THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LINDBERGH/SCHWEITZER ELEM SCHOOL

2018-19

37-68338-6039887
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: Peterson, Victoria
Contact Person: Peterson, Victoria
Position: Principal
Telephone Number: 858-496-8400
Address: 4133 Mount Albertine Ave, Lindbergh/Schweitzer Elem, San Diego, CA, 92111-3128,
E-mail Address: vpeterson@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ 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: *Lindbergh-Schweitzer*

SITE CONTACT PERSON: *Victoria Peterson*

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

PHONE: FAX: E-MAIL ADDRESS:

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

- ☑ Title 1 Schoolwide Programs (SWP)

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☑ English Learner Advisory Committee (ELAC)	Date of presentation:	4/11/2018
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:	
☑ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:	4/19/2018
☑ Site Governance Team (SGT)	Date of presentation:	2/15/2018
☑ Other (list): Parent Meeting Family Early	Date of presentation:	1/26/2018

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: 2/15/2018

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

Type/Print Name of School Principal	Signature of School Principal	Date 4/5/2018
Dominica Rodriquez-Adams	Signature of SSC Chairperson	Date 4-5-18
Type/Print Name of SSC Chairperson		
Sofia Freire	Signature of Area Superintendent	Date 5/21/18
Type/Print Name of Area Superintendent		

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

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

The Single Plan for Student Achievement is the guiding tool for expenditures and instruction at Lindbergh Schweitzer Elementary School. The goals contained herein are part of every conversation with staff, parents, students, and community members with regards to making decisions on how we spend our time and money. Every stakeholder is committed to improving teaching and learning to the end that students reach and exceed proficiency on grade level standards.

SCHOOL VISION AND REALITY

Lindbergh Schweitzer is a Service Learning Magnet School where learning is a dynamic process. Every classroom experience provides an opportunity for reflection, improvement, and success. Students are tasked with engaging and expanding their critical thinking skills across all subject areas. They are also expected to be creative, independent thinkers, problem solvers, and clear communicators. Academic excellence is supported by curriculum that integrates technology, opportunities to collaborate, and is based on common core standards across all disciplines.

Lindbergh Schweitzer encourages shared decision making throughout its valued and respected learning communities. Staff, parents, students, and community partners work collaboratively to provide a safe learning environment that embraces and values diversity. Community responsive teaching at Lindbergh Schweitzer includes concerns of students connected to critical family and community issues and incorporates these concerns into the curriculum, emphasizing social and academic responsibility. This supports students in preparing for meaningful roles in their own community and in the global society.

Our staff is committed to ongoing professional learning which ensures that we are utilizing current research and best teaching practices. Informed by assessment, this professional learning provides a powerful foundation to address the instructional needs and goals 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 designing lessons to meet the needs and expand the thinking of all learners and is directly reflected in our focus - "How can assessing become a central part of designing lessons with every student in mind so learning is purposefully sequenced for student independence?" This is also 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 SBAC 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, with members that represented all stakeholders, were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

As the site administrator, I have developed positive and productive relationships with staff, students, parents and the community so that they would feel supported by the structures we are implementing to support students at Lindbergh Schweitzer Elementary School. Each stakeholder was also invited to be active members of SSC, PTA, and ELAC, and SGT so that they have an opportunity to voice their concerns regarding their children's social and academic needs. This invitation was done was done throughout the year via school marquee, school messenger, Peachjar, voice recordings, PTA events, and coffee with the principal. Parents and staff were also invited to attend separate meetings for their input on budgetary issues. Based on the feedback, SSC determined the most effective means in which to spend our LCFF funds. The data collected from schoolwide data and input from parents and staff will be used to inform our instructional practices and as a measure to create learning opportunities that would help parents help their children as we implement CCSS in the 2018-19 school year

