



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT CUBBERLEY ELEMENTARY SCHOOL

**2018-19**

37-68338-6039432  
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:** Ruvalcaba, Magdalena  
**Contact Person:** Ruvalcaba, Magdalena  
**Position:** Principal  
**Telephone Number:** 858-496-8075  
**Address:** 3201 Marathon Dr, Cubberley Elementary, San Diego, CA, 92123-2638,  
**E-mail Address:** mruvalcaba@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: *Cubberley*

SITE CONTACT PERSON: *Magdalena Rivalcaba*

PHONE: *(8) 496-8075*

FAX:

E-MAIL ADDRESS: *mruvalcaba@sandi-net*

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

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____         |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____         |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____         |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>4/3/18</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____         |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/3/18

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.

<u>Magdalena Rivalcaba</u> Type/Print Name of School Principal	<u><i>Magda R</i></u> Signature of School Principal	<u>4/3/18</u> Date
<u>Scott Lindbeck</u> Type/Print Name of SSC Chairperson	<u><i>Scott Lindbeck</i></u> Signature of SSC Chairperson	<u>4/3/18</u> Date
<u>Kimberly Loutefeu</u> Type/Print Name of Area Superintendent	<u><i>Kimberly</i></u> Signature of Area Superintendent	<u>4-16-18</u> Date

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

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

Cubberley Elementary is located in the Serra Mesa area of San Diego, and has fostered excellence since 1959. Cubberley School primarily serves resident families, and also welcomes students from outside the area who choose to attend through the district's School Choice program . We offer a comprehensive curriculum with a strong focus on academic excellence for all students.

Our analysis of hard and soft data has led us to focus on strengthening our Tier I instruction for ALL learners. In doing so, we will not only support students that are meeting and exceeding standards, but we will impact our students that are in need of additional support; specifically, our students with IEPs and our English Learners.

For the last two years, our teachers have participated in extensive professional development opportunities in Math Studio and the San Diego Math Network. They have worked diligently to learn and implement standards-based practices (e.g., manipulatives to develop meaningful conceptual models, instructionally embedded assessment, questioning to elicit student thinking). Teachers have enhanced their mathematical content knowledge while simultaneously developing their pedagogical sense. This has resulted in students being engaged in cognitively demanding math tasks; productive mathematical discourse focusing on reasoning, sense making, representations, justifications, and generalizations.

In addition to sustaining our strong math practices we will place a needed emphasis on reading and writing instruction using multiple curriculum resources including the Reading and Writing Units of Study by Lucy Calkins. These units are built on best practices and proven frameworks developed over years of work in classrooms across the country and around the world. Our teachers will offer state-of-the-art reading and writing workshops that help students meet and exceed global standards. Our teachers have had the opportunity to participate in Summer Writing Institutes as well as reading instruction workshops. They will implement strategies and methods used in these institutes and workshops to provide students with a quality balanced reading and writing program including: read aloud, shared reading, readers workshop, guided reading, and independent reading with conferring, writers workshop, and interactive writing). Teachers will also continue to refine their skills in providing supports for our growing population of English Learners.

At Cubberley, our students are engaged in project/problem-based learning. All students participate in Project Lead the Way, a science and engineering curriculum in our iCAN Studio, where we tap into our students' exploratory nature and learning feels like play as students collaborate with classmates to become designers and innovators.

Our Cubberley community strives to work together to promote a positive, responsible, respectful, safe environment through our Peace Builder program. Also, all teachers teach weekly lessons using the Second Step curriculum to provide our students with the skills for social/emotional behavior and self-regulation. This will promote school success and overall safety and support. Our overall goal is to develop students who take an active stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world.

**SCHOOL VISION AND REALITY**

Cubberley Elementary is a school where all children are supported to achieve their full academic potential through rigorous common core based instruction. All children are actively engaged in rigorous tasks and teachers provide many opportunities to foster collaboration. Teachers consistently hold high expectations that students will do their best work and emphasize deep understanding.

