to January's Family Friday and finally approved by Chollas Mead's SSC on Friday, Thursday, February 1, 2018.

SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|--------------------|------------------------|
| Yvette Carrillo | Parent/Community |
| Roshaundra Griffin | Parent/Community |
| Yolanda Jordan | Parent/Community |
| Maria Maldonado | Parent/Community |
| Cinthia Sanchez | Parent/Community |
| Maria Murray | Other School Personnel |
| James Weisinger | Classroom Teacher |
| Lisa Schfrin | Classroom Teacher |
| Manuel Gomez | Classroom Teacher |
| Julia Bridi | Principal |
| | |

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 44% (approx. 44 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 45 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 48% (approx. 48 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, 50% (approx.25 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 19 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50 % (approx.44 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx.46 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):

- Teacher input
- Teacher collected soft DATA
- DRA DATA
- Common grade level created formative assessment results, grades TK-5
- Collaborative Grade Level SMART Goals
- BPST DATA Grades K-3

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 SRI achievement 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 55% (approx. 55 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 34% (approx. 34 4th graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 41% (approx. 41 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, 50% (approx. 25 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 15 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 42 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 47 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 formative grade level assessments- grades K-5

Student work samples/Exit Slips

Student math journals

End of concept assessments

Envision Online Assessments

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 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 60% of my site's English Learner Potential Reclassification students will be reclassified using the District Reclassification Criteria or the Alternate Reclassification process for students who are dually-identified as receiving EL services.

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):
 ELPAC Results as Released by the State
 DRA Results
 Writing Samples

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
 Professional Learning Communities (PLCs) 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, staff and teachers through staff meetings, published DATA charts and School Site Councils (SSCs).

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

By June 2019, at least 75 % (approx. 75 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 75% (approx. 75 5th graders) will meet or exceed level 44 in DRA.

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):

Grade level developed common assessments

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

Teachers, Resource Teachers, and administration will meet by grade level to analyze grade level common assessments during weekly PLC's. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 650 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, 100% (approx. 650 families) will be invited to participate in a variety of school/parent engagement opportunities.

Targeted Population:

- Latino/Hispanic Parents
- English Language Learner Parents
- 3rd grade parents
- Parents of Students w/IEP's

What data did you use to form these goals?

Parent Participation sign in sheets.

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

Teachers and counselors will meet 3 times per year 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 use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction including daily guided reading for identified groups of students..
- 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 and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using CELDT and ELPAC
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, 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 schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, 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.
- Educational specialist will provide push in/pull out supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
Teachers or support staff will provide intervention small group time
- 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.

(Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Support by Support staff (if available) to address literacy needs of students who are two or more years below proficiency
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Chollas/Mead Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Weekly collaborative PLC's will be conducted for all grade levels in order to create, facilitate and monitor a common viable curriculum for all students at all grade levels. Common schedules, assessments and student learning outcomes will be agreed upon and used to maintain collective accountability and maximize instructional minutes. Student work samples will be analyzed on a regular basis and shared with K-5 in order to build vertical understanding and to monitor quality of instruction across the grade levels and maintain rigorous, meaningful activities, in all classrooms, at all grades. Project Resources Teachers will be used to support PLC collaboration.

Monthly professional development opportunities will be mandated for all certificated staff. Professional reading, video clips, DATA and planning will be embedded within these PD sessions in order to support the quality of instruction and improve student achievement. Project Resource Teachers will be used to plan and facilitate PD.

Monthly ILT & EL meetings will be held to monitor and message mission, vision and growth. Non - negotiable effective teacher strategies, developed by the ILT, will be revisited and used as a lens for effective instruction linked to student results.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------|-----|------------|----------------|---|-----------------------|--------------|----------------------------------|
| Supplies | | \$4,368.00 | \$4,368.00 | 0063-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 01 | Classroom Intervention Materials |
| | | | | | | | |

How will you monitor these strategies/activities?

Regular collaborations with in school resource teacher in addition to regular participation by the principal with PLC meetings will support Resource Teachers before, during and after instructional support steps.

Instructional supplies will be purchased to support and enhance Core Curriculum. Lesson observations and walk throughs will be conducted in order to observe practice and use of the materials.

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

Weekly collaborative PLC's will be conducted for all grade levels in order to create, facilitate and monitor a common viable curriculum for all students at all grade levels. Common schedules, assessments and student learning outcomes will be agreed upon and used to maintain collective accountability and maximize instructional minutes. Student work samples will be analyzed on a regular basis and shared with K-5 in order to build vertical understanding and to monitor quality of instruction across the grade levels and maintain rigorous, meaningful activities, in all classrooms, at all grades. Project Resources Teachers will be used to support PLC collaboration.

Monthly professional development opportunities will be mandated for all certificated staff. Professional reading, video clips, DATA and planning will be embedded within these PD sessions in order to support the quality of instruction and improve student achievement. Project Resource Teachers will be used to plan and facilitate PD.

Monthly ILT, EL, and PBIS meetings will be held to monitor and message mission, vision and growth. Non - negotiable effective teacher strategies, developed by the ILT, will be revisited and used as a lens for effective instruction linked to student results.

