THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CROWN POINT ELEMENTARY SCHOOL

2018-19

37-68338-6039424
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: Lopez, Armando
Contact Person: Lopez, Armando
Position: Principal
Telephone Number: 858-987-5500
Address: 4033 Ingraham St, Crown Point Elementary, San Diego, CA, 92109-5946,
E-mail Address: alopez11@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 Unified
SCHOOL DISTRICT

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: Crown Point Junior Music Academy

SITE CONTACT PERSON: Armando Lopez

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

PHONE: 858-987-5500 FAX: E-MAIL ADDRESS: alopez11@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:

    ☒ English Learner Advisory Committee (ELAC)   Date of presentation: 1/30/18

    ☐ 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) + PTO   Date of presentation: 1/29/18

    ☒ Other (list): Coffee w/ the Principal   Date of presentation: 2/6/18

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: 4/3/18

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.

Armando Lopez		5/18/18
Type/Print Name of School Principal	Signature of School Principal	Date
Mary Schlegel		5/18/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lochtefeld		5-30-18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

CPJMA Vision Statement: CPJMA educates children to be critical thinkers and problem solvers in a highly motivating, rigorous environment where academic growth is strengthened by the integration and study of music. All students have weekly music education in music theory, Kodaly and Orff Method, vocal instruction. The arts are at the center of all our school's activities.

Second language learners receive explicit ELD instruction four times a week, as well as students who require interventions in order to access the expected grade level common core standards.

Every six weeks student data is reviewed to measure if they are achieving their stated reading, math, and writing goals. Teachers meet in collaboratives twice a month to discuss student progress and review formative assessments

55% of CPJMA qualify for free and reduced lunch. This gives CPJMA the largest Title 1 population in the Mission Bay Cluster.

SCHOOL VISION AND REALITY

Crown Point Junior Music Academy is proud of the multiculturalism apparent in all classrooms. We celebrate many cultures by musical performances related to the unique lives demonstrated by our Multicultural Performance Series sponsored by the Yokohama Sister Cities Society.

As our school continues to develop the whole child, Crown Point Junior Music Academy supports the social-emotional component by funding an additional day of a school counselor to support whole class instruction, group support or individual counselling.

Crown Point Junior Music Academy continues to maintain strong partnerships throughout the community with The Yokohama Sister Cities Society, Classics "4" Kids, Team Assist and the YMCA.

Our demographics continue to change and we continue to analyze subgroups that are in need of additional support. As we have reviewed the past three years, the subgroups of English Learner, Hispanic Latino, and Socio-economically Disadvantaged continue to need additional support. Many of the PLCs and professional developments revolve around these subgroups or any other subgroups in need. As teachers continue to learn more about their students and instructional pedagogy, it is with our best in hopes to create systems to deliver strong initial teaching, quality differentiation of instruction, and effective intervention.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

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

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

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

When considering Professional Learning Communities, the questions that drive the Professional Learning Communities are as follows:
1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we enrich and extend the learning for students who are proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Professional Learning Communities (PLCs) respond to these questions and analyze student data in order to monitor student progress. 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 grade level growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Intervention groups three times a week, school wide phonics program, and extra area support to help students during transitions, an added day a week for school counselor to support growth groups, support groups, classroom support and Second Step training.

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

LCFF Community and Staff Engagement
Staff has been presented the LCFF budget. Staff collaborated on a plan to set-up trainings, professional developments, consultants and time-lines to address the requirements for each reporting period.

CPJMA is committed to offering highly effective instruction for all students. Small group instruction is a critical part of each classroom instruction. Data collection and grade level collaborative that centers on analyzing the data in order to meet the needs of all students.

SPED team works closely with classroom teachers to offer interventions for struggling students as well as offering supports for students with IEPS

Small group work is designated each day to address differentiated instruction from intervention to project based learning.
SSC looked at student data for ELL students and students who are achieving below grade level and agreed to support Power Hour that works with these groups of students.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Mary Schlegel	Parent
Susie Vitale	Parent
Cord Bailey	Parent
Lon Reed	Parent
Griselda Bailey	Parent
Clare Modiano	Classroom Teacher
Kristen Zittle	Classroom Teacher
Heather Jessee	Classroom Teacher
Catalina Valenzuela	Other School Personnel
Armando Lopez	Principal

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019,54.25%(approx.363rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019,66%(approx.335th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019,38%(approx.73rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019,50%(approx.65th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019,46%(approx.173rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019,45% (approx.95th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Socio-economically Disadvantaged

By June 2019,50%(approx.233rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019,52% (approx.145th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019,39% (approx.9of all SWD) 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):

DRA

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

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019,55%(approx.373rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019,71% (approx.335th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019,33%(approx.63rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019,38% (approx.55th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019,40%(approx.153rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019,30% (approx.45th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Socio-economically Disadvantaged

By June 2019,45%(approx.213rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019,19%(approx.55th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019,37% (approx.9all SWD) 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):

exit slips and site based assessments

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

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

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

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 100% 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.

