



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **FREESE ELEMENTARY SCHOOL**

2018-19

37-68338-6039614
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: Bussey, Shannon

Contact Person: Bussey, Shannon

Position: Principal

Telephone Number: 619-344-3100

Address: 8140 Greenlawn Dr, Freese Elementary, San Diego, CA, 92114-7309,

E-mail Address: sbussey@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: *Freese Elementary*
SITE CONTACT PERSON: *Shannon Bussey*

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

PHONE: *619-344-3100* FAX: *619-344-3140* E-MAIL ADDRESS: *sbussey@sandi.net*

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <i>4/2/18</i> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: *4/2/18*

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.

Shannon Bussey
Type/Print Name of School Principal

Sh Bussey
Signature of School Principal

4/5/18
Date

DEXTER DIMACALI
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

4/5/18
Date

Lamont Jackson
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4.11.18
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**

Freese Elementary Arts and Culture Magnet School endeavors to provide every child with the educational skills needed for future academic and career success. At Freese, Arts and Culture are integrated with academic work to enrich learning and teach students a broader perspective of the world. Multiple measures are used to continually account for student achievement and make adjustments to deliver ever stronger educational programs that lead to greater student achievement.

Freese has a diverse student population consisting of Hispanic, African American and Asian racial backgrounds and 33% of our students speak English as a second language. We are currently targeting our English Learner and African American sub-groups to increase their academic achievement in both English Language Arts and Mathematics. The factors that have impeded these subgroups from making greater gains in their achievement are increasing demands of Common Core standards, the underutilization of specific researched instructional strategies that meet the needs of the students, and the underdevelopment of social emotional skills needed to be successful in a rigorous school environment. This SPSA addresses students' specific need for highly engaging, thoughtfully developed lesson planning, based on student needs through Professional Learning Communities, a school counselor to teach and promote healthy social emotions and parent support, and intervention support for specific student needs.

SCHOOL VISION AND REALITY

Our school vision is that Freese Elementary Arts and Culture Magnet provide students and their families a world class educational experience. We are the school that everyone in our community wants to go to because they know the children are safe, happy, learning at high levels and are our number one priority. Adults and children smile as they walk in the building excited and focused on teaching and learning. Teachers feel the passion to touch the lives of children who must be resilient to the realities of their lives outside of school. Every adult believes and behaves as if all students will achieve their dreams. We believe we are all champions for the students at Freese and will do WHATEVER it takes to see that they succeed. We provide rigorous instruction that is engaging and will prepare them to become productive adults that will be successful in the 21st century. Our school is safe, well kept, bright, and inviting. Parents and community members are welcome and are important partners in the education of their children. Our ideal state for school culture at Freese is that everyone, students, teachers, staff, and parents feel important and know that they are significant to the excellence of our school. We envision a school where we take ownership of the academic achievement of all students and feel the urgency of our work. We are learners who seek out answers on how to improve our craft and meet the needs of our students. We share, collaborate and think together to get better. We problem solve around academic and social issues at our school. We are risk takers and thoughtful about what, why and how we instruct students.

We make no excuses and focus on what we can do, not what we can't do. Teaching and learning is at the forefront of all that we do and we have high expectations ourselves, our colleagues and especially our students. We continuously improve our craft and seek out and offer help when needed. We understand that it is more than just what we say but it is what we do. Parents are welcomed and invited into our school. Staff members are welcoming and compassionate with each other, students and community members.

We believe that our students can meet Common Core Standards and provide the appropriate instruction to allow them to academically achieve. Teachers plan thoughtful, purposeful, engaging lessons that are grounded in standards and scaffold for student needs. Teachers integrate

technology to prepare students for 21st century college and career expectations. We hold students accountable for their learning. We provide differentiated instruction. Students are provided with relevant experiences that will allow them to think at deep levels, collaborate, problem solve and think critically. We take on the responsibility for teaching children of poverty and develop in ourselves the necessary skills to build authentic relationships and make a difference in the lives of our students.

Currently Freese Elementary has had declining enrollment with the influx of charter schools and aging community. We believe that most students are happy and feel safe at our school each day. Our teachers have spent the majority of their careers here at Freese. They are feeling challenged as the academic and social/emotional demands of our students have increased. Our classrooms are well maintained, neat and organized and arranged to allow for student collaboration. The school grounds are clean, bright, and inviting. Teachers continue to collaborate through PLC to analyze student data and respond to student needs to ensure that students have equitable instructional experiences school wide.