## Cubberley Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Teachers work collaboratively and stay current with professional practice in order to support the success of all students; this is done by participating in professional development, training opportunities, and working collaboratively in professional learning communities (PLCs) to refine assessment, plan purposeful lessons, teach and reflect.

All children are supported, safe, cared for, and known by all adults on campus; families are actively involved in the educational process through volunteering, governance, and home-based support.

### **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. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction.

**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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page. Advisory groups that were invited to consult were the ILT, certificated staff, classified staff, parents, SSC, and Governance Team.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Teachers have been involved in discussions all year regarding our priorities for next year. Several staff meetings were dedicated specifically to gathering input regarding priorities and supports for 2018-2019. Parents have been involved in the budget development process through PTA and SSC. Parents have been involved in determining budget priorities and supports for 2018-2019.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT****Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 70% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 28 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:****STUDENTS WITH DISABILITY**

By June 2019, 100% (approximately two 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approximately three 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):**

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

Teachers will meet by grade level/department, in PLCs, to analyze DRAs and reading achievement 3 times per year. Analysis will inform subsequent instruction.



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

By June 2019, 70% (approx. 17 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 70% (approx. 28 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:****STUDENTS WITH DISABILITY**

By June 2019, 100% (approximately two 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approximately three 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):**

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

Teachers will meet by grade level/department, in PLCs, 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 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**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 Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction.

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

By June 2019, at least 80% (approx. 19 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 75% (approx. 30 5<sup>th</sup> 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):**

Teacher's conferring notes/data

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

Teachers and principal will meet to analyze end of unit assessments DRA/ARI/SRI several 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, 100% (approx. 187 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 90% (approx. 168 families) will attend a family involvement event at school (parent conferences, volunteer event, PTA sponsored activity).

**Targeted Population:**

All students

**What data did you use to form these goals?**

Attendance through Sign-in Sheets

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

Teachers and principal will monitor progress using sign-in sheets and logs to track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will provide balanced literacy instruction including (read aloud, shared reading, readers workshop, guided reading, and independent reading with conferring)
- All teachers will use the ELA Framework and California grade level standards 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.
- All teachers will use multiple measures of assessment (i.e., End of Unit assessments, teacher-created assessments) to monitor progress and adjust instruction based upon the needs of students.
- All teachers will analyze on-demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All teachers will teach mathematics using the mathematics framework to include grade-level content and math practices for all students.
- Teachers in grades 3-5 will apply methods and pedagogy from the Teachers' Development Group Math Studio seminars and classroom lab visits.
- Teachers in grades 3-5 will apply their understandings of math content learned in the San Diego Math Network group.
- Teachers will participate in on site and district professional development to strengthen literacy, math, and language acquisition instruction.
- Teachers will apply and teach techniques and strategies taught in site and district professional development.
- All teachers will implement Project Lead the Way modules to teach 21st century skills through a hands-on project/problem-based curriculum.
- 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.
- Teachers will work collaboratively, across 1 or 2 grade levels if necessary, in PLCs to analyze student work, co-plan lessons based on student assessments, co-teach lessons, debrief lessons, and plan next steps for students and teachers, adjusting instruction accordingly.
- Teachers will work collaboratively, across 1 or 2 grade levels if necessary, in PLCs to identify students who are not on track to meet grade level standards.
- All teachers will implement Second Step curriculum to support student social/emotional well-being.

***Strategic Support (Tier 2)***

- Teachers will create and maintain student profiles for students that are not on track to meet grade level standards in literacy. Profiles will include: CELDT and ELPAC scores (strengths and weaknesses) for English Learners, a minimum of one thoroughly analyzed running record per month (to determine next steps), a current writing sample that has been scored using a grade-level rubric, other work samples to be determined by staff.
- Extended learning time (ASES PrimeTime Academic Program) will be provided to address specific student needs.
- Retired teacher will provide supplemental targeted small group instruction to address specific student needs in literacy and math.
- Teachers will make at least 3 home contacts (i.e. progress report, phone call, home visit) to discuss the progress of at-risk students
- Educational specialist will provide push in supplemental small group instruction for targeted students in need (if caseload is not at maximum).