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 English Learner goal?
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 77% (approx. 41 3rd graders) will meet or exceed level 38 in DRA. (this year's 2nd graders)

By June 2019, at least 76% (approx. 47 5th graders) will meet or exceed level 44 in DRA. (this year's 4th graders)

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):

Interim Assessments

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: By June 2019, 90% (approx. 320 families) will receive information regarding academic and citizenship progress of their children. By June 2019, 80 % of Crown Point Elementary Parents/Guardians will meet attend at least 4 Parent Involvement activities as measured by level Attendance.
Targeted Population: Hispanic Population English Learners Socio-Economically Disadvantaged **What data did you use to form these goals?** Feedback from a various parent groups: SSC, ELAC, PTA, PTO, Coffee with the Principal. Lunch with a loved one, performances, 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 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 Critical Concepts and Proficiency Scales in all content areas, in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of ELD instruction 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
- Teachers will use graphic organizers to support student understanding.
- All English learners will be assessed using CELDT/EPLAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build 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 and math 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 progress report, phone calls home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in 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.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Intervention Teacher) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Intervention Teacher (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

1. The school is working from bell to bell instruction to maximize. All staff members will provide opportunities for student growth through instructional practices.

2. Crown Point Jr. Music Academy staff is working collaboratively to ensure ELD students are supported daily in small group instruction aligned to data. Each classroom teacher conducts Power Hour four times a week that focuses on ELD instruction.

3 Counselor conducts weekly lessons in classrooms using Second Step Positive Intervention Program. Each classroom teacher extends Second Steps within the classroom weekly.

School site purchases a counselor one extra day a week to support students in small group counseling groups and works with SPED for RTI support.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		$2,000.00	$2,000.00	0073-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Software licenses will be purchased to support the intervention and enrichment of all students in all content areas.
Supplies		$7,527.00	$7,527.00	0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies will be purchased to support student achievement in all content areas for all students.

How will you monitor these strategies/activities?

Principal will meet with teachers four times a year to discuss student progress. Classroom observations will be conducted weekly.

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

Guided reading will be conducted daily in third grades as well as all grade levels. Power Hour will be conducted four times a week to address specific targeted areas for intervention and ELL students. Teachers will meet with principal four times a year to discuss progress for students in guided reading, intervention groups and power hour. RTI will be recommended when students require more interventions.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Pre and post assessments, monitoring meetings with teachers. Grade level assessments, Exit slips, student writing samples, teacher setting student goals

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

Classroom teachers will meet 8 times a year in PLCs addressing student data to align instruction to student needs. Each grade level will meet once every two weeks for one half day to collaborate grade level data.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$1,806.00	$2,174.25	0073-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teachers will be released for professional development and data analysis during the school day to support the student achievement in all content areas as well as the planning of lessons during tier 1 and tier 2 instruction.
Prof&Curriclm DevHrlyClsrmTchr		$1,661.00	$1,999.67	0073-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teachers will be paid to attend professional development/planning to support at-risk students in all content areas outside of their contract times.

How will you monitor these strategies/activities?

Classroom observations, principal attends teacher trainings, principal conducts PDs and various other trainings

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

Teachers will meet in PLC six times a year. Teachers will write end of the year goals, as well as goals for each reporting period for ELL, intervention. School wide enforcement of Second Steps, positive behavior support system. Counselor meets with growth groups during students' lunch times, as well as conducts peer relations lessons in the classrooms.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	$15,886.20	$22,808.76	0073-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	An extra day for the counselor will be funded to support the social-emotional well-being and academics of the whole child.

How will you monitor these strategies/activities?

End of the year goals. Second Step lessons to develop student social and emotional needs.

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

Parents have many opportunities to be a member of the CPJMA family during school hours. Suzuki violin classes, coffee with the principal, lunch with a loved one, after school PTO meetings and activities, volunteering in the classrooms and field trips, family days in the classrooms, tutoring students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		$1,286.00	$1,286.00	0073-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice supplies for inservice events.