Chollas/Mead Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|------------------------|--------|-------------|----------------|---|-----------------------|--------------|--|
| Inschool Resource Tchr | 1.0000 | \$88,938.00 | \$125,592.44 | 0063-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | 01, 03 | Push in/Pull out student support Professional Development Facilitation Student DATA Monitoring |
| Inschool Resource Tchr | 0.5000 | \$44,469.00 | \$62,796.21 | 0063-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | 01, 03 | Push in/Pull out student support Professional Development Facilitation Student DATA Monitoring |
| | | | | | | | |

How will you monitor these strategies/activities?

Focused, walk throughs, staff feedback and a functioning ILT will be done and used to monitor the above goals and metrics concerning student achievement. Additionally, professional development will be specifically designed in response to the anecdotal and hard DATA.

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

Weekly collaborative PLC's will be conducted for all grade levels in order to create, facilitate and monitor a common viable curriculum for all students at all grade levels. Common schedules, assessments and student learning outcomes will be agreed upon and used to maintain collective accountability and maximize instructional minutes. Student work samples will be analyzed on a regular basis and shared with K-5 in order to build vertical understanding and to monitor quality of instruction across the grade levels and maintain rigorous, meaningful activities, in all classrooms, at all grades. Project Resources Teachers will be used to support PLC collaboration.

Monthly professional development opportunities will be mandated for all certificated staff. Professional reading, video clips, DATA and planning will be embedded within these PD sessions in order to support the quality of instruction and improve student achievement. Project Resource Teachers will be used to plan and facilitate PD.

Monthly ILT, EL, and PBIS meetings will be held to monitor and message mission, vision and growth. Non - negotiable effective teacher strategies, developed by the ILT, will be revisited and used as a lens for effective instruction linked to student results. A 1 day paid retreat for the ILT will be used to help shape goals and develop next steps as a result of analyzing current reality via soft and hard DATA.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|-----|-------------|----------------|---|-----------------------|--------------|---|
| Prof&Curriclm Dev Vist Tchr | | \$14,800.00 | \$17,817.72 | 0063-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03 | PLC release time is afforded to teachers to review/analyze DATA and plan collaboratively. |
| | | | | | | | |

How will you monitor these strategies/activities?

Regular administrator attendance will occur at weekly PLC's. Feedback and problem solving will occur at designated, monthly ILT meetings and ongoing collaboration will occur with Title 1 Resource Teachers to ensure maximum effectiveness.

Chollas/Mead Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Monthly character traits will be identified and taught into. Monthly, Flag Ceremonies will honor students and their achievement with regard to their developed character traits and daily messages via the all call will communicate to students' expectations in order to build agency and positive habits of mind. Additional counseling time will be purchased in order to support students who may need more individualized or small group support.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------|--------|------------|----------------|---|-----------------------|--------------|---|
| School Counselor | 0.1000 | \$7,943.10 | \$11,404.38 | 0063-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | 04 | Counselor provides preventative mental health support |
| | | | | | | | |

How will you monitor these strategies/activities?
 Ongoing meetings will school counselor will focus on proactive strategies to support the emotional health and wellbeing of the Chollas Mead student body. Specific duties will be collaborated on with school leadership.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 Open and regular parent communication will be made monthly, weekly and daily through a variety of avenues. A monthly calendar will be published and sent home at the beginning of every month. A weekly school message will be phoned to parents every Sunday evening. Weekly flyers will be sent home with students and posted in school shadow boxes. Regular updates will be made to the marquee for parents to refer to on a daily basis. Ongoing parenting classes complete with child care will be offered year long.
 Individualized phone calls will be made as a means to build community relationship and rapport.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------------|-----|------------|----------------|---|----------------------------|--------------|--|
| Other Support Prsnl PARAS Hrly | | \$1,000.00 | \$1,284.10 | 0063-30103-00-2281-2495-0000-01000-0000 | Title I Parent Involvement | 05 | Child care provides opportunities for parents to learn and engage in positive strategies to support their children |
| Supplies | | \$2,414.00 | \$2,414.00 | 0063-30103-00-4301-2495-0000-01000-0000 | Title I Parent Involvement | 05 | Inservice supplies purchased for parents |
| | | | | | | | |

How will you monitor these strategies/activities?
 Leadership will develop parent meeting topics and work to purchase specific materials as needed. In addition, childcare will be monitored and offered in order to encourage parent and community outreach. Parent feedback will be solicited.

| 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:: Grade level assessment's will identify at risk students, skill by skill, deadlines and goals will be established and deployed differentiated instruction will occur at Tier 2 intervention levels. Ongoing goals will be written and monitored in a timely fashion.</p> <p>Identified Need:: Foundational Skills as described in CCSS Beginning ELL proficiencies as determined by CELDT/ELPAC SBAC DATA DRA DATA Teacher Assessment Results and Anecdotal Records</p> <p>Target Group:: Grade level DATA to identify individual students for RTI intervention in both ELA and Math Intermediate Language Students (Bridging Level - newly defined by CCSS)</p> <p>Monitoring:: Weekly/Monthly grade level PLC/Collaboration will monitor grade level progress towards goals. Monthly ILT Meetings Monthly SSC Meetings Public Displays of DATA</p> <p>Personnel Responsible:: Classroom Teachers Resource Staff School Principal Support Staff</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:: All classrooms will be employ and be held responsible for school wide PD and ILT developed non-negotiable techniques. Specific non negotiables include: Common texts allow for grade level agreed upon instructional techniques, lesson planning and assessments. Agreed upon common grade level schedule that includes ILT created non-negotiable daily instructional components.</p> |

Research based systematic practices to include focus walls, foundational skills lesson, number talks, collaborative conversations and reading response via writing.