The culture and social environment at Freese is developing. We have identified lack of effort and engagement as two areas that need improvement. Parents are on campus more frequently and we encourage parents to volunteer and be involved in school activities and committees. We have implemented a school wide positive behavior program and social emotional learning curriculum.

More than 60% of our students are not academically achieving. Teachers are continuing to use Common Core standards to drive instructions. They are studying how their instruction will change to ensure that the students meet the rigorous standards. Teachers have begun to make significant adjustments to their instruction. More teachers are integrating technology and allow for more opportunities for student collaboration. Differentiation or small group instruction is an area that we strive to improve in. We believe the teachers are committed to continuing to make changes as needed to meet the educational needs of our students.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

We believe that community and staff engagement is a critical piece of the budget development process. In developing the 2018-2019 LCFF budget, both staff and parents/community were invited to a meeting to discuss the goals and funding allocation for our LCFF budget. From there, both groups of stake holders were asked to rate their opinion of importance of specific items that have been identified as intervention supports, classroom supports and professional development possibilities to fund as well as suggest any other ideas. The results were analyzed and the data was presented to both stakeholder groups to provide input and comment. The final budget for LCFF was developed with the consideration of staff and parent recommendations and presented to the School Governance Team for feedback and an advisory vote to accept.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Asia Vaughn	Parent
Dexter Dimacali	Classroom Teacher, Chair
Shannon Bussey	Principal, Secretary
Wendy Rodriguez	Parent
Cheryl Lloyd	Classroom Teacher
Angela Washington	Classroom Teacher, Co-Chair
Alex Gomez	Parent
Marisol Olmos	Other School Representative
Anabel De La Cruz	Parent
Joyce Holley	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 50% (approx. 27 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 25 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 40% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 8 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 14 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 42% (approx. 12 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):

Teachers will use DRA, formative and summative assessments to progress monitor student achievement towards grade level standards.

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

Teachers will meet by grade level/department to analyze DRA 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 58% (approx. 34 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 45% (approx. 26 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 40% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 30% (approx. 17 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 53% (approx. 18 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 11 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):

Teachers will use formative and summative assessments to progress monitor student achievement towards grade level standards.

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

Teachers will meet by grade level/department to analyze end of unit assessments 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):

Teachers will use DRA, end of unit and interim assessments to monitor student progress.

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 where teachers 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 55% (approx. 32 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 45 % (approx. 26 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):
 Common formative assessment data, Instructional Reading Levels (DRA, WRAP, ARI), initial achievement levels from SBAC field tests.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Teachers will meet by grade level/department to analyze end of unit assessments DRA 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, 100% (approx. 200 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 75% (approx. 50 families) will attend at least one school event on high leverage instructional strategies to support involvement in student education to increase the milestones necessary for meaningful graduation.

Targeted Population:

All Freese parents will be targeted but we will target parents of English Language Learners and African Americans. By June 100% of parents will participate in at least two school events to support their child's learning including such activities as parent conferences, Family curriculum and art nights, Family Friday events, ELAC, SSC or SGT meetings, parent trainings, Title I Parent Meetings as documented by sign in sheets and parent surveys.

What data did you use to form these goals?

A review of sign in sheets, information from surveys and conversations generated in parent meetings were used to form these goals.

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

Teachers will meet 5 times per year to analyze student progress using site developed criteria. Families are contacted 2 times per year based on progress.

Administration will identify specific audience and track attendance.

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

- All teachers will use Lucy Calkins Reading and Writing Workshop Curriculum, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD 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 assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- EL Assistant will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy 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 a home contact i.e. progress report, phone call, 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 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.

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- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction
Targeted students will receive pull out or push in intervention support.

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

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

We will continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum. Visiting teachers will release teachers to collaborate in PLCs to analyze student data to then make instructional decisions that will meet the needs of their diverse students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$806.00	\$806.00	0115-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	instructional supplies to support classroom instruction

How will you monitor these strategies/activities?

These strategies will be monitored through student performance on, DRA, and formative and end of unit assessments. PLC meeting agendas and minutes will also be monitored.

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

An ESL assistant will work with individual and small groups of English learner students who are not achieving annual growth in English language development and students who are beginners in their English language proficiency to increase their reading, writing, listening and speaking skills in English.