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Victoria Peterson	Principal
2. Jessica Coelho	Teacher
3. Caye Baxter	Teacher
4. Jan Garon	Teacher
5. Lorrainne Hagan	Other Staff
6. Rick Velez	Parent
7. Lallia Allali	Parent /Chair
8. Amanda Flatt	Parent
9. Wilhelmenia Bradley	Parent /DAC
10. Dominica Rodriguez-Adams	Community Member / Co Chair

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 57% (approx. 32 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 63% (approx. 35 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 37% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20 % (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 20 % (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students meeting low-income criteria

By June 2019, 45% (approx. 16 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 43% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 36% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 3 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):

CMA

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

Teachers will meet by grade level/department to analyze a combination of DRA or SRI achievement 5 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 63% (approx. 34 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 49% (approx. 32 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 36% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 13% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Economically Disadvantaged

By June 2019, 56% (approx. 20 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, % (approx. 13   5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 36% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 28% (approx. 4   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):

CMA

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 5 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

Professional development time is provided and includes the structure of Professional Learning Communities. 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).Our Instructional Leadership Team will review new resources, student data, and information from the PLCs, patterns and trends across the campus to determine the area of need for professional development.

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal:
By June 2019, at least 57% (approx. 32 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least 63% (approx. 35 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal (Optional for Elementary schools):
WHAT DATA DID YOU USE TO FORM THESE GOALS?   ☐ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit Assessments ☒ PowerSchool ☐ Sign In Sheets ☒ Other
Other Assessments (Please Specify):
Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?   Teachers and other certificated staff will meet by grade level and/or department to analyze a combination of end of unit assessments, DRA, and writing rubrics 5 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, all families will receive information regarding academic and citizenship progress of their children.   By June 2019, all families will be invited to attend parent involvement activities (PTA, SSC, SGT, coffee with principal meetings) to increase the milestones necessary for meaningful graduation.
Targeted Population: Last year we were able to increase the participation by Spanish and Somali Speaking parents on our English Learner Advisory Committee. Increased enthusiasm and participation by parents of English Learners has led to the continued use of a parent center on west campus, attendance at parent informational meetings, and a site ELAC. A support group for parents of students with disabilities which will meet each trimester on campus. Spring Open House will continue to be a Multi-cultural Fair led by students, staff and parents as we celebrate our school's multiple cultures working and learning together.   /   **What data did you use to form these goals?**:   Research shows that students whose parents are more involved in their education achieve more scholastically.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?   Teachers and counselors will meet 2 per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Lucy Calkins Units and/or the Units of study in English Language Arts. ELA Framework and Common core grade level standards will be used in designing, calibrating, and providing equity throughout the grade levels.
- Every English Learner will receive 30 minutes of focused English language development 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.
- Staff will use multiple measures of assessment (i.e., Lucy Calkins End of Unit assessments, Benchmarks, DRA, and 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 to provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- All English learners will be assessed using ELPAC.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. 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.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- A combination of staff members, under the supervision of the classroom teacher or other certificated staff member will provide supplemental small group instruction to targeted students
- Specialized staff will provide consultation support to the general education teachers and support staff
- Counselor and support mentors will check in with at risk students
- Specialized staff will support general education staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

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
Interprogram Svcs/Paper		$7,000.00	$7,000.00	0175-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper to provide supplemental supports for instruction.
Supplies		$9,103.00	$9,103.00	0175-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies for support for struggling students with a focus on ELs and Special needs. Scholastic Magazine for students

How will you monitor these strategies/activities?:

* Bell to bell instruction
* Regular classroom observations and feedback
* Review Interim assessments, SBAC and ELPAC 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
Software Purchase		$3,000.00	$3,000.00	0175-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Software for support for struggling students with a focus on ELs and Special needs
Classroom Teacher Hrly		$12,000.00	$14,446.80	0175-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Classroom Teacher Hourly for support for struggling students with a focus on ELs and Special needs

How will you monitor these strategies/activities?:

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

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

Site professional development for the 2018-19 year will focus on multiple representation in mathematics, English Language Arts, and Social Studies.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$8,000.00	$9,631.20	0175-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for staff for PD and PLC to meet the needs of struggling students

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
School Counselor	0.2000	$15,886.20	$19,297.76	0175-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Social/Emotional supports and interventions for students. Attendance monitoring and support
Contracted Svcs Less Than $25K		$12,000.00	$12,000.00	0175-30100-00-5853-2700-0000-01000-0000	Title I Basic Program	04	TKF - Restorative practices to support behavioral and academic needs.