Sentence Frames for both ELA and Math

Anchor Charts

This list of common expectations will align with our belief that all children in all classrooms will receive a common viable curriculum.

Identified Need::

Classroom teachers struggle with maintaining ongoing effective classroom supports and scaffolds. Therefore ongoing PLC time supported by Resource Teachers will ensure continuity and standardization.

Target Group::

Students near to grade level standards for both ELA/Math

Monitoring::

Administrative walk throughs and observations.

ILT meetings and walk throughs

Public DATA displays

Personnel Responsible::

Principal

Instructional Leadership Team

TK-5 Staff

SSC

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:

To maintain and deepen our understanding of a common viable curriculum grades TK-5. Specific topics of study will include effective practices with regard to student monitoring and formative/summative assessment. Ongoing PD topics will be monitored and messaged.

Identified Need::

Differentiation Techniques needed to meet the needs of students with IEP's

Shift whole group teacher planning and instruction to meet the needs of specific assessed learning style of the individual learner.

Target Group::

All students and staff

Monitoring::

Administrative walk throughs

Public DATA displays

Public sharing of practice

Personnel Responsible::
 Principal
 Instructional Leadership Team
 TK-5 Staff
 SSC

LCFF Intervention Supports

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|--------|-------------|----------------|---|---------------------------|----------------------------|--|
| Inschool Resource Tchr | 0.5000 | \$44,469.00 | \$62,796.21 | 0063-09800-00-1109-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2 | Push in/pull out support - intervention |
| School Counselor | 0.2000 | \$15,886.20 | \$22,808.76 | 0063-09800-00-1210-3110-0000-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1 | Preventative Mental Health Support Student Intervention Groups |
| Prof&Curriclm Dev Vist Tchr | | \$11,100.00 | \$13,363.29 | 0063-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 3 | PLC Teacher Release Time |
| Supplies | | \$6,858.00 | \$6,858.00 | 0063-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | 01, 03, LCFF 1, LCFF 2 | Classroom Curriculum and Materials |
| Retired Clsrm Teacher Hrly | | \$6,000.00 | \$7,223.40 | 0063-09800-00-1189-1000-1110-01000-0000 | LCFF Intervention Support | 03, LCFF 1, LCFF 2 | ELPAC Support |
| | | | | | | | |

ACHIEVEMENT

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

ACHIEVEMENT

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
Chollas/Mead
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 | 310 | 29.4 | 308 | 43.5 | 312 | 37.2 | 7.8 | -6.3 | 313 | 24.0 | 307 | 35.8 | 313 | 33.2 | 9.2 | -2.6 |
| Female | 142 | 35.9 | 135 | 51.9 | 136 | 42.6 | 6.7 | -9.3 | 143 | 21.7 | 135 | 33.3 | 137 | 31.4 | 9.7 | -1.9 |
| Male | 168 | 23.8 | 173 | 37.0 | 176 | 33.0 | 9.2 | -4.0 | 170 | 25.9 | 172 | 37.8 | 176 | 34.7 | 8.8 | -3.1 |
| African American | 27 | 40.7 | 28 | 53.6 | 22 | 36.4 | -4.3 | -17.2 | 27 | 33.3 | 28 | 46.4 | 22 | 31.8 | -1.5 | -14.6 |
| Asian | 0 | - | 2 | - | 3 | - | - | - | 0 | - | 2 | - | 3 | - | - | - |
| Filipino | 1 | - | 1 | - | 2 | - | - | - | 1 | - | 1 | - | 2 | - | - | - |
| Hispanic | 256 | 26.2 | 252 | 40.9 | 261 | 37.2 | 11.0 | -3.7 | 259 | 21.2 | 251 | 33.5 | 262 | 32.4 | 11.2 | -1.1 |
| Indochinese | 12 | 58.3 | 11 | 63.6 | 7 | - | - | - | 12 | 33.3 | 11 | 36.4 | 7 | - | - | - |
| Native American | 2 | - | 0 | - | 0 | - | - | - | 2 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 3 | - | 4 | - | 4 | - | - | - | 3 | - | 4 | - | 4 | - | - | - |
| White | 1 | - | 3 | - | 4 | - | - | - | 1 | - | 3 | - | 4 | - | - | - |
| Multiracial | 8 | - | 7 | - | 9 | - | - | - | 8 | - | 7 | - | 9 | - | - | - |
| English Learner | 167 | 11.4 | 152 | 22.4 | 106 | 8.5 | -2.9 | -13.9 | 168 | 11.3 | 151 | 22.5 | 107 | 16.8 | 5.5 | -5.7 |
| English-Speaking | 143 | 50.3 | 156 | 64.1 | 206 | 51.9 | 1.6 | -12.2 | 145 | 38.6 | 156 | 48.7 | 206 | 41.7 | 3.1 | -7.0 |
| Reclassified† | 54 | 63.0 | 32 | 81.3 | 109 | 63.3 | 0.3 | -18.0 | 54 | 50.0 | 32 | 62.5 | 109 | 53.2 | 3.2 | -9.3 |
| Initially Eng. Speaking | 89 | 42.7 | 124 | 59.7 | 97 | 39.2 | -3.5 | -20.5 | 91 | 31.9 | 124 | 45.2 | 97 | 28.9 | -3.0 | -16.3 |
| Econ. Disadv.* | 310 | 29.4 | 301 | 42.9 | 296 | 37.5 | 8.1 | -5.4 | 313 | 24.0 | 300 | 36.0 | 297 | 32.7 | 8.7 | -3.3 |
| Non-Econ. Disadv. | 0 | - | 7 | - | 16 | 31.3 | - | - | 0 | - | 7 | - | 16 | 43.8 | - | - |
| Gifted | 47 | 42.6 | 51 | 60.8 | 45 | 68.9 | 26.3 | 8.1 | 47 | 51.1 | 51 | 70.6 | 45 | 60.0 | 8.9 | -10.6 |
| Not Gifted | 263 | 27.0 | 257 | 40.1 | 267 | 31.8 | 4.8 | -8.3 | 266 | 19.2 | 256 | 28.9 | 268 | 28.7 | 9.5 | -0.2 |
| With Disabilities | 31 | 0.0 | 0 | - | 0 | - | - | - | 31 | 3.2 | 0 | - | 0 | - | - | - |
| WO Disabilities | 279 | 32.6 | 276 | 48.6 | 270 | 43.0 | 10.4 | -5.6 | 282 | 26.2 | 276 | 39.9 | 271 | 38.4 | 12.2 | -1.5 |
| Homeless | 11 | 36.4 | 11 | 36.4 | 20 | 25.0 | -11.4 | -11.4 | 11 | 27.3 | 11 | 36.4 | 20 | 25.0 | -2.3 | -11.4 |
| Foster | 2 | - | 0 | - | 0 | - | - | - | 2 | - | 0 | - | 0 | - | - | - |
| Military | 7 | - | 4 | - | 5 | - | - | - | 7 | - | 4 | - | 5 | - | - | - |