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

How will you monitor these strategies/activities?

Student performance on CELDT, the Written Expression Tool, DRA and formative assessments will be used to monitor the success of this strategy.

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

Teachers and staff members will participate in regular onsite and offsite professional development and Professional Learning Community meetings. This Professional Development will focus on effective instructional strategies and developing and planning quality instruction based on students' needs.

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

How will you monitor these strategies/activities?

The strategies will be monitored through PLC agenda and minutes, teacher attendance and sign-in sheets and administrative observation of teacher implementation of identified instructional strategies and lessons in the classrooms.

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

Our school counselor will be utilized to provide social emotional learning and support to specific students in need. She will also work with whole classrooms and small groups to teach lessons and strategies to improve students' social emotional skills. She will monitor and promote student attendance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.6000	\$47,658.60	\$68,426.29	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	Counselor provides social emotional supports to students
Health Technician	0.2500	\$8,529.50	\$15,853.42	0115-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Provides health and wellness supports to students

How will you monitor these strategies/activities?

The strategies will be monitored by student academic data, behavioral referral data and weekly and monthly attendance reports.

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

Freese Elementary School will have multiple opportunities for parents to participate in principal coffee meetings and workshops by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the Common Core Standards. Parents will also have opportunities to be involved in our school community through Family Friday events and curriculum nights.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Postage		\$100.00	\$100.00	0115-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement	05	Communication for parents
Supplies		\$500.00	\$500.00	0115-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies to support parent events and meetings
Interprogram Svcs/Paper		\$150.00	\$150.00	0115-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Parent communication- fliers
Inservice supplies		\$800.00	\$800.00	0115-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provide light refreshments for parent meetings

How will you monitor these strategies/activities?

We will monitor through parent sign-in sheets and surveys.

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::

Online English Language Arts and Mathematics software will be accessible to students on home and school computers for intervention. Additional small group intervention will be provided by a classroom assistant.

Identified Need::

When students cannot access the core curriculum through Tier 1 instruction, interventions are required to accelerate and support student learning.

Target Group::

Students identified as being in need of Tier 2 and Tier 3 instructional supports.

Monitoring::

Ongoing progress monitoring is necessary to evaluate the effectiveness of the interventions. Teachers will collect weekly data samples, (running records, exit slips, formative assessments, etc.) to ensure students are making adequate progress towards grade level standards.

Personnel Responsible::

Classroom teachers are responsible for identifying students who qualify for additional intervention support. If the classroom teacher is not providing the supports/interventions themselves, they will clearly communicate student needs to support staff (classroom assistant). The principal is responsible for ensuring the interventions are meeting student needs effectively.

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::

Instructional materials and supplies will be utilized to provide access to a broad and challenging curriculum consistent with Common Core State Standards.

Identified Need::

In order to meet the rigor required by the Common Core ELA standards, students must have access to current, relevant, engaging complex texts and tasks which are not currently included in our core curriculum. The current adoptions occurred prior to the implementation of the Common Core standards and teachers are required to integrate materials from a variety of resources.

Target Group::

The target group is Tier 1 instruction TK-5.

Monitoring:

Principal walkthroughs and classroom observations will be used to monitor implementation of the core curriculum. Cross classroom visitations and PLCs facilitate consistent grade level instruction and supports for all students. Interim assessments, instructional reading and math level, and common formative assessments will be used to monitor the progress of all students.

Personnel Responsible:

Everyone has a role in ensuring that all students have access to high quality instruction. Teacher teams must be proactive in obtaining and utilizing the supports needed for effective implementation of classroom supports. The ILT, SSC and SGT are responsible for ensuring that resources are allocated to maximize effective common core instruction. Ultimately the principal is responsible for ensuring that all teachers are utilizing the supports consistently and effectively.

Goal 3: Professional Development

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

Professional Development Goal:

Professional 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. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Visiting teachers will provide release time for teachers to meet in Professional Learning Communities and/or participate in professional development workshops. Teachers will also participate in monthly site professional development aligned to these goals.

Identified Need:

Teacher collaboration, professional learning community meetings and professional development will address the district cycles of professional learning as well as analyzing student data to provide instruction that will meet the needs of students.