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- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher (i.e. additional guided/shared reading).
- Teachers will keep small group of targeted (struggling or ELs) students to provide focused support to clarify understanding prior to sending students off to work independently.

### ***Intensive Intervention (Tier 3)***

- Counselor and Resource Specialist will provide monthly check in with at risk students
- Support by Student Study Team to address literacy and math needs of students who are two or more years below proficiency.
- Psychologist is available to observe and consult with classroom teacher to assist with differentiating instruction based on student need.
- Resource Specialist will observe and consult with classroom teacher to assist with differentiating instruction based on student need.
- Resource Specialist will provide push in supplemental small group instruction for targeted students in need (if caseload is not at maximum).

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

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$2,449.00	\$2,449.00	0075-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	To provide supplemental supplies and/or curriculum to support English Learners.
Contracted Svcs Less Than \$25K		\$750.00	\$750.00	0075-30100-00-5853-2130-0000-01000-0000	Title I Basic Program	02, 03, 04	Project Lead the Way (PLTW) participation contract will support teachers in implementing project-based/problem-based science and engineering curriculum for all students.

### **How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

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

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom PARAS Hrly		\$1,500.00	\$1,926.15	0075-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Provide strategic support to English Learners in order to close the achievement gap.
Retired Clsrm Teacher Hrly		\$8,500.00	\$10,233.15	0075-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Retired teacher will provide targeted small group instruction to English Learners and students in need of additional support.

**How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

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

Cross-curricular articulation will take place monthly. All grade levels will meet monthly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. 2. Site professional development for the 2016-17 year will focus on multiple representation in mathematics, English Language Arts, and science.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$2,500.00	\$3,009.75	0075-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for teachers to participate in PLCs to participate in lesson study to support students.
Prof&Curriclm DevHrlyClsrmTchr		\$831.00	\$1,000.45	0075-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 04	Teachers to collaborate and plan for targeted student interventions.

**How will you monitor these strategies/activities?:**

- \*Attendance at cluster and site professional development
- \*Grade level team meetings/PLC
- \*Continue monitoring of student progress by administration, ILT and teachers

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

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

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

**How will you monitor these strategies/activities?**

- \*Phone calls home
- \*SART and SARB letters
- \*Counselor interventions such as individual and group meetings
- \*Student Study Team meeting with teachers, parents, support staff...etc.

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**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 School will have multiple opportunities for parents to participate in principal meetings. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading and writing strategies, SBAC assessment information, and the new science curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$462.00	\$462.00	0075-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	04, 05	To purchase supplies (paper, markers, etc.) to support parent involvement.
Inservice supplies		\$200.00	\$200.00	0075-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	04, 05	To purchase refreshments for parent involvement events.

**How will you monitor these strategies/activities?**  
 \*Sign in sheets from principal/parent meetings  
 \*Communication through School Messenger, E-Blast/Loma Lines, flyers and the school website  
 \*PTA meetings  
 \*SSC meetings  
 \*Open door policy to meet with parents and community members about individual concerns



Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal::</b> Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p><b>Identified Need::</b> Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p><b>Target Group::</b> Struggling students (ELs and EOs) at-risk of not meeting grade level standards.</p> <p><b>Monitoring::</b> Logs by Library Assistant of students assisted; Classroom assessments of students supported.</p> <p><b>Personnel Responsible::</b> Principal</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p><b>Identified Need::</b> Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p><b>Target Group::</b> Struggling students (ELs and EOs) at-risk of not meeting grade level standards.</p> <p><b>Monitoring::</b> Logs by Library Assistant of students assisted. Classroom assessments of students supported.</p> <p><b>Personnel Responsible::</b> Principal</p>

**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:**

Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom. Staff will be able to work on PD when Library Asst is working with students.

**Identified Need::**

Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.

**Target Group::**

Struggling students (ELs and EOs) at-risk of not meeting grade level standards.

**Monitoring::**

Logs by Library Assistant of students assisted. Classroom assessments of students supported.