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Chollas/Mead
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 | 108 | 25.0 | 99 | 32.3 | 101 | 33.7 | 8.7 | 1.4 | 109 | 22.9 | 99 | 46.5 | 101 | 44.6 | 21.7 | -1.9 |
| Female | 48 | 31.3 | 40 | 42.5 | 46 | 34.8 | 3.5 | -7.7 | 48 | 16.7 | 40 | 42.5 | 46 | 45.7 | 29.0 | 3.2 |
| Male | 60 | 20.0 | 59 | 25.4 | 55 | 32.7 | 12.7 | 7.3 | 61 | 27.9 | 59 | 49.2 | 55 | 43.6 | 15.7 | -5.6 |
| African American | 12 | 16.7 | 8 | - | 6 | - | - | - | 12 | 25.0 | 8 | - | 6 | - | - | - |
| Asian | 0 | - | 2 | - | 1 | - | - | - | 0 | - | 2 | - | 1 | - | - | - |
| Filipino | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |
| Hispanic | 87 | 24.1 | 80 | 30.0 | 84 | 32.1 | 8.0 | 2.1 | 88 | 21.6 | 80 | 47.5 | 84 | 42.9 | 21.3 | -4.6 |
| Indochinese | 5 | - | 3 | - | 1 | - | - | - | 5 | - | 3 | - | 1 | - | - | - |
| Native American | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 1 | - | 2 | - | - | - | 1 | - | 1 | - | 2 | - | - | - |
| White | 1 | - | 1 | - | 3 | - | - | - | 1 | - | 1 | - | 3 | - | - | - |
| Multiracial | 2 | - | 4 | - | 3 | - | - | - | 2 | - | 4 | - | 3 | - | - | - |
| English Learner | 69 | 15.9 | 59 | 23.7 | 50 | 8.0 | -7.9 | -15.7 | 70 | 14.3 | 59 | 45.8 | 50 | 24.0 | 9.7 | -21.8 |
| English-Speaking | 39 | 41.0 | 40 | 45.0 | 51 | 58.8 | 17.8 | 13.8 | 39 | 38.5 | 40 | 47.5 | 51 | 64.7 | 26.2 | 17.2 |
| Reclassified† | 7 | - | 0 | - | 20 | 90.0 | - | - | 7 | - | 0 | - | 20 | 90.0 | - | - |
| Initially Eng. Speaking | 32 | 31.3 | 40 | 45.0 | 31 | 38.7 | 7.4 | -6.3 | 32 | 31.3 | 40 | 47.5 | 31 | 48.4 | 17.1 | 0.9 |
| Econ. Disadv.* | 108 | 25.0 | 99 | 32.3 | 92 | 33.7 | 8.7 | 1.4 | 109 | 22.9 | 99 | 46.5 | 92 | 43.5 | 20.6 | -3.0 |
| Non-Econ. Disadv. | 0 | - | 7 | - | 9 | - | - | - | 0 | - | 7 | - | 9 | - | - | - |
| Gifted | 16 | 37.5 | 19 | 57.9 | 8 | - | - | - | 16 | 56.3 | 19 | 89.5 | 8 | - | - | - |
| Not Gifted | 92 | 22.8 | 80 | 26.3 | 93 | 32.3 | 9.5 | 6.0 | 93 | 17.2 | 80 | 36.3 | 93 | 41.9 | 24.7 | 5.6 |
| With Disabilities | 9 | - | 0 | - | 0 | - | - | - | 9 | - | 0 | - | 0 | - | - | - |
| WO Disabilities | 99 | 27.3 | 91 | 35.2 | 91 | 37.4 | 10.1 | 2.2 | 100 | 25.0 | 91 | 50.5 | 91 | 49.5 | 24.5 | -1.0 |
| Homeless | 9 | - | 4 | - | 10 | 20.0 | - | - | 9 | - | 4 | - | 10 | 20.0 | - | - |
| Foster | 2 | - | 0 | - | 0 | - | - | - | 2 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 0 | - | 3 | - | - | - | 1 | - | 0 | - | 3 | - | - | - |