How will you monitor these strategies/activities?

Pictures, handouts, sign-in sheets. parent feedback

Crown Point Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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

Intervention Support Goal::

Teachers will implement RTI strategies throughout the school year. The Principal will meet with teachers four times a year to review interventions being used and how they are supporting student achievement. Power Hour will take place four times a week which is small group instruction for at-risk students below grade level and ELL students. Each support system will be data-driven and reviewed every six weeks.

Teachers will meet in PLC twice a month (every other Wednesday) during early release days. As well as four full days to analyze data and adjust classroom instruction. Grade level assessments, on-demand writings, writing celebrations, exit slips will be used as part of the data collection.

Identified Need::

Our ELL students need direct ELD instruction daily to support their progress in language development. Intervention groups will need to be aligned to data every 6 weeks to inform the instructional needs of our English Learners.

The ethnicity of Hispanic Latino and demographic of Socio-economically Disadvantaged are subgroups that are at-risk based on summative SBAC data. Differentiated instruction will be implemented by all teachers in all grade levels.

Target Group::

EL students in all grades. Specific instruction for students at the intermediate level for more than two years.

English Learner, Hispanic Latino and Socio-economically Disadvantaged subgroups scoring in the "not met" and "nearly met" have also been identified in SBAC data in third through fifth grade.

Monitoring::

Principal will meet with teachers four times a year to check on progress on targeted students. Targeted students work will be reviewed during PLCs. Goals will be set for each targeted student

Personnel Responsible::

Classroom teachers, principal

Goal 2: Classroom Supports

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

Classroom Support Goal::

Teachers will have more access to leveled text to be used during Guided Reading, unit and lesson studies will be designed during PLCs to target student/ teacher, Principal will make cycles of observations directed to a particular focus and student need. Feedback will be shared with teachers by grade level and individually.

Identified Need: Specific attention needs to be given to the RTI process. Interventions given in classrooms with documentation.

Target Group::

Students performing below grade level in ELA and Math grades 1-5

Monitoring::

Teachers will supply formative data periodically in PLCs with their team and the principal. Teachers will also supply data every six weeks with the principal and their grade level team related to intervention strategies and the results of summative data. Every six weeks strategies will be adjusted or expanded or discontinued

Personnel Responsible::

Classroom teachers, principal, support teachers

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:

CPJMA will focus on Balanced Literacy, RTI structure and ELD. District supports will be used to support staff training

Identified Need::

CPJMA has grown in size adding more ELL students and students with special needs. The staff requires training to help meet the needs of these students. The targeted group will be students who are below grade level and ELL students in grades 1-5

Target Group::

ELL and below grade level students in grades 1-5

Monitoring::

Students will be monitored through principal/teacher conferences. Intervention meetings set for every six weeks. data will be collected for all students to review during each of these meetings

Personnel Responsible::

Teachers, principal, support personnel

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrm Tchr Hrly		$17,443.31	$21,000.00	0073-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	These funds will be utilized to support ELPAC testing, English Learner Pull-out support, and teacher consultation when supporting English Learners in all content areas.
Prof&Curriclm Dev Vist Tchr		$11,221.86	$13,510.00	0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 3	Teachers will receive professional development in all content areas supporting quality first instruction, small group instruction based on formative assessments, and intervention.