Target Group:

In order to have an impact on academic achievement we need to provide continued and differentiated feedback to our teachers and support staff. The professional development will targeted to all staff based on data analysis and need.

Monitoring:

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Principal walkthroughs and classroom observations will be used to monitor progress and implementation of professional learning. Cross

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classroom visitations facilitate consistent grade level implementation and vertical alignment of curriculum. The ILT assesses and monitors whole school implementation of professional learning goals and adapts, supports, and provide resources accordingly. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Personnel Responsible::

Everybody has a role in ensuring all students have access to high quality instruction, which is the goal of all professional development. Students and parents are responsible for doing their best to achieve grade level success. Support staff are responsible for developing proficiency in their area of expertise and holding themselves to high standards for effective outcomes for students. Teachers are responsible for attending and implementing their learning in professional development, engaging in their professional learning communities consistent with research-based practices, planning and delivering rich and rigorous standards-based learning experiences for students, and providing effective interventions when children fall short of lesson and unit expectations. The Principal is responsible for ensuring all students and staff do their best to meet their goals and for providing feedback and supports as needed.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Asst	0.3000	\$7,536.90	\$20,232.61	0115-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provides push in and pull out student interventions
ESL Asst	0.3250	\$8,261.83	\$10,632.56	0115-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supports English Learners pull out/push in and ELPAC testing
Health Technician	0.0500	\$1,705.90	\$3,170.68	0115-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	supports health and wellness for students
Consultants <=\$25K		\$3,518.00	\$3,518.00	0115-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Arts for Learning Contract to support art enrichment and integration
Prof&Curriclm Dev Vist Tchr		\$7,060.00	\$8,499.54	0115-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Substitutes for Professional Learning Communities

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
Freese
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	141	38.3	158	35.4	157	37.6	-0.7	2.2	142	33.8	160	26.9	158	40.5	6.7	13.6
Female	75	45.3	90	41.1	82	45.1	-0.2	4.0	75	37.3	90	26.7	82	35.4	-1.9	8.7
Male	66	30.3	68	27.9	75	29.3	-1.0	1.4	67	29.9	70	27.1	76	46.1	16.2	19.0
African American	25	32.0	39	20.5	30	23.3	-8.7	2.8	25	28.0	39	23.1	30	20.0	-8.0	-3.1
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	15	80.0	15	73.3	16	81.3	1.3	8.0	15	73.3	15	66.7	16	87.5	14.2	20.8
Hispanic	86	32.6	83	33.7	83	33.7	1.1	0.0	87	29.9	85	22.4	84	34.5	4.6	12.1
Indochinese	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-
White	4	-	3	-	6	-	-	-	4	-	3	-	6	-	-	-
Multiracial	7	-	13	38.5	17	23.5	-	-15.0	7	-	13	15.4	17	35.3	-	19.9
English Learner	39	12.8	36	25.0	40	15.0	2.2	-10.0	40	20.0	37	18.9	41	22.0	2.0	3.1
English-Speaking	102	48.0	122	38.5	117	45.3	-2.7	6.8	102	39.2	123	29.3	117	47.0	7.8	17.7
Reclassified†	24	66.7	11	63.6	19	68.4	1.7	4.8	24	62.5	11	45.5	19	68.4	5.9	22.9
Initially Eng. Speaking	78	42.3	111	36.0	98	40.8	-1.5	4.8	78	32.1	112	27.7	98	42.9	10.8	15.2
Econ. Disadv.*	141	38.3	140	32.1	141	36.9	-1.4	4.8	142	33.8	141	23.4	142	38.0	4.2	14.6
Non-Econ. Disadv.	0	-	18	61.1	16	43.8	-	-17.3	0	-	19	52.6	16	62.5	-	9.9
Gifted	22	72.7	25	64.0	30	46.7	-26.0	-17.3	22	77.3	25	68.0	30	66.7	-10.6	-1.3
Not Gifted	119	31.9	133	30.1	127	35.4	3.5	5.3	120	25.8	135	19.3	128	34.4	8.6	15.1
With Disabilities	25	8.0	27	3.7	26	7.7	-0.3	4.0	25	8.0	27	7.4	26	7.7	-0.3	0.3
WO Disabilities	116	44.8	131	42.0	131	43.5	-1.3	1.5	117	39.3	133	30.8	132	47.0	7.7	16.2
Homeless	11	18.2	27	25.9	28	32.1	13.9	6.2	11	27.3	28	21.4	28	32.1	4.8	10.7
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	8	-	9	-	-	-	6	-	9	-	9	-	-	-