* 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
Chollas/Mead
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 | 99 | 32.3 | 108 | 49.1 | 100 | 35.0 | 2.7 | -14.1 | 100 | 20.0 | 107 | 30.8 | 100 | 24.0 | 4.0 | -6.8 |
| Female | 48 | 37.5 | 47 | 53.2 | 43 | 44.2 | 6.7 | -9.0 | 49 | 16.3 | 47 | 25.5 | 43 | 23.3 | 7.0 | -2.2 |
| Male | 51 | 27.5 | 61 | 45.9 | 57 | 28.1 | 0.6 | -17.8 | 51 | 23.5 | 60 | 35.0 | 57 | 24.6 | 1.1 | -10.4 |
| African American | 8 | - | 9 | - | 7 | - | - | - | 8 | - | 9 | - | 7 | - | - | - |
| Asian | 0 | - | 0 | - | 2 | - | - | - | 0 | - | 0 | - | 2 | - | - | - |
| Filipino | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Hispanic | 84 | 26.2 | 90 | 47.8 | 84 | 35.7 | 9.5 | -12.1 | 85 | 17.6 | 89 | 28.1 | 84 | 26.2 | 8.6 | -1.9 |
| Indochinese | 4 | - | 4 | - | 3 | - | - | - | 4 | - | 4 | - | 3 | - | - | - |
| Native American | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 1 | - | 1 | - | - | - | 1 | - | 1 | - | 1 | - | - | - |
| White | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Multiracial | 2 | - | 2 | - | 3 | - | - | - | 2 | - | 2 | - | 3 | - | - | - |
| English Learner | 51 | 11.8 | 55 | 23.6 | 29 | 6.9 | -4.9 | -16.7 | 51 | 11.8 | 54 | 9.3 | 29 | 10.3 | -1.5 | 1.0 |
| English-Speaking | 48 | 54.2 | 53 | 75.5 | 71 | 46.5 | -7.7 | -29.0 | 49 | 28.6 | 53 | 52.8 | 71 | 29.6 | 1.0 | -23.2 |
| Reclassified† | 22 | 54.5 | 11 | 90.9 | 35 | 60.0 | 5.5 | -30.9 | 22 | 31.8 | 11 | 81.8 | 35 | 51.4 | 19.6 | -30.4 |
| Initially Eng. Speaking | 26 | 53.8 | 42 | 71.4 | 36 | 33.3 | -20.5 | -38.1 | 27 | 25.9 | 42 | 45.2 | 36 | 8.3 | -17.6 | -36.9 |
| Econ. Disadv.* | 99 | 32.3 | 104 | 49.0 | 96 | 35.4 | 3.1 | -13.6 | 100 | 20.0 | 103 | 31.1 | 96 | 24.0 | 4.0 | -7.1 |
| Non-Econ. Disadv. | 0 | - | 4 | - | 4 | - | - | - | 0 | - | 4 | - | 4 | - | - | - |
| Gifted | 13 | 30.8 | 17 | 76.5 | 19 | 68.4 | 37.6 | -8.1 | 13 | 38.5 | 17 | 64.7 | 19 | 57.9 | 19.4 | -6.8 |
| Not Gifted | 86 | 32.6 | 91 | 44.0 | 81 | 27.2 | -5.4 | -16.8 | 87 | 17.2 | 90 | 24.4 | 81 | 16.0 | -1.2 | -8.4 |
| With Disabilities | 10 | 0.0 | 0 | - | 0 | - | - | - | 10 | 0.0 | 0 | - | 0 | - | - | - |
| WO Disabilities | 89 | 36.0 | 94 | 56.4 | 85 | 41.2 | 5.2 | -15.2 | 90 | 22.2 | 94 | 35.1 | 85 | 28.2 | 6.0 | -6.9 |
| Homeless | 1 | - | 2 | - | 7 | - | - | - | 1 | - | 2 | - | 7 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 3 | - | 0 | - | - | - | 1 | - | 3 | - | 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