**Personnel Responsible::**

Principal

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$10,715.00	\$10,715.00	0075-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional materials to support core program, Tier I instruction as well as strategic support for Tier 2 (to include supplies as well as supplemental curriculum).
Classroom PARAS Hrly		\$5,000.00	\$6,420.50	0075-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Hourly paraprofessional to provide strategic support in literacy and math to students at risk of not meeting grade level standards.

## **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](http://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**  
**Cubberley**  
**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	77	54.5	73	64.4	87	55.2	0.7	-9.2	77	40.3	73	49.3	89	58.4	18.1	9.1
Female	37	54.1	41	63.4	47	55.3	1.2	-8.1	37	32.4	41	46.3	47	61.7	29.3	15.4
Male	40	55.0	32	65.6	40	55.0	0.0	-10.6	40	47.5	32	53.1	42	54.8	7.3	1.7
African American	8	-	11	54.5	10	30.0	-	-24.5	8	-	11	45.5	9	-	-	-
Asian	2	-	1	-	2	-	-	-	2	-	1	-	4	-	-	-
Filipino	5	-	5	-	4	-	-	-	5	-	5	-	4	-	-	-
Hispanic	23	43.5	24	70.8	34	61.8	18.3	-9.0	23	34.8	24	54.2	34	58.8	24.0	4.6
Indochinese	5	-	1	-	1	-	-	-	5	-	1	-	1	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	16	68.8	17	64.7	18	55.6	-13.2	-9.1	16	50.0	17	52.9	19	63.2	13.2	10.3
Multiracial	17	58.8	14	57.1	17	47.1	-11.7	-10.0	17	35.3	14	28.6	17	52.9	17.6	24.3
English Learner	8	-	2	-	6	-	-	-	8	-	2	-	8	-	-	-
English-Speaking	69	56.5	71	64.8	81	56.8	0.3	-8.0	69	40.6	71	49.3	81	59.3	18.7	10.0
Reclassified†	8	-	6	-	3	-	-	-	8	-	6	-	3	-	-	-
Initially Eng. Speaking	61	54.1	65	64.6	78	55.1	1.0	-9.5	61	36.1	65	50.8	78	60.3	24.2	9.5
Econ. Disadv.*	40	42.5	46	58.7	57	45.6	3.1	-13.1	40	35.0	46	45.7	59	50.8	15.8	5.1
Non-Econ. Disadv.	37	67.6	27	74.1	30	73.3	5.7	-0.8	37	45.9	27	55.6	30	73.3	27.4	17.7
Gifted	22	90.9	26	88.5	24	87.5	-3.4	-1.0	22	68.2	26	69.2	24	87.5	19.3	18.3
Not Gifted	55	40.0	47	51.1	63	42.9	2.9	-8.2	55	29.1	47	38.3	65	47.7	18.6	9.4
With Disabilities	14	0.0	14	35.7	0	-	-	-	14	0.0	14	21.4	13	7.7	7.7	-13.7
WO Disabilities	63	66.7	59	71.2	73	65.8	-0.9	-5.4	63	49.2	59	55.9	76	67.1	17.9	11.2
Homeless	1	-	3	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	4	-	-	-	6	-	4	-	4	-	-	-