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
Crown Point
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	181	59.7	182	56.0	177	49.2	-10.5	-6.8		181	48.1	183	47.0	180	47.2	-0.9	0.2
Female	105	68.6	104	60.6	87	51.7	-16.9	-8.9		105	52.4	104	51.0	88	45.5	-6.9	-5.5
Male	76	47.4	78	50.0	90	46.7	-0.7	-3.3		76	42.1	79	41.8	92	48.9	6.8	7.1
African American	12	25.0	8	-	5	-	-	-		13	23.1	8	-	5	-	-	-
Asian	3	-	5	-	2	-	-	-		3	-	5	-	2	-	-	-
Filipino	3	-	2	-	3	-	-	-		3	-	2	-	3	-	-	-
Hispanic	86	54.7	80	37.5	87	37.9	-16.8	0.4		86	41.9	81	30.9	88	30.7	-11.2	-0.2
Indochinese	5	-	4	-	2	-	-	-		4	-	4	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	2	-	-	-		0	-	1	-	2	-	-	-
White	60	63.3	72	70.8	59	64.4	1.1	-6.4		60	51.7	72	59.7	61	63.9	12.2	4.2
Multiracial	12	91.7	10	60.0	17	47.1	-44.6	-12.9		12	66.7	10	60.0	17	47.1	-19.6	-12.9
English Learner	30	16.7	32	15.6	23	0.0	-16.7	-15.6		29	24.1	34	17.6	25	4.0	-20.1	-13.6
English-Speaking	151	68.2	150	64.7	154	56.5	-11.7	-8.2		152	52.6	149	53.7	155	54.2	1.6	0.5
Reclassified†	19	78.9	7	-	26	69.2	-9.7	-		19	63.2	7	-	26	57.7	-5.5	-
Initially Eng. Speaking	132	66.7	143	64.3	128	53.9	-12.8	-10.4		133	51.1	142	52.1	129	53.5	2.4	1.4
Econ. Disadv.*	114	52.6	116	44.0	110	35.5	-17.1	-8.5		114	36.8	117	35.0	111	36.0	-0.8	1.0
Non-Econ. Disadv.	67	71.6	66	77.3	67	71.6	0.0	-5.7		67	67.2	66	68.2	69	65.2	-2.0	-3.0
Gifted	54	83.3	59	76.3	46	73.9	-9.4	-2.4		53	81.1	59	76.3	46	87.0	5.9	10.7
Not Gifted	127	49.6	123	46.3	131	40.5	-9.1	-5.8		128	34.4	124	33.1	134	33.6	-0.8	0.5
With Disabilities	16	25.0	19	26.3	16	6.3	-18.7	-20.0		15	20.0	18	22.2	16	6.3	-13.7	-15.9
WO Disabilities	165	63.0	163	59.5	161	53.4	-9.6	-6.1		166	50.6	165	49.7	164	51.2	0.6	1.5
Homeless	10	40.0	13	30.8	17	29.4	-10.6	-1.4		10	20.0	15	6.7	17	35.3	15.3	28.6
Foster	1	-	2	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	30	50.0	29	62.1	35	68.6	18.6	6.5		31	45.2	29	51.7	35	65.7	20.5	14.0

* 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
Crown Point
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	56	46.4	61	47.5	67	49.3	2.9	1.8		55	52.7	61	55.7	68	50.0	-2.7	-5.7
Female	34	58.8	32	50.0	30	50.0	-8.8	0.0		34	58.8	31	58.1	30	50.0	-8.8	-8.1
Male	22	27.3	29	44.8	37	48.6	21.3	3.8		21	42.9	30	53.3	38	50.0	7.1	-3.3
African American	3	-	3	-	2	-	-	-		3	-	3	-	2	-	-	-
Asian	1	-	2	-	1	-	-	-		1	-	2	-	1	-	-	-
Filipino	1	-	0	-	1	-	-	-		1	-	0	-	1	-	-	-
Hispanic	27	44.4	26	42.3	37	40.5	-3.9	-1.8		27	51.9	27	40.7	37	35.1	-16.8	-5.6
Indochinese	1	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
White	19	42.1	25	56.0	18	61.1	19.0	5.1		19	52.6	24	70.8	19	73.7	21.1	2.9
Multiracial	4	-	4	-	7	-	-	-		4	-	4	-	7	-	-	-
English Learner	13	23.1	10	20.0	11	0.0	-23.1	-20.0		12	50.0	11	36.4	11	0.0	-50.0	-36.4
English-Speaking	43	53.5	51	52.9	56	58.9	5.4	6.0		43	53.5	50	60.0	57	59.6	6.1	-0.4
Reclassified†	1	-	0	-	7	-	-	-		1	-	0	-	7	-	-	-
Initially Eng. Speaking	42	52.4	51	52.9	49	55.1	2.7	2.2		42	52.4	50	60.0	50	58.0	5.6	-2.0
Econ. Disadv.*	32	31.3	42	31.0	48	43.8	12.5	12.8		31	32.3	42	47.6	48	39.6	7.3	-8.0
Non-Econ. Disadv.	24	66.7	19	84.2	19	63.2	-3.5	-21.0		24	79.2	19	73.7	20	75.0	-4.2	1.3
Gifted	11	81.8	22	59.1	14	85.7	3.9	26.6		10	90.0	22	77.3	14	85.7	-4.3	8.4
Not Gifted	45	37.8	39	41.0	53	39.6	1.8	-1.4		45	44.4	39	43.6	54	40.7	-3.7	-2.9
With Disabilities	3	-	8	-	16	6.3	-	-		2	-	7	-	16	6.3	-	-
WO Disabilities	53	49.1	53	50.9	63	52.4	3.3	1.5		53	54.7	54	59.3	64	53.1	-1.6	-6.2
Homeless	5	-	5	-	4	-	-	-		5	-	6	-	4	-	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	12	41.7	15	66.7	14	71.4	29.7	4.7		12	41.7	15	73.3	14	78.6	36.9	5.3