Chollas/Mead
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 | 103 | 31.1 | 101 | 48.5 | 111 | 42.3 | 11.2 | -6.2 | 104 | 28.8 | 101 | 30.7 | 112 | 31.3 | 2.5 | 0.6 |
| Female | 46 | 39.1 | 48 | 58.3 | 47 | 48.9 | 9.8 | -9.4 | 46 | 32.6 | 48 | 33.3 | 48 | 25.0 | -7.6 | -8.3 |
| Male | 57 | 24.6 | 53 | 39.6 | 64 | 37.5 | 12.9 | -2.1 | 58 | 25.9 | 53 | 28.3 | 64 | 35.9 | 10.0 | 7.6 |
| African American | 7 | - | 11 | 63.6 | 9 | - | - | - | 7 | - | 11 | 45.5 | 9 | - | - | - |
| Asian | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Filipino | 1 | - | 0 | - | 1 | - | - | - | 1 | - | 0 | - | 1 | - | - | - |
| Hispanic | 85 | 28.2 | 82 | 43.9 | 93 | 43.0 | 14.8 | -0.9 | 86 | 24.4 | 82 | 25.6 | 94 | 28.7 | 4.3 | 3.1 |
| Indochinese | 3 | - | 4 | - | 3 | - | - | - | 3 | - | 4 | - | 3 | - | - | - |
| Native American | 2 | - | 0 | - | 0 | - | - | - | 2 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 2 | - | 1 | - | - | - | 1 | - | 2 | - | 1 | - | - | - |
| White | 0 | - | 1 | - | 1 | - | - | - | 0 | - | 1 | - | 1 | - | - | - |
| Multiracial | 4 | - | 1 | - | 3 | - | - | - | 4 | - | 1 | - | 3 | - | - | - |
| English Learner | 47 | 4.3 | 38 | 18.4 | 27 | 11.1 | 6.8 | -7.3 | 47 | 6.4 | 38 | 5.3 | 28 | 10.7 | 4.3 | 5.4 |
| English-Speaking | 56 | 53.6 | 63 | 66.7 | 84 | 52.4 | -1.2 | -14.3 | 57 | 47.4 | 63 | 46.0 | 84 | 38.1 | -9.3 | -7.9 |
| Reclassified† | 25 | 64.0 | 21 | 76.2 | 54 | 55.6 | -8.4 | -20.6 | 25 | 60.0 | 21 | 52.4 | 54 | 40.7 | -19.3 | -11.7 |
| Initially Eng. Speaking | 31 | 45.2 | 42 | 61.9 | 30 | 46.7 | 1.5 | -15.2 | 32 | 37.5 | 42 | 42.9 | 30 | 33.3 | -4.2 | -9.6 |
| Econ. Disadv.* | 103 | 31.1 | 98 | 46.9 | 108 | 42.6 | 11.5 | -4.3 | 104 | 28.8 | 98 | 30.6 | 109 | 31.2 | 2.4 | 0.6 |
| Non-Econ. Disadv. | 0 | - | 3 | - | 3 | - | - | - | 0 | - | 3 | - | 3 | - | - | - |
| Gifted | 18 | 55.6 | 15 | 46.7 | 18 | 77.8 | 22.2 | 31.1 | 18 | 55.6 | 15 | 53.3 | 18 | 55.6 | 0.0 | 2.3 |
| Not Gifted | 85 | 25.9 | 86 | 48.8 | 93 | 35.5 | 9.6 | -13.3 | 86 | 23.3 | 86 | 26.7 | 94 | 26.6 | 3.3 | -0.1 |
| With Disabilities | 12 | 0.0 | 0 | - | 0 | - | - | - | 12 | 8.3 | 0 | - | 0 | - | - | - |
| WO Disabilities | 91 | 35.2 | 91 | 53.8 | 94 | 50.0 | 14.8 | -3.8 | 92 | 31.5 | 91 | 34.1 | 95 | 36.8 | 5.3 | 2.7 |
| Homeless | 1 | - | 5 | - | 3 | - | - | - | 1 | - | 5 | - | 3 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 5 | - | 1 | - | 2 | - | - | - | 5 | - | 1 | - | 2 | - | - | - |