* 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
Freese
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	53	49.1	48	37.5	53	41.5	-7.6	4.0	53	45.3	49	38.8	54	51.9	6.6	13.1
Female	29	58.6	26	42.3	24	50.0	-8.6	7.7	29	51.7	26	42.3	24	45.8	-5.9	3.5
Male	24	37.5	22	31.8	29	34.5	-3.0	2.7	24	37.5	23	34.8	30	56.7	19.2	21.9
African American	10	60.0	13	7.7	8	-	-	-	10	40.0	13	30.8	8	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	5	-	4	-	7	-	-	-	5	-	4	-	7	-	-	-
Hispanic	32	40.6	22	45.5	26	34.6	-6.0	-10.9	32	46.9	23	39.1	27	48.1	1.2	9.0
Indochinese	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
White	0	-	1	-	5	-	-	-	0	-	1	-	5	-	-	-
Multiracial	4	-	6	-	5	-	-	-	4	-	6	-	5	-	-	-
English Learner	20	20.0	14	35.7	21	23.8	3.8	-11.9	20	35.0	14	21.4	22	36.4	1.4	15.0
English-Speaking	33	66.7	34	38.2	32	53.1	-13.6	14.9	33	51.5	35	45.7	32	62.5	11.0	16.8
Reclassified†	4	-	2	-	2	-	-	-	4	-	2	-	2	-	-	-
Initially Eng. Speaking	29	62.1	32	34.4	30	50.0	-12.1	15.6	29	44.8	33	42.4	30	60.0	15.2	17.6
Econ. Disadv.*	53	49.1	42	31.0	45	42.2	-6.9	11.2	53	45.3	42	31.0	46	47.8	2.5	16.8
Non-Econ. Disadv.	0	-	6	-	8	-	-	-	0	-	7	-	8	-	-	-
Gifted	9	-	11	54.5	12	33.3	-	-21.2	9	-	11	72.7	12	66.7	-	-6.0
Not Gifted	44	43.2	37	32.4	41	43.9	0.7	11.5	44	38.6	38	28.9	42	47.6	9.0	18.7
With Disabilities	7	-	27	3.7	8	-	-	-	7	-	7	-	8	-	-	-
WO Disabilities	46	56.5	41	43.9	45	44.4	-12.1	0.5	46	52.2	42	42.9	46	56.5	4.3	13.6
Homeless	3	-	9	-	11	36.4	-	-	3	-	9	-	11	27.3	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	5	-	-	-	1	-	3	-	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
Freese
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	47	27.7	61	34.4	45	33.3	5.6	-1.1	48	25.0	61	24.6	45	44.4	19.4	19.8
Female	27	29.6	35	37.1	22	45.5	15.9	8.4	27	22.2	35	22.9	22	40.9	18.7	18.0
Male	20	25.0	26	30.8	23	21.7	-3.3	-9.1	21	28.6	26	26.9	23	47.8	19.2	20.9
African American	10	0.0	14	35.7	7	-	-	-	10	10.0	14	21.4	7	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	5	-	7	-	3	-	-	-	5	-	7	-	3	-	-	-
Hispanic	26	26.9	35	28.6	24	37.5	10.6	8.9	27	14.8	35	20.0	24	37.5	22.7	17.5
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
White	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-
Multiracial	2	-	3	-	8	-	-	-	2	-	3	-	8	-	-	-
English Learner	8	-	18	16.7	10	10.0	-	-6.7	9	-	18	22.2	10	10.0	-	-12.2
English-Speaking	39	33.3	43	41.9	35	40.0	6.7	-1.9	39	28.2	43	25.6	35	54.3	26.1	28.7
Reclassified†	6	-	3	-	5	-	-	-	6	-	3	-	5	-	-	-
Initially Eng. Speaking	33	27.3	40	37.5	30	30.0	2.7	-7.5	33	24.2	40	22.5	30	46.7	22.5	24.2
Econ. Disadv.*	47	27.7	52	32.7	43	32.6	4.9	-0.1	48	25.0	52	23.1	43	41.9	16.9	18.8
Non-Econ. Disadv.	0	-	9	-	2	-	-	-	0	-	9	-	2	-	-	-
Gifted	6	-	8	-	9	-	-	-	6	-	8	-	9	-	-	-
Not Gifted	41	22.0	53	30.2	36	27.8	5.8	-2.4	42	16.7	53	18.9	36	36.1	19.4	17.2
With Disabilities	8	-	27	3.7	26	7.7	-	4.0	8	-	27	7.4	26	7.7	-	0.3
WO Disabilities	39	33.3	52	40.4	39	38.5	5.2	-1.9	40	27.5	52	28.8	39	51.3	23.8	22.5
Homeless	6	-	10	10.0	7	-	-	-	6	-	10	20.0	7	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	1	-	-	-	2	-	0	-	1	-	-	-