\* 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**  
**Cubberley**  
**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	26	53.8	22	63.6	37	45.9	-7.9	-17.7	26	42.3	22	68.2	38	55.3	13.0	-12.9
Female	11	54.5	14	57.1	21	57.1	2.6	0.0	11	36.4	14	71.4	22	68.2	31.8	-3.2
Male	15	53.3	8	-	16	31.3	-22.0	-	15	46.7	8	-	16	37.5	-9.2	-
African American	4	-	3	-	3	-	-	-	4	-	3	-	3	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	1	-	2	-	-	-
Filipino	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Hispanic	6	-	8	-	14	64.3	-	-	6	-	8	-	14	64.3	-	-
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	4	-	4	-	11	36.4	-	-	4	-	4	-	11	54.5	-	-
Multiracial	8	-	4	-	7	-	-	-	8	-	4	-	7	-	-	-
English Learner	4	-	2	-	4	-	-	-	4	-	2	-	5	-	-	-
English-Speaking	22	54.5	20	65.0	33	48.5	-6.0	-16.5	22	45.5	20	70.0	33	54.5	9.0	-15.5
Reclassified†	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Initially Eng. Speaking	22	54.5	19	63.2	33	48.5	-6.0	-14.7	22	45.5	19	68.4	33	54.5	9.0	-13.9
Econ. Disadv.*	14	42.9	19	63.2	22	36.4	-6.5	-26.8	14	28.6	19	68.4	23	47.8	19.2	-20.6
Non-Econ. Disadv.	12	66.7	3	-	15	60.0	-6.7	-	12	58.3	3	-	15	66.7	8.4	-
Gifted	7	-	9	-	6	-	-	-	7	-	9	-	6	-	-	-
Not Gifted	19	36.8	13	53.8	31	38.7	1.9	-15.1	19	31.6	13	61.5	32	46.9	15.3	-14.6
With Disabilities	3	-	4	-	0	-	-	-	3	-	4	-	7	-	-	-
WO Disabilities	23	60.9	18	72.2	30	56.7	-4.2	-15.5	23	47.8	18	72.2	31	64.5	16.7	-7.7
Homeless	1	-	3	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	-	-	3	-	1	-	0	-	-	-

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† 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**  
**Cubberley**  
**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	28	60.7	24	50.0	22	63.6	2.9	13.6	28	35.7	24	37.5	23	73.9	38.2	36.4
Female	14	57.1	13	53.8	11	45.5	-11.6	-8.3	14	14.3	13	38.5	11	72.7	58.4	34.2
Male	14	64.3	11	45.5	11	81.8	17.5	36.3	14	57.1	11	36.4	12	75.0	17.9	38.6
African American	4	-	5	-	3	-	-	-	4	-	5	-	3	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	2	-	-	-
Filipino	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Hispanic	8	-	7	-	10	60.0	-	-	8	-	7	-	10	70.0	-	-
Indochinese	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	9	-	3	-	2	-	-	-	9	-	3	-	2	-	-	-
Multiracial	4	-	6	-	4	-	-	-	4	-	6	-	4	-	-	-
English Learner	4	-	0	-	2	-	-	-	4	-	0	-	2	-	-	-
English-Speaking	24	66.7	24	50.0	20	65.0	-1.7	15.0	24	33.3	24	37.5	21	76.2	42.9	38.7
Reclassified†	0	-	3	-	1	-	-	-	0	-	0	-	1	-	-	-
Initially Eng. Speaking	24	66.7	21	47.6	19	63.2	-3.5	15.6	24	33.3	21	42.9	20	75.0	41.7	32.1
Econ. Disadv.*	12	41.7	14	42.9	19	57.9	16.2	15.0	12	41.7	14	21.4	20	70.0	28.3	48.6
Non-Econ. Disadv.	16	75.0	10	60.0	3	-	-	-	16	31.3	10	60.0	3	-	-	-
Gifted	7	-	6	-	9	-	-	-	7	-	6	-	9	-	-	-
Not Gifted	21	52.4	18	33.3	13	53.8	1.4	20.5	21	33.3	18	27.8	14	71.4	38.1	43.6
With Disabilities	5	-	14	35.7	0	-	-	-	5	-	14	21.4	13	7.7	-	-13.7
WO Disabilities	23	73.9	20	60.0	20	70.0	-3.9	10.0	23	43.5	20	45.0	21	81.0	37.5	36.0
Homeless	0	-	3	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Cubberley**  
**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	23	47.8	27	77.8	28	60.7	12.9	-17.1	23	43.5	27	44.4	28	50.0	6.5	5.6
Female	12	50.0	14	78.6	15	60.0	10.0	-18.6	12	50.0	14	28.6	14	42.9	-7.1	14.3
Male	11	45.5	13	76.9	13	61.5	16.0	-15.4	11	36.4	13	61.5	14	57.1	20.7	-4.4
African American	0	-	3	-	4	-	-	-	0	-	3	-	3	-	-	-
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Hispanic	9	-	9	-	10	60.0	-	-	9	-	9	-	10	40.0	-	-
Indochinese	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	3	-	10	80.0	5	-	-	-	3	-	10	50.0	6	-	-	-
Multiracial	5	-	4	-	6	-	-	-	5	-	4	-	6	-	-	-
English Learner	0	-	0	-	0	-	-	-	0	-	0	-	1	-	-	-
English-Speaking	23	47.8	27	77.8	28	60.7	12.9	-17.1	23	43.5	27	44.4	27	51.9	8.4	7.5
Reclassified†	8	-	2	-	2	-	-	-	8	-	2	-	0	-	-	-
Initially Eng. Speaking	15	33.3	25	80.0	26	57.7	24.4	-22.3	15	26.7	25	44.0	25	56.0	29.3	12.0
Econ. Disadv.*	14	42.9	13	69.2	16	43.8	0.9	-25.4	14	35.7	13	38.5	16	31.3	-4.4	-7.2
Non-Econ. Disadv.	9	-	14	85.7	12	83.3	-	-2.4	9	-	14	50.0	12	75.0	-	25.0
Gifted	8	-	11	90.9	9	-	-	-	8	-	11	63.6	9	-	-	-
Not Gifted	15	26.7	16	68.8	19	42.1	15.4	-26.7	15	20.0	16	31.3	19	31.6	11.6	0.3
With Disabilities	6	-	6	-	0	-	-	-	6	-	6	-	13	7.7	-	-
WO Disabilities	17	64.7	21	81.0	23	73.9	9.2	-7.1	17	58.8	21	52.4	24	58.3	-0.5	5.9
Homeless	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	3	-	-	-	1	-	2	-	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.