* 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
Crown Point
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	80	63.8	46	65.2	60	43.3	-20.5	-21.9	81	48.1	47	40.4	62	50.0	1.9	9.6
Female	47	68.1	26	73.1	31	45.2	-22.9	-27.9	47	55.3	27	40.7	32	40.6	-14.7	-0.1
Male	33	57.6	20	55.0	29	41.4	-16.2	-13.6	34	38.2	20	40.0	30	60.0	21.8	20.0
African American	8	-	1	-	3	-	-	-	9	-	1	-	3	-	-	-
Asian	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	34	58.8	20	40.0	27	25.9	-32.9	-14.1	34	35.3	20	25.0	28	32.1	-3.2	7.1
Indochinese	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	29	69.0	19	78.9	23	65.2	-3.8	-13.7	29	58.6	20	45.0	24	62.5	3.9	17.5
Multiracial	4	-	2	-	4	-	-	-	4	-	2	-	4	-	-	-
English Learner	13	15.4	11	18.2	7	-	-	-	13	0.0	12	16.7	9	-	-	-
English-Speaking	67	73.1	35	80.0	53	49.1	-24.0	-30.9	68	57.4	35	48.6	53	56.6	-0.8	8.0
Reclassified†	7	-	1	-	6	-	-	-	7	-	1	-	6	-	-	-
Initially Eng. Speaking	60	71.7	34	79.4	47	48.9	-22.8	-30.5	61	54.1	34	47.1	47	53.2	-0.9	6.1
Econ. Disadv.*	51	56.9	25	48.0	35	22.9	-34.0	-25.1	52	36.5	26	15.4	36	38.9	2.4	23.5
Non-Econ. Disadv.	29	75.9	21	85.7	25	72.0	-3.9	-13.7	29	69.0	21	71.4	26	65.4	-3.6	-6.0
Gifted	28	85.7	9	-	22	63.6	-22.1	-	28	78.6	9	-	22	86.4	7.8	-
Not Gifted	52	51.9	37	59.5	38	31.6	-20.3	-27.9	53	32.1	38	28.9	40	30.0	-2.1	1.1
With Disabilities	5	-	7	-	16	6.3	-	-	5	-	7	-	16	6.3	-	-
WO Disabilities	75	65.3	39	71.8	54	48.1	-17.2	-23.7	76	48.7	40	42.5	56	55.4	6.7	12.9
Homeless	3	-	5	-	6	-	-	-	3	-	15	6.7	6	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	12	50.0	7	-	15	73.3	23.3	-	13	38.5	7	-	15	60.0	21.5	-