How will you monitor these strategies/activities?:

*Conversations with parents to determine how to reach successful outcomes

*TKF Coach support - Restorative Practices

*SARB letters

*Counselor interventions such as individual and group meetings

*Student Study Team meeting with teachers, parents, support staff...etc.

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

School will have multiple opportunities for parents to participate in principal coffee meetings 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 new science curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrm Tchr Hrly		$500.00	$601.95	0175-30103-00-1957-2495-1110-01000-0000	Title I Parent Involvement	05	To provide opportunities for teachers to facilitate parent involvement activities to build home/school academic connections.
Postage Expense		$500.00	$500.00	0175-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to facilitate written communication home.
In-service supplies		$500.00	$500.00	0175-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	In-service supplies such as light refreshments for parent involvement activities.
Supplies		$205.00	$205.00	0175-30103-00-4301-2495-1110-01000-0000	Title I Parent Involvement	05	Instructional supplies for parent involvement activities such as pens, charts, etc.

How will you monitor these strategies/activities?:

*Sign in sheets from principal/parent meetings

*Communication through School Messenger, E-Blast, flyers and the school website

*SSC meetings

*ELAC meetings

*Open door policy to meet with parents and community members about individual concerns

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::

Implementation of state standards and access to a board course of study: All TK-6 students, including low-income, our English learners (EL), and students with disabilities will participate in a course of study based on CCSS in English Language Arts (ELA) and math, with full implementation by August 2017-2018 school year. CCSS units of study will include both academic content and performance standards, will incorporate the use of technology tools and visual and performing arts (VAPA), will emphasize differentiated instructional strategies and resources in order to support increased access to high levels of curriculum, and will use rubrics for evaluation to ensure that students learn content and demonstrate mastery of CCSS.

Identified Need::

There are students at all grade levels who are not meeting grade level standards. These students would benefit from push/in-pull-out support.

Target Group::

The groups that will be targeted are low-income students, African American students, English learners, and students with disabilities.

Monitoring::

Monitoring of these funds will occur during the following:
- Prioritizing instructional time: Principal to do daily walk-thrus which focus on rigorous instructional practices and student engagement
- targeting additional individual instruction for students who are struggling: Implementation of MTSS at all levels
- Examining school wide data to consider whether and how to adapt the curriculum based on information about student strengths and weaknesses
- Staff will use multiple measures of assessment developed in PLCs and other grade level assessments
- All English learners will be assessed using the ELPAC

Personnel Responsible::

Principal, ILT, Classroom Teachers, certificated specialized staff.

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::

To increase access to the CCSS grade level standards and improve learning, basic supplies are necessary.

Identified Need::

All students are in need of basic classroom supplies.

Target Group::

The groups that will be targeted are low-income students, African American students, English learners, and students with disabilities.

Monitoring::

Administrative approval of instructional requests will be based on academic rational provided.

Personnel Responsible::

Principal, Classroom teachers

Goal 3: Professional Development

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

Professional Development Goal:

Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

Identified Need::

Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

Target Group::

All students.

Monitoring::

Monitoring of progress is conducted through the PLCs and regularly scheduled collaboratives. Additional monitoring is conducted through the evaluation and observation processes by administration.