**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



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

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*Cubberley Elementary School*  
**PARENT INVOLVEMENT POLICY**  
**2018-2019**

Cubberley has developed a written parental involvement policy with input from parents. The plan was developed with input from SSC members.

Cubberley will distribute the policy to all parents during Parent/Teacher conferences in the fall and via SchoolMessenger.

The policy describes the means for carrying out the following parental involvement requirements.

**Involvement of Parents in the Program:**

To involve parents at Cubberley Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. The annual meeting is held during Back-to-School night in the fall.
- The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. Parents are provided with opportunities to participate and become involved in the review and improvement of the policy through PTA, SSC, and in addition, parents are encouraged to review the plan one-on-one with the principal.
- The school provides parents of students with timely information about the school's programs. The school updates its website in a frequent and timely manner. Parent informational flyers are sent to parents using PeachJar, ClassDojo, SchoolMessenger, and website. In addition, the principal contacts parents through SchoolMessenger, the marquee, during morning announcements, through PTA, and SSC meetings. In addition, teachers use Class DoJo, websites, and email to communicate with parents.
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done during Parent/Teacher conferences in the fall and the spring; in addition it happens on a regular basis one-on-one with parents, as needed.
- The school provides opportunities for parents to participate in decisions relating to the education of their children. Parents are active participants in RtI and IEP meetings. In addition, parents are encouraged to contact their child's teacher or the principal to schedule a meeting at any time as well as attend parent/teacher conferences.

**APPENDIX C**

**HOME/SCHOOL COMPACT**

# HOME/SCHOOL COMPACT

## 2018-2019

*Cubberley Elementary and the parents of the students participating in activities, services, and programs funded by Title 1, part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.*

### School Responsibilities

**Cubberley Elementary School will:**

- 1. Provide high-quality curriculum and instruction in a supportive environment that enables participating children to meet California's student academic achievement standards as follows:**
  - Teachers and the principal will monitor student progress through various formal and informal assessments in reading, writing, mathematics, and science.
  - Staff conferences are focused to raise achievement levels of all students.
  - Teachers, resource specialist, and speech pathologist provide support and instruction through strategies and methods as appropriate.
  
- 2. Hold Parent-Teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement.**
  - Conferences held twice a year, the first in November.
  - Second conferencing period is held in March.
  - Provide parents with frequent reports on their child's progress.
  - Report cards are completed and sent home 3 times per year.
  - Parents may be contacted via telephone, email, ClassDojo, etc., or through progress reports.
  