* 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
Crown Point
Grade 5

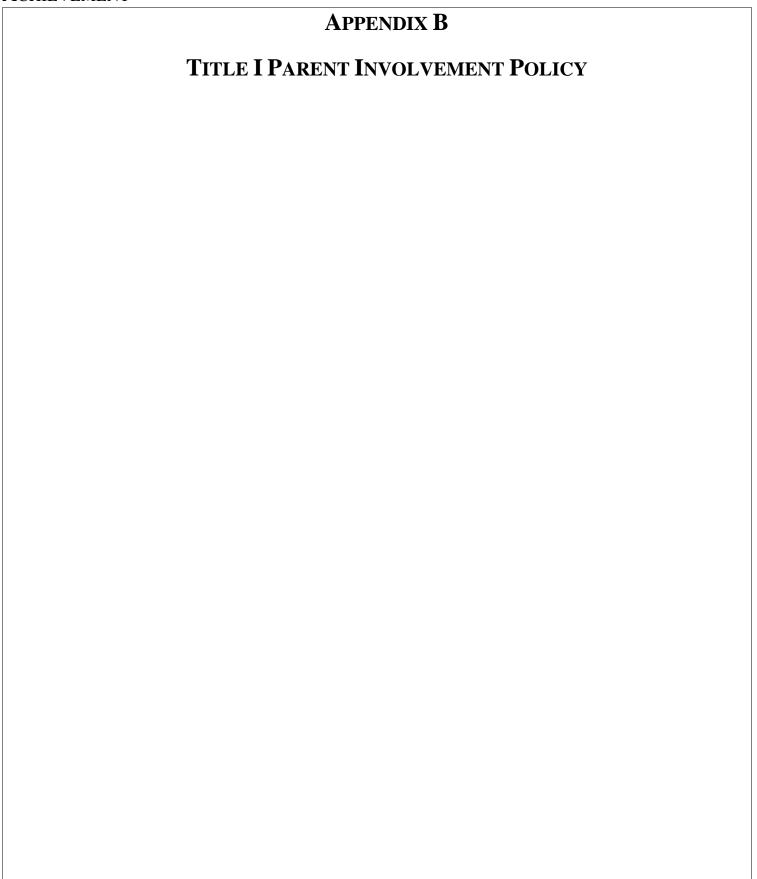| Student Group	English Language Arts 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	2016 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	2016 %
Total	45	68.9	75	57.3	50	56.0	-12.9	-1.3	45	42.2	75	44.0	50	40.0	-2.2	-4.0
Female	24	83.3	46	60.9	26	61.5	-21.8	0.6	24	37.5	46	52.2	26	46.2	8.7	-6.0
Male	21	52.4	29	51.7	24	50.0	-2.4	-1.7	21	47.6	29	31.0	24	33.3	-14.3	2.3
African American	1	-	4	-	0	-	-	-	1	-	4	-	0	-	-	-
Asian	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	25	60.0	34	32.4	23	47.8	-12.2	15.4	25	40.0	34	26.5	23	21.7	-18.3	-4.8
Indochinese	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	12	83.3	28	78.6	18	66.7	-16.6	-11.9	12	33.3	28	60.7	18	55.6	22.3	-5.1
Multiracial	4	-	4	-	6	-	-	-	4	-	4	-	6	-	-	-
English Learner	4	-	11	9.1	5	-	-	-	4	-	11	0.0	5	-	-	-
English-Speaking	41	75.6	64	65.6	45	62.2	-13.4	-3.4	41	43.9	64	51.6	45	44.4	0.5	-7.2
Reclassified†	11	72.7	6	-	13	69.2	-3.5	-	11	45.5	6	-	13	38.5	-7.0	-
Initially Eng. Speaking	30	76.7	58	65.5	32	59.4	-17.3	-6.1	30	43.3	58	48.3	32	46.9	3.6	-1.4
Econ. Disadv.*	31	67.7	49	53.1	27	37.0	-30.7	-16.1	31	41.9	49	34.7	27	25.9	-16.0	-8.8
Non-Econ. Disadv.	14	71.4	26	65.4	23	78.3	6.9	12.9	14	42.9	26	61.5	23	56.5	13.6	-5.0
Gifted	15	80.0	28	85.7	10	80.0	0.0	-5.7	15	80.0	28	71.4	10	90.0	10.0	18.6
Not Gifted	30	63.3	47	40.4	40	50.0	-13.3	9.6	30	23.3	47	27.7	40	27.5	4.2	-0.2
With Disabilities	8	-	4	-	6	-	-	-	8	-	18	22.2	6	-	-	-
WO Disabilities	37	78.4	71	59.2	44	61.4	-17.0	2.2	37	48.6	71	46.5	44	43.2	-5.4	-3.3
Homeless	2	-	3	-	7	-	-	-	2	-	15	6.7	7	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	7	-	6	-	-	-	6	-	7	-	6	-	-	-

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

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

CPJMA has developed a written Title I parental involvement policy with input from the Title I parents. CPJMA conducted a survey of parents to determine areas of need within the school and the greatest number of ways Parents can involve themselves in the instructional and social emotional development of its students. Collected Data was then taken to the School Site Council for refinement and inclusion in the final draft of the policy.

The Policy has been distributed to the parents of Title I students via the site's Back to School Night .