Personnel Responsible::

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.3750	$9,532.88	$18,851.47	0175-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1	Support for EL students - Pull out interventions
Classroom Teacher Hrly		$15,000.00	$18,058.50	0175-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Student planning with general education teachers and special education certificated staff and special education support providers.
Supplies		$8,713.00	$8,713.00	0175-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Supplies for support for struggling students with a focus on ELs and Special needs. Scholastic Magazine for students
Classroom PARAS Hrly		$3,115.00	$3,999.98	0175-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Professional development, classroom intensive intervention

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

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
Lindbergh/Schweitzer
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	230	43.9	179	55.9	179	48.0	4.1	-7.9	231	31.6	179	36.3	180	45.0	13.4	8.7
Female	109	54.1	83	67.5	73	56.2	2.1	-11.3	110	31.8	83	39.8	74	45.9	14.1	6.1
Male	121	34.7	96	45.8	106	42.5	7.8	-3.3	121	31.4	96	33.3	106	44.3	12.9	11.0
African American	41	36.6	23	43.5	28	25.0	-11.6	-18.5	42	21.4	23	8.7	28	25.0	3.6	16.3
Asian	11	27.3	10	30.0	9	-	-	-	11	27.3	10	20.0	9	-	-	-
Filipino	7	-	1	-	3	-	-	-	7	-	1	-	3	-	-	-
Hispanic	73	37.0	65	46.2	64	42.2	5.2	-4.0	73	24.7	65	29.2	64	42.2	17.5	13.0
Indochinese	4	-	1	-	3	-	-	-	4	-	1	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	5	-	1	-	1	-	-	-	5	-	1	-	1	-	-	-
White	68	58.8	56	71.4	50	58.0	-0.8	-13.4	68	42.6	56	51.8	51	52.9	10.3	1.1
Multiracial	21	38.1	22	68.2	21	71.4	33.3	3.2	21	23.8	22	50.0	21	57.1	33.3	7.1
English Learner	52	21.2	36	13.9	29	3.4	-17.8	-10.5	52	21.2	36	8.3	30	10.0	-11.2	1.7
English-Speaking	178	50.6	143	66.4	149	57.0	6.4	-9.4	179	34.6	143	43.4	149	52.3	17.7	8.9
Reclassified†	44	63.6	31	74.2	34	64.7	1.1	-9.5	44	36.4	31	45.2	34	55.9	19.5	10.7
Initially Eng. Speaking	134	46.3	112	64.3	115	54.8	8.5	-9.5	135	34.1	112	42.9	115	51.3	17.2	8.4
Econ. Disadv.*	168	32.1	122	48.4	121	35.5	3.4	-12.9	169	22.5	122	26.2	122	35.2	12.7	9.0
Non-Econ. Disadv.	62	75.8	57	71.9	58	74.1	-1.7	2.2	62	56.5	57	57.9	58	65.5	9.0	7.6
Gifted	75	57.3	50	74.0	33	84.8	27.5	10.8	75	53.3	50	54.0	33	78.8	25.5	24.8
Not Gifted	155	37.4	129	48.8	146	39.7	2.3	-9.1	156	21.2	129	29.5	147	37.4	16.2	7.9
With Disabilities	52	19.2	36	36.1	39	17.9	-1.3	-18.2	52	15.4	36	13.9	39	25.6	10.2	11.7
WO Disabilities	178	51.1	143	60.8	140	56.4	5.3	-4.4	179	36.3	143	42.0	141	50.4	14.1	8.4
Homeless	4	-	0	-	5	-	-	-	4	-	0	-	5	-	-	-
Foster	1	-	1	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	18	61.1	9	-	12	75.0	13.9	-	18	44.4	9	-	12	50.0	5.6	-