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

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

ACHIEVEMENT

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

SAN DIEGO UNIFIED SCHOOL DISTRICT
CHOLLAS-MEAD ELEMENTARY

TITLE I PARENT INVOLVEMENT POLICY
2018-2019

- In the fall, an annual meeting will be held to share with parents the Title 1 program and its requirements.
- Chollas-Mead Elementary School will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
 1. improving communication between the school and home;
 2. discussing current student assessment data and student progress;
 3. providing information about school and district resources for student academic improvement;
 4. evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title 1 activities and finding ways to increase parent participation in the classroom.
 5. conferencing with teachers;
 6. providing training opportunities and programs to help parents support academic language, literacy, and mathematics work with their children at home and at school;
 7. discussing the importance of consistent and regular student attendance.
- Parental input from the parent meetings and training sessions will be 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.
- The school wide parent calendar is sent home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The school calendar, website, marquee and flyers are used to advertise parent meetings and training sessions offered at Chollas-Mead Elementary and throughout the district. Every attempt is made to contact parents in the language of the parents.
- During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- 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.

San Diego Unified School District
Chollas-Mead Elementary

Normas sobre la participación de los padres de Titulo 1
2018-2019

- En el otoño se llevara acabo la junta anual para compartir con los padres lo que es el programa Titulo 1 y sus requerimientos.
- La escuela primaria Chollas-Mead proveerá un numero flexible de juntas para permitir que haya participación de padres. El calendario de estas juntas mensuales será creado por la escuela en los idiomas apropiados para los grupos de padres. Temas cubiertos durante estas juntas incluirán:
 1. Mejorar la comunicación entere la escuela y casa;
 2. discutir los datos de la evaluación actual de estudiantes y su progreso;
 3. proveer información acerca de la escuela y los recursos del distrito para el mejoramiento académico del estudiante;
 4. evaluar la efectividad de nuestro sistema de participación con los padres para aumentar la participación de los padres en actividades relacionadas al Titulo 1 encontrar maneras de incrementar la participación de padres en el salón de clases;
 5. conferencias con maestros;
 6. proveer oportunidades de entrenamiento y programas para ayudar en el apoyo del trabajo académico en lenguaje, literatura y matemáticas en la casa;
 7. discutir la importancia de una asistencia consistente y regular por parte del estudiante.
- La contribución de ideas de las juntas de padres y sesiones de entrenamiento serán compartidas con el Concilio de la escuela (School Site Council (SSC)) para proveer y organizar una continua y oportuna manera de involucrar a los padres en planear, analizar y hacer decisiones para el mejoramiento del programa.
- El calendario informativo de la escuela es enviado a sus casas informando padres/comunidad de todas las juntas de interés. Para juntas especiales, grupos seleccionados con diferentes idiomas reciben la noticia en su idioma. El calendario informativo de la escuela se usa para anunciar juntas de padres y sesiones de entrenamientos ofrecidos en la escuela primaria Chollas-Mead, y a través del distrito. Se hace todo lo posible para ponerse en contacto con los padres en su mismo idioma.
- Durante las juntas de padres, se proveerá oportunidades para que haya sugerencias de los padres. Estas sugerencias se revisaran con tiempo oportuno y si es posible las respuestas se darán en la siguiente junta del calendario. Asuntos que sean apropiados para examinar /proceso del SSC serán puestos en la agenda para la próxima junta en el calendario por la administración de la escuela.
- Padres son notificados anualmente de los resultados de la evaluación individual del estudiante como resultado de la investigación y reporte del departamento de pruebas. Una explicación de la información esta disponible en diferentes idiomas.

ACHIEVEMENT

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified School District
Chollas-Mead Elementary

HOME/SCHOOL COMPACT

Chollas-Mead Elementary School 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

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

School Responsibilities

Chollas-Mead Elementary School staff 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:
 - Accelerate learning through well-planned vigorous instruction
 - Literacy Resource Teachers to provide accelerated instruction co-teaching and professional development
2. High behavioral expectation through PBIS strategies.
3. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Parent conferences will be held November 2018 and March 2019.
4. Provide parents with frequent reports on the child's progress through possible home visits, marquee, Family Friday, Parent Coffees, Parent Communication Folders, and other school sponsored family events and Connect Ed.
5. Provide parents reasonable access to staff before and after school, on minimum days, (Tuesdays).
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities such as, but not limited to: Classroom observations, Back to School Night, Family Friday, Open House, Harvest Festival, Holiday Program, Bus Evacuation Drill, Talent Show, Individual classroom celebrations, Family Movie Nights, and other school sponsored events.

Parent Responsibilities

We as parents will support our child’s learning by:

- Monitoring and ensuring consistent and regular attendance
- Making sure that homework is completed and returned to school
- Monitoring amount of television, video games, and outside school activities and ensuring these activities are secondary to academic and citizenship performance
- Volunteering in my child’s classroom
- Attending conferences in the fall and spring
- 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, and other school advisory groups.
- Planning and participating in school sponsored events

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards by:

- Doing my homework every day and asking for help when I need it.
- Reading outside of school time as designated by my teacher
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arriving at school on time, in my school uniform, prepared to learn.

I have read the Home/School Compact:

Teacher Signature _____ Date _____

Parent Signature _____

Student’s Name _____ Room # _____

Date _____

San Diego Unified School District
Chollas-Mead Elementary

Común acuerdo Casa/Escuela

La escuela primaria Chollas-Mead y los padres de los estudiantes participando en actividades, servicios y programas con fondos por Título 1 parte A del decreto sobre la educación primaria y secundaria (ESEA) (Niños participantes) están de acuerdo que este común acuerdo esquema como los padres, la totalidad del personal de la escuela y los estudiantes compartirán la responsabilidad para mejorar el logro académico de los estudiantes y las maneras por la que la escuela y los padres construirán y desarrollaran una asociación que ayudara a los niños alcanzar los altos niveles de conocimientos de California.

El común acuerdo casa/escuela esta en efecto durante el año escolar 2018-2019.

Responsabilidades de la escuela

El personal de la escuela Chollas-Mead:

1. Proveerá un programa de estudios e instrucción de alta calidad en un medio ambiente que apoya un aprendizaje efectivo y permita a los niños alcanzar y lograr los niveles de conocimientos de California de la siguiente manera:

-Acelerar el aprendizaje con la instrucción vigorosa bien planeada
-Maestros de Recursos para proporcionar instrucción acelerada, enseñando en manera cooperativa y desarrollo profesional

2. Mantener en alto las expectativas de comportamiento a través de estrategias PBIS

3. Tener conferencias de padres durante este común acuerdo en el cual se hablara en referencia al niño/a en sus logros individuales. Conferencias con los padres se llevaran a cabo noviembre del 2018 y marzo 2019.

4. Proveer a los padres informes frecuentes sobre el progreso del niño a través de visitas domiciliarias que sea posible, bulletin eletronico, Viernes Familiar, Cafecitos, Sobres de comunicación, y otros eventos patrocinados por la escuela y Connect Ed.