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 CPJMA, the following practices have been established.
- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting is held during our back to school night and the policy is review publically with a question and answer session immediately following.
- The school offers a flexible number of meetings for Title I parents, including Principal's coffees, PTO.
- The school involves parents of Title I students in an organized, ongoing, and timely way in the planning, Review, and improvement of the school's Title I programs and the Title I parent Involvement Policy. At CPJMA this involves first, publishing, tabulating, and reviewing an annual parent survey on site safety, instructional, and administrative issues. These issues are then brought forward to the SSC for discussion in order to determine if and how the school can and should respond.
- The school provides parents of Title I students with timely information about Title I programs. At CPJMA, that information is introduced through the SSC and a determination of which information is sent out to parents via an all-call or letter home is made.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress,
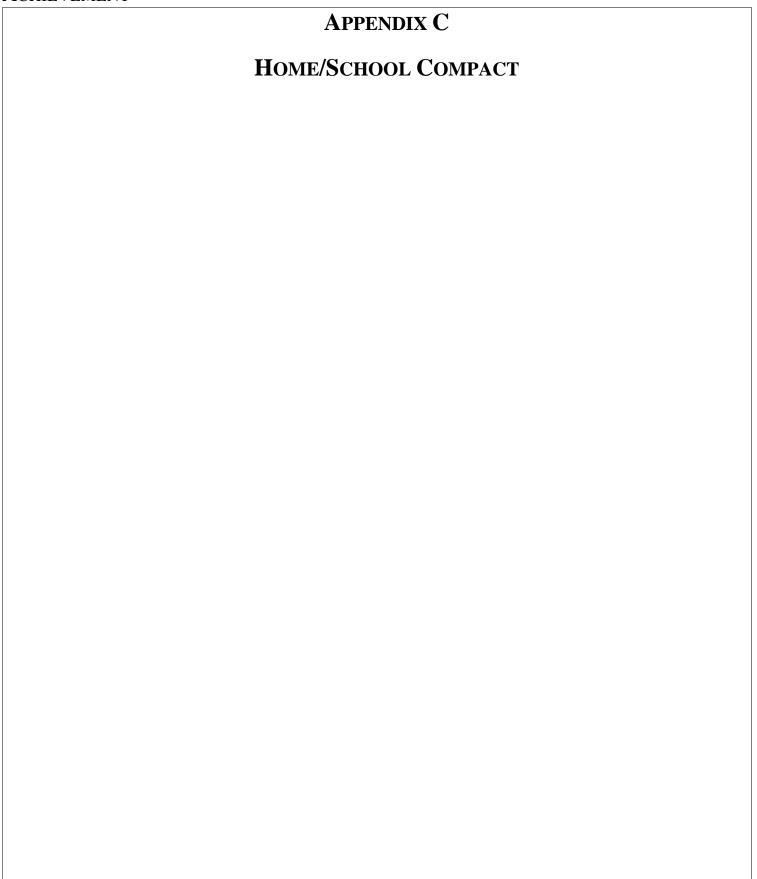
and the proficiency levels students are expected to meet. At CPJMA, this involves information sent home with students in the planner, a meeting in September at the annual back to school night reviewing and overviewing curriculum expectations and assessment practices.

- CPJMA involves parents in the decision-making process through compilation of data of an annual parent survey, participation in both the Site Governance and School Site Council, and through input given in the course of parent teacher conferences and feedback from students.

- CPJMA 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. ELAC Meetings are held monthly to help keep parents informed of latest updates

- The school Provides Title I parents with materials and training to help them work with their children to improve their student's achievement. At CPJMA parents have access to instructional materials that can be accessed at home, online support systems and tutorial sites, and direct access to teachers to help identify specific strategies to work with their children for maximal academic success.

- 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. CPJMA encourages parent volunteerism and consistently has partners who dedicate themselves to assisting with productions, those who sit on advisory committees, and leadership teams.

- The school distributes information related to school and parent programs, meetings, and other activities to the Title I parents in a format and language that parents understand. At CPJMA all documentation is presented in both English and Spanish, our two primary language bases.

- The school provides support for parental involvement activities requested by title I Parents. As needed, we comply with all requests for parental and school partnering.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO CITY SCHOOLS

HOME/SCHOOL COMPACT

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

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

School Responsibilities:

Crown Point will:

1. The teachers and other support staff are committed to providing all students a rigorous instructional program. Students will be engaged in a three-hour literacy block, seventy-five minutes of mathematics and two hours a week of science.

2. Parent conferences will be held twice a year. The dates are November Nov. 12-16, 2018 and March 18-22, 2019. Parents are encouraged to visit their child's classroom; however, we ask that they give the teacher a 24 hr. notice.

3. Parents will receive an official report card three times during the year.

4. Staff is always available to meet with parents before or after the school day. The only requirement that we have is that parents call and make an appointment. Staff also communicates with parents via telephone, written or e-mail.

5. At the beginning of the school year, teachers send a letter informing parents of classroom policies/routines. The teacher also invites/encourages parents to volunteer, participate, or observe. Once again, the only requirement we have is that parents give teachers a 24 hr. notice.