* 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
Freese
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	41	36.6	49	34.7	59	37.3	0.7	2.6	41	29.3	50	18.0	59	27.1	-2.2	9.1
Female	19	47.4	29	44.8	36	41.7	-5.7	-3.1	19	36.8	29	17.2	36	25.0	-11.8	7.8
Male	22	27.3	20	20.0	23	30.4	3.1	10.4	22	22.7	21	19.0	23	30.4	7.7	11.4
African American	5	-	12	16.7	15	40.0	-	23.3	5	-	12	16.7	15	26.7	-	10.0
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	5	-	4	-	6	-	-	-	5	-	4	-	6	-	-	-
Hispanic	28	28.6	26	30.8	33	30.3	1.7	-0.5	28	25.0	27	11.1	33	21.2	-3.8	10.1
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Multiracial	1	-	4	-	4	-	-	-	1	-	4	-	4	-	-	-
English Learner	11	9.1	4	-	9	-	-	-	11	0.0	5	-	9	-	-	-
English-Speaking	30	46.7	45	35.6	50	44.0	-2.7	8.4	30	40.0	45	20.0	50	32.0	-8.0	12.0
Reclassified†	14	57.1	6	-	12	50.0	-7.1	-	14	57.1	6	-	12	50.0	-7.1	-
Initially Eng. Speaking	16	37.5	39	35.9	38	42.1	4.6	6.2	16	25.0	39	20.5	38	26.3	1.3	5.8
Econ. Disadv.*	41	36.6	46	32.6	53	35.8	-0.8	3.2	41	29.3	47	17.0	53	26.4	-2.9	9.4
Non-Econ. Disadv.	0	-	3	-	6	-	-	-	0	-	3	-	6	-	-	-
Gifted	7	-	6	-	9	-	-	-	7	-	6	-	9	-	-	-
Not Gifted	34	29.4	43	27.9	50	34.0	4.6	6.1	34	20.6	44	11.4	50	22.0	1.4	10.6
With Disabilities	10	20.0	11	9.1	26	7.7	-12.3	-1.4	10	10.0	11	9.1	26	7.7	-2.3	-1.4
WO Disabilities	31	41.9	38	42.1	47	46.8	4.9	4.7	31	35.5	39	20.5	47	34.0	-1.5	13.5
Homeless	2	-	8	-	10	30.0	-	-	2	-	9	-	10	20.0	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	3	-	-	-	3	-	3	-	0	-	-	-

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



Shannon Bussey
Principal
619-344-3100



FREESE ELEMENTARY ARTS AND CULTURE MAGNET SCHOOL 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.
- Freese Elementary will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Among other types of meetings, Freese will hold the following:

Freese Elementary has developed a written Title I Parental Involvement Policy with input from Title I parents. The policy was developed with input from parents during School Governance and School Site Council meetings.

The policy is distributed to parents of Title I students.

The policy is distributed each year. It is sent home with students in October and placed on the school website.

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 Freese Elementary the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting takes place during our annual "Back to School Night".

- Back to School Orientation for parents
- Principal Chat gatherings
- Parent Workshops, sponsored by the Ballard Center
- 5th grade parent meeting and/or 5th grade Articulation meeting
- Family Fridays that include:
 - Parents/volunteers reading with students
 - Parent "Meet and Greet" and/or Ice Breakers to establish and facilitate parent to parent connections
- Announcements and tips on how to support children in their learning
- Awards Assemblies (parents receive invitations when their students receive an award)
- Monthly open SGT meetings
- Monthly open SSC meetings

Freese Elementary Arts and Culture Magnet School
2018-19 Title I Parent Involvement Policy

- Periodic English Learner Advisory Committee (ELAC) meetings
- School Attendance and Review Team meetings
- Parent Report Card Conferences
- Open Houses
- Problem Solving Study Team meetings (Meetings scheduled around individual students to insure the strongest academic support possible—Teachers or parents can request one of these meetings.)
- Other meetings as deemed necessary

Freese values strong communication between school and home. Freese has an open door policy.