5. Proveerá a los padres razonable acceso al personal antes y después de la escuela, en días mininos (martes),

6. Proveerá a los padres oportunidades pare ser voluntarios y participar con sus niños en la clase y observar las actividades en el salón tales como pero no limitadas a

Observaciones de clases, Noche de Regreso a La Escuela Viernes familiar, Casa Abierta, Festival de cosecha, programa de fiestas navideñas, practica para evacuar un autobús, el programa de talento, celebraciones individuales en los salones, noche de películas para la familia, y otros eventos patrocinados por la escuela.

Responsabilidades de los padres

Nosotros como padres apoyaremos el aprendizaje de nuestros niños haciendo:

- Comprobando y asegurándonos que haya una asistencia a la escuela constante y regular
- Asegurándonos que la tarea este completa y que se entregue a la escuela.
- Controlando la cantidad de televisión, juegos de vídeo, y actividades fuera de la escuela y asegurándonos que estas actividades sean secundarias a sus actividades escolares y su desempeño como ciudadanos.
- Ser voluntario en el salón de mi hijo/a
- Asistencia a conferencias en el otoño y la primavera
- Participando cuando sea apropiado en las decisiones relacionadas con la educación de mi hijo/a
- Promoviendo que el uso que hace mi hijo/a del tiempo fuera de la escuela sea positivo.
- Manteniéndome informado/a acerca de la educación de mi hijo/a y comunicándome con la escuela leyendo prontamente todas las noticias de la escuela o del distrito escolar recibidas a través de mi hijo/a o por correo y respondiendo como sea apropiado.
- Sirviendo lo mas que me sea posible en grupos consultivos tales como el School Site Council, The District Advisory Council for Compensatory Education, The English Learner Advisory Committee y otros grupos consultivos de la escuela
- Planear y participar en eventos patrocinados por la escuela

Responsabilidades del Estudiante

Nosotros como estudiantes compartiremos la responsabilidad de mejorar nuestros logros académicos y alcanzar los altos niveles de conocimientos de California. haciendo:

- Haciendo toda mi tarea todos los días y pedir ayuda si la necesito
- Leyendo la lectura fuera del horario escolar, designados por mi maestro
- Dándole a mis padres o al adulto que es responsable de mi bienestar todas las noticias e información recibida por mi en la escuela todos los días.
- Llegando a tiempo, en mi uniforme escolar, preparado/a para aprender

Firma del padre/madre _____

Nombre de estudiante _____ **Salón** _____

Fecha _____

ACHIEVEMENT

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 |
|-------------------------|--------------------|--------------------------------|-----------------------------|------------------------|---|---|
| Chollas/Mead Elementary | 09800 | 1109 | Pull/Out Push In | Inschool Resource Tchr | 0.5000 | \$ 44,469.00 |
| | | 1189 | Retired Clsrm Teacher Hrly | | | \$ 6,000.00 |
| | | 1192 | Prof&Curriclm Dev Vist Tchr | | | \$ 11,100.00 |
| | | 1210 | Counselor | School Counselor | 0.2000 | \$ 15,886.20 |
| | | 3000 | Employee Benefits | | | \$ 28,736.46 |
| | | 4301 | Supplies | | | \$ 6,858.00 |
| | | 09800 Total | | | 0.7000 | \$ 113,049.66 |
| | 30100 | 1109 | Pull/Out Push In | Inschool Resource Tchr | 1.5000 | \$ 133,407.00 |
| | | 1192 | Prof&Curriclm Dev Vist Tchr | | | \$ 14,800.00 |
| | | 1210 | Counselor | School Counselor | 0.1000 | \$ 7,943.10 |
| 3000 | | Employee Benefits | | | \$ 61,460.65 | |
| 4301 | | Supplies | | | \$ 4,368.00 | |
| | 30100 Total | | | 1.6000 | \$ 221,978.75 | |
| 30103 | 2281 | Other Support Prsnl PARAS Hrly | | | \$ 1,000.00 | |
| | 3000 | Employee Benefits | | | \$ 284.10 | |
| | 4301 | Supplies | | | \$ 2,414.00 | |
| | 30103 Total | | | | \$ 3,698.10 | |

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Chollas Mead Elementary

TYPE OR PRINT

| ANALYSIS OF SCORES - FOCUS AREA | NOTES/ACTION/DECISIONS |
|---------------------------------|--|
| MAXIMIZING INSTRUCTIONAL TIME | Common Schedules Across Grade Levels are Utilized Common Learning Outcomes are Identified at Each Grade Level For all students Professional Development is Linked to Classroom Practice Regular Walk Throughs are Utilized to Evaluation Instructional Time |
| CLOSING THE ACHIEVEMENT GAP | DATA shows that Chollas Mead Students are Making Gains, yet small, we have a large amount of student in the scoring in the near standard category Students with IEP's continue to be an area of need as well as ELL's Increased focus has been made on ELL's. |
| PROFESSIONAL DEVELOPMENT | RTI and students with special needs will become an area of focus. Progress Monitoring of Students |
| GRADUATION/PROMOTION | Increased communication with staff with regard to graduation and promotion rate will be done via 3 rd grade reading levels. |
| PARENT ENGAGEMENT | Parent engagement sign in sheets will be counted and DATA communicated to the community on student achievement – 3x's yearly. (Reporting Periods) |