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lindbergh/Schweitzer
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	57	64.9	71	67.6	63	52.4	-12.5	-15.2		57	59.6	71	54.9	63	58.7	-0.9	3.8
Female	27	74.1	33	78.8	21	57.1	-17.0	-21.7		27	59.3	33	60.6	21	57.1	-2.2	-3.5
Male	30	56.7	38	57.9	42	50.0	-6.7	-7.9		30	60.0	38	50.0	42	59.5	-0.5	9.5
African American	9	-	5	-	16	31.3	-	-		9	-	5	-	16	31.3	-	-
Asian	4	-	5	-	1	-	-	-		4	-	5	-	1	-	-	-
Filipino	0	-	1	-	2	-	-	-		0	-	1	-	2	-	-	-
Hispanic	16	56.3	26	61.5	23	43.5	-12.8	-18.0		16	43.8	26	46.2	23	60.9	17.1	14.7
Indochinese	1	-	0	-	2	-	-	-		1	-	0	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
White	23	82.6	21	85.7	12	75.0	-7.6	-10.7		23	78.3	21	71.4	12	75.0	-3.3	3.6
Multiracial	4	-	13	69.2	6	-	-	-		4	-	13	53.8	6	-	-	-
English Learner	17	52.9	13	23.1	12	0.0	-52.9	-23.1		17	47.1	13	15.4	12	8.3	-38.8	-7.1
English-Speaking	40	70.0	58	77.6	51	64.7	-5.3	-12.9		40	65.0	58	63.8	51	70.6	5.6	6.8
Reclassified†	5	-	7	-	11	100.0	-	-		5	-	7	-	11	100.0	-	-
Initially Eng. Speaking	35	65.7	51	74.5	40	55.0	-10.7	-19.5		35	62.9	51	60.8	40	62.5	-0.4	1.7
Econ. Disadv.*	37	51.4	45	62.2	47	40.4	-11.0	-21.8		37	45.9	45	48.9	47	51.1	5.2	2.2
Non-Econ. Disadv.	20	90.0	26	76.9	16	87.5	-2.5	10.6		20	85.0	26	65.4	16	81.3	-3.7	15.9
Gifted	23	69.6	14	85.7	7	-	-	-		23	73.9	14	85.7	7	-	-	-
Not Gifted	34	61.8	57	63.2	56	46.4	-15.4	-16.8		34	50.0	57	47.4	56	53.6	3.6	6.2
With Disabilities	12	41.7	10	50.0	16	18.8	-22.9	-31.2		12	33.3	10	20.0	16	31.3	-2.0	11.3
WO Disabilities	45	71.1	61	70.5	47	63.8	-7.3	-6.7		45	66.7	61	60.7	47	68.1	1.4	7.4
Homeless	1	-	0	-	4	-	-	-		1	-	0	-	4	-	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	6	-	5	-	2	-	-	-		6	-	5	-	2	-	-	-