- Office hours are from 7:00 a.m. until 3:00 p.m. daily. All visitors are required to check in at the office. Appointments are readily made to accommodate the need for conversations between parents and staff members.
- Weekly School Messengers, both phone and email, to update families of upcoming events and reminders.

Discussing current student assessment data and student progress occurs in both our Site Governance Team (SGT) and School Site Council Meetings (SSC), as well as at Principal's Chats and English Learner Advisory Committee (ELAC) meetings. SGT, SSC, and ELAC are open meetings for which agendas are posted in the hallway display board 72 hours in advance of the meeting. Principal's Chats have a more open agenda. The meetings are also announced in the weekly school messenger and on our marquee.

- Freese welcomes a variety of volunteer opportunities for parents, including, among other things, helping in classrooms and offices and chaperoning field trips. Freese observes all new regulations for volunteers implemented by the district in the 2018-19 school year. Contact our front office if you would like to complete the process for volunteering at Freese. Additionally, Freese will periodically publish reminders of how to become a volunteer and a partial list of ways parents can volunteer in Freese Focus and on the school website. Freese administration will also provide Freese staff with ideas of ways volunteers can help.
- Freese provides information about school and district resources for student academic improvement by sending home the monthly newsletter, "Home/School Connection" and posting it on the school website found at www.sandiegounified.org/schools/freese under the "Parent" link.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities will be discussed at least annually in an SSC meeting.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision- making for improvement of the program.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to parent suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Office and the Testing Unit.

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified School District



Freese Elementary Arts & Culture Magnet School HOME/SCHOOL COMPACT

Freese Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), 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 the California Common Core State Standards for English Language Arts and mathematics. Freese, is fully committed to working toward every student being college and career ready in his/her elementary education. This includes a rigorous course of study that instills academic and behavioral habits of mind that promote success now and in the future.

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

School Responsibilities

We as Freese Elementary Arts and Culture Magnet School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California Common Core Standards (CCSS).
 - **Common Core State Standards (CCSS)** - *The standards establish what it means to be a literate person in the twenty-first century. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in an exploding print and digital world. They use research and technology to sift through the staggering amount of information available and engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Teachers, schools, districts, and county offices of education are encouraged to use these standards to design specific curricular and instructional strategies that best deliver the content to their students. (from California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)*
 - **CCSS in English Language Arts/Literacy** - *The CA CCSS for ELA/Literacy help build creativity and innovation, critical thinking and problem solving, collaboration, and communication. They set another bold precedent to improve the academic achievement of California's students. The standards develop the foundation for creative and purposeful expression in language—fulfilling California's vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy. (from California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)*
 - **CCSS in Mathematics** - *The (mathematics) standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship. (from CCSS for Mathematics)*
 - **Critical Thinking** – Freese will provide students with regular opportunities for critical thinking that leads to deeper understanding.
 - **Literacy Instruction through rigorous curriculum with consideration for text complexity and opportunities for critical thinking** – Every Freese student will

receive literacy instruction that incorporates key elements of CCSS.