Parent Responsibilities:

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

-   Monitoring attendance.
-   Making sure that homework is completed.
-   Monitoring the amount of television my child watches.
-   Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, School Governance Team or other school advisory groups.
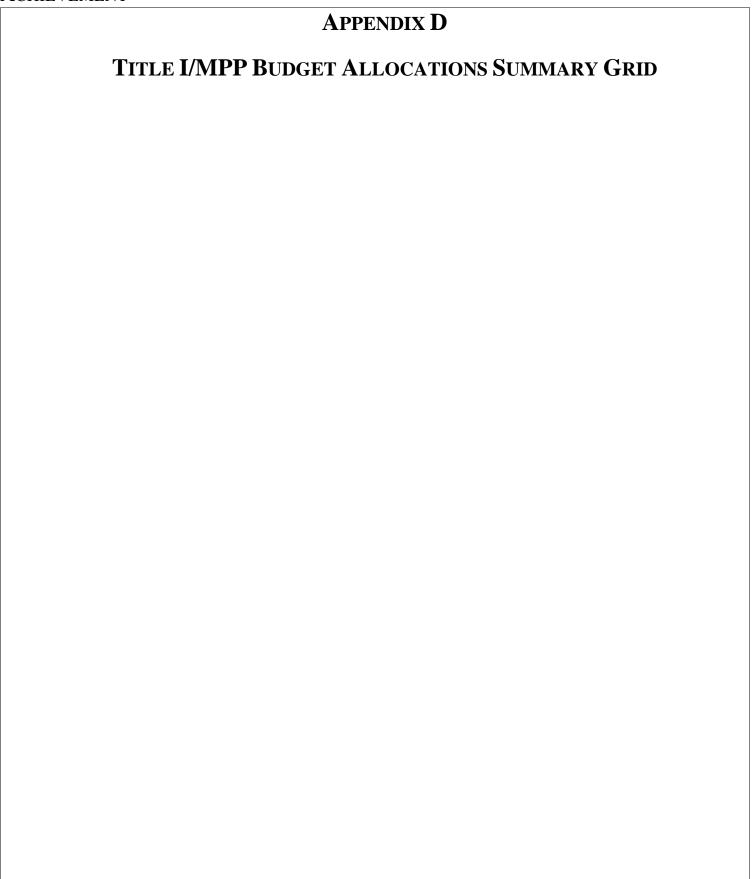
<u>Student Responsibilities:</u>

We, as students, will share the responsibility to improve our academic achievement and achieve Common Core high standards.

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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
Crown Point Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 11,221.86
		1957	**Non Clsrm Tchr Hrly**			$ 17,443.31
		3000	**Employee Benefits**			$ 5,844.83
	09800 Total					**$ 34,510.00**
	30100	1170	**Prof&Curriclm DevHrlyClsrmTchr**			$ 1,661.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 1,806.00
		1210	**Counselor**	School Counselor	0.2000	$ 15,886.20
		3000	**Employee Benefits**			$ 7,629.48
		4301	**Supplies**			$ 7,527.00
		5841	**Software License**			$ 2,000.00
	30100 Total				**0.2000**	**$ 36,509.68**
	30103	4304	**Inservice supplies**			$ 1,286.00
	30103 Total					**$ 1,286.00**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Crown Point Junior Music Academy
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The School has a pacing guide containing the Critical Concepts for SDUSD for each grade level that is unpacked and analyzed to ensure lessons are created that are aligned to the district and California State Standards expectations. Currently the school is selecting and deciding on common summative assessments for all content areas. A review and deeper focus on balanced literacy and guided reading will be implemented during professional development and professional learning communities.
CLOSING THE ACHIEVEMENT GAP	Each year the school creates goals based on past SBAC (ELA, Math) and DRA data. Continual analysis of all subgroups is done ensuring an equitable focus on at-risk students. 18-19 subgroup focus: English Learners, SWD, Socio-Economically Disadvantaged, Hispanic Latino
PROFESSIONAL DEVELOPMENT	Have received professional development on the best practices of PLC, formative assessment, and unpacking of the standards. This will allow for deep analysis of student data leading to quality differentiation and intervention. The current focus of balanced literacy and Guided Reading will continue throughout the school year.
GRADUATION/PROMOTION	Staff reviews summative data three times a year. Between the trimesters, staff analyze data creating lessons for tier 1 and 2 instruction. DRA data and running records are disaggregated to to determine Guided Reading groups.
PARENT ENGAGEMENT	There are many events that happen at school either showcasing students academically or musically. There are many partnerships that are maintained including Military Kids Club, Yokohama Sister City Society, and the YMCA. The school will be looking at better systems to document the attendance of the major events and the sharing of progress monintoring with all families.