- 3. Provide parents reasonable access to staff.**
  - Teachers are available for consultation with parents by making appointments convenient for the teacher and parent through email or ClassDojo
  - The principal is accessible to parents on the campus, telephone, email, ClassDojo, and by appointment.
  
- 4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Volunteer opportunities are available in the classroom, on field trips, lunch supervision and special events.
- Arrangements should be made with the teacher prior to observing the classroom 24 hours in advance. Volunteering in the classroom should also be made in advance.

### **Parent Responsibilities**

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

- Monitoring regular attendance and punctuality.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom, if possible.
- 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 child or by mail, email ClassDojo, SchoolMessenger, or Peach Jar, and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

### **Student Responsibilities**

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

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Respect and adhere to school rules and policies as outlined in the Student Handbook, including digital citizenship.
- Students will agree to abide by the PeaceBuilder values.
- Participate and actively pursue learning opportunities in the classroom and school wide.
- 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	Sum of Projected (Budget) Dollar Amount
Cubberley Elementary	09800	2151	Classroom PARAS Hrly	\$ 5,000.00
		3000	Employee Benefits	\$ 1,420.50
		4301	Supplies	\$ 10,715.00
	<b>09800 Total</b>			<b>\$ 17,135.50</b>
	30100	1170	Prof&Curriclm DevHrlyClstrmTchr	\$ 831.00
		1189	Retired Clstrm Teacher Hrly	\$ 8,500.00
		1192	Prof&Curriclm Dev Vist Tchr	\$ 2,500.00
		2151	Classroom PARAS Hrly	\$ 1,500.00
		3000	Employee Benefits	\$ 2,838.50
		4301	Supplies	\$ 2,449.00
		5853	Contracted Svcs Less Than \$25K	\$ 750.00
	<b>30100 Total</b>			<b>\$ 19,368.50</b>
	30103	4301	Supplies	\$ 462.00
		4304	Inservice supplies	\$ 200.00
	<b>30103 Total</b>			<b>\$ 662.00</b>

**APPENDIX E**  
**SINGLE PLAN FOR *STUDENT* ACHIEVEMENT**  
**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Cubberley Elementary

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> <li>• Less classroom interruptions to include: no phone calls to classrooms; fewer assemblies (PeaceBuilders 1X month instead of 1X week); assemblies scheduled in the afternoon rather than morning</li> <li>• Continue to review and use district pacing guides for literacy and math</li> <li>• Continue to develop formative assessments in PLCs</li> <li>• Continue to use data during PLCs to plan and implement instruction</li> <li>• ELA is an area to be targeted for improvement</li> </ul>
CLOSING THE ACHIEVEMENT GAP	<ul style="list-style-type: none"> <li>• Implement RtI (tier 2) with fidelity</li> <li>• Continue to provide support for literacy from retired teacher in addition to strong tier 1 instruction and tier 2 from classroom teacher.</li> <li>• Provide designated ELD with fidelity</li> <li>• Plan for and ensure IEPs meet the needs of students</li> </ul>
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• Teachers had extensive PD and support in math (Math Studio, SD Math Network, math coaching cycles) which has led to increase in math student achievement</li> <li>• Will work to maintain and continue to refine math teaching practices while also focusing on reading and writing in PD and PLCs</li> </ul>
GRADUATION/PROMOTION	<ul style="list-style-type: none"> <li>• Curriculum is linked to Core and other standards for student learning</li> <li>• Staff is focused in supporting and monitoring all students to meet promotion and graduation goals</li> <li>• Teachers have selected target students as a focus during PLC planning and problem-solving</li> </ul>
PARENT ENGAGEMENT	<ul style="list-style-type: none"> <li>• Families and community are encouraged to be active members of the school community</li> <li>• PTA is an active group that supports the school by providing Art Corp, Running Club, assemblies, buses for field trips opportunities, carnivals, programs, etc.</li> <li>• Parents are actively engaged in SSC to plan for budgeting and SPSA</li> <li>• Parents participate in parent/teacher conferences, SST, and one-on-one meetings</li> <li>• Parenting class was offered in 2017-2018</li> </ul>