- **Freese students will receive regular Small Group Instruction (SGI)** in reading to further promote reading instruction and achievement.
 - **Common Core Mathematics Instruction**– The San Diego Unified School District has provided mathematics materials to support all students receiving a rigorous, grade level course of study in mathematics. Freese is committed to using these materials as well as other resources, techniques and strategies to strengthen math achievement among its students and meet CCSS in mathematics.
 - **English Learner Development (ELD) groups** – English Learners at Freese participate in daily ELD small group lessons to support learning and assist with becoming proficient English speakers.
 - **Arts and Culture Magnet Program** – Freese integrates arts and culture with the core curriculum to reinforce learning and acquaint students with a wide variety of art and culture
 - **Special Education** – Freese includes students with Individualized Education Plans (IEP) in classrooms to the greatest extent possible so that every student has access to a rigorous core curriculum. Students are supported by Special Educators inside the classroom. When necessary, Special Educators also work with students in a separate classroom setting to ensure they are learning.
 - **Grade level Science, Social Studies and Physical Education** are regularly taught at Freese.
2. Hold parent-teacher conferences to discuss the individual child’s achievement.
 - Fall parent-teacher conferences will be held November 12-18, 2018
 - Spring parent-teacher conferences will be held March 19 through 22, 2019
 3. Provide parents with frequent reports on their child’s progress.
 - Progress reports will be distributed at parent conferences or shortly thereafter
 - Freese teachers send periodic notices home to update parents on their students’ progress
 4. Provide parents reasonable access to staff.
 - Parents are welcome at Freese. Many conversations are held between Freese parents before and after school, through telephone and through email.
 - For more formal conversations, parents are asked to make appointments with staff members.
 - For classroom visits, parents are required to sign in at the office.
 5. Provide parents opportunities to volunteer and participate in their child’s class, as follows:
 - Volunteer opportunities come in many forms at Freese, such as Family Friday readings with students, field trip chaperoning, classroom helper, etc.

Parent Responsibilities

We, as parents, will actively participate in our child’s education and learning by:

- *Making sure my child is at school every day on time and until the close of school, unless he/she is ill.*
- *Making sure my child reads every day at home.*

- *Making sure that homework is completed every day.*
- *Restricting the amount of television, computer, and electronic game time my child has so that it does not interfere with learning.*
- *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 district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

Student Responsibilities

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

- *Do my best to learn and practice The Tiger Way:*
 - Be Responsible
 - Be Respectful
 - Be Safe
 - Be Kind
- *Use critical thinking to understand and explain my thinking about all subject areas.*
- *Do my best every day in school to pay attention, participate and complete all assignments*
- *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.*

Shannon Bussey, Principal



Freese Elementary Arts and Culture Magnet School

I acknowledge that I have read this Home School/Compact.

Student First and Last Name

Parent Name

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
Freese Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 7,060.00
		2101	Classroom PARAS	Classroom Asst	0.3000	\$ 7,536.90
		2236	Health Prsnl PARAS	ESL Asst	0.3250	\$ 8,261.83
		3000	Employee Benefits	Health Technician	0.0500	\$ 1,705.90
		5801	Consultants <=\$25K			\$ 17,970.76
						\$ 3,518.00
		09800 Total			0.6750	\$ 46,053.39
	30100	1210	Counselor	School Counselor	0.6000	\$ 47,658.60
		2236	Health Prsnl PARAS	Health Technician	0.2500	\$ 8,529.50
		3000	Employee Benefits			\$ 28,091.61
		4301	Supplies			\$ 806.00
		30100 Total			0.8500	\$ 85,085.71
30103	4301	Supplies			\$ 500.00	
	4304	Inservice supplies			\$ 800.00	
	5726	Interprogram Svcs/Postage			\$ 100.00	
	5733	Interprogram Svcs/Paper			\$ 150.00	
	30103 Total				\$ 1,550.00	

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Freese Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The survey finds that we are partially maximizing instructional time by providing professional development, supplies, supplemental curriculum and a counselor through categorical funds. We are continuing to increase the counselor allocation above district allocation. Although we have had partial success, we are committed to adjusting our strategies where needed.
CLOSING THE ACHIEVEMENT GAP	The survey finds that we have minimally closed the achievement gap. We are providing professional development, supplies, supplemental curriculum and a counselor through categorical funds. We also implemented the use of an EL assistant to work with struggling English Learners. Although we have found minimal success, we will continue strategies and make the necessary adjustments to make a stronger impact.
PROFESSIONAL DEVELOPMENT	The survey finds that we are partially providing professional development effectively through the use of PLCs. The impact of professional develop has been positive but there is room for growth. Teachers are collaboratively analyzing assessment data to inform instruction across grade levels. We have found some success and will continue to use categorical funds to support teachers in PLC work.
GRADUATION/PROMOTION	The survey finds that we partially use data and clearly articulated goals to meet the graduation and promotion goals. We monitor student achievement and curriculum through PLCs and assessment data collection and will continue this practice.
PARENT ENGAGEMENT	Parent Engagement has improved substantially through the increase in parent participation in meaningful activities that allow parents to support their child. We will continue to offer a variety of parent and community activities and opportunities to be involved in decision making and ensuring that we communicate to families who speak languages other than English.