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lindbergh/Schweitzer
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	66	37.9	49	49.0	65	53.8	15.9	4.8		66	18.2	49	34.7	65	44.6	26.4	9.9
Female	36	50.0	18	72.2	32	59.4	9.4	-12.8		36	19.4	18	44.4	32	46.9	27.5	2.5
Male	30	23.3	31	35.5	33	48.5	25.2	13.0		30	16.7	31	29.0	33	42.4	25.7	13.4
African American	14	50.0	4	-	6	-	-	-		14	14.3	4	-	6	-	-	-
Asian	2	-	4	-	4	-	-	-		2	-	4	-	4	-	-	-
Filipino	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Hispanic	24	33.3	17	41.2	26	46.2	12.9	5.0		24	20.8	17	29.4	26	38.5	17.7	9.1
Indochinese	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
White	18	33.3	20	60.0	15	66.7	33.4	6.7		18	16.7	20	50.0	15	53.3	36.6	3.3
Multiracial	7	-	3	-	13	61.5	-	-		7	-	3	-	13	38.5	-	-
English Learner	20	10.0	11	0.0	9	-	-	-		20	10.0	11	0.0	9	-	-	-
English-Speaking	46	50.0	38	63.2	55	61.8	11.8	-1.4		46	21.7	38	44.7	55	49.1	27.4	4.4
Reclassified†	9	-	12	75.0	6	-	-	-		9	-	12	50.0	6	-	-	-
Initially Eng. Speaking	37	43.2	26	57.7	49	63.3	20.1	5.6		37	21.6	26	42.3	49	51.0	29.4	8.7
Econ. Disadv.*	54	33.3	32	37.5	37	37.8	4.5	0.3		54	14.8	32	15.6	37	32.4	17.6	16.8
Non-Econ. Disadv.	12	58.3	17	70.6	28	75.0	16.7	4.4		12	33.3	17	70.6	28	60.7	27.4	-9.9
Gifted	16	43.8	16	62.5	11	100.0	56.2	37.5		16	31.3	16	56.3	11	81.8	50.5	25.5
Not Gifted	50	36.0	33	42.4	54	44.4	8.4	2.0		50	14.0	33	24.2	54	37.0	23.0	12.8
With Disabilities	17	17.6	10	40.0	13	15.4	-2.2	-24.6		17	11.8	10	20.0	13	23.1	11.3	3.1
WO Disabilities	49	44.9	39	51.3	52	63.5	18.6	12.2		49	20.4	39	38.5	52	50.0	29.6	11.5
Homeless	2	-	0	-	5	-	-	-		2	-	0	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	2	-	3	-	7	-	-	-		2	-	3	-	7	-	-	-

* 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
Lindbergh/Schweitzer
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	68	45.6	59	47.5	51	35.3	-10.3	-12.2		69	29.0	59	15.3	52	28.8	-0.2	13.5
Female	28	57.1	32	53.1	20	50.0	-7.1	-3.1		29	27.6	32	15.6	21	33.3	5.7	17.7
Male	40	37.5	27	40.7	31	25.8	-11.7	-14.9		40	30.0	27	14.8	31	25.8	-4.2	11.0
African American	8	-	14	42.9	6	-	-	-		9	-	14	0.0	6	-	-	-
Asian	3	-	1	-	4	-	-	-		3	-	1	-	4	-	-	-
Filipino	5	-	0	-	0	-	-	-		5	-	0	-	0	-	-	-
Hispanic	25	40.0	22	31.8	15	33.3	-6.7	1.5		25	20.0	22	9.1	15	20.0	0.0	10.9
Indochinese	1	-	0	-	1	-	-	-		1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	0	-	-	-		3	-	1	-	0	-	-	-
White	16	68.8	15	66.7	23	43.5	-25.3	-23.2		16	43.8	15	26.7	24	41.7	-2.1	15.0
Multiracial	7	-	6	-	2	-	-	-		7	-	6	-	2	-	-	-
English Learner	10	0.0	12	16.7	8	-	-	-		10	10.0	12	8.3	9	-	-	-
English-Speaking	58	53.4	47	55.3	43	41.9	-11.5	-13.4		59	32.2	47	17.0	43	34.9	2.7	17.9
Reclassified†	17	64.7	12	58.3	17	47.1	-17.6	-11.2		17	41.2	12	16.7	17	35.3	-5.9	18.6
Initially Eng. Speaking	41	48.8	35	54.3	26	38.5	-10.3	-15.8		42	28.6	35	17.1	26	34.6	6.0	17.5
Econ. Disadv.*	46	28.3	45	42.2	37	27.0	-1.3	-15.2		47	21.3	45	11.1	38	18.4	-2.9	7.3
Non-Econ. Disadv.	22	81.8	14	64.3	14	57.1	-24.7	-7.2		22	45.5	14	28.6	14	57.1	11.6	28.5
Gifted	23	65.2	20	75.0	15	66.7	1.5	-8.3		23	56.5	20	30.0	15	66.7	10.2	36.7
Not Gifted	45	35.6	39	33.3	36	22.2	-13.4	-11.1		46	15.2	39	7.7	37	13.5	-1.7	5.8
With Disabilities	16	12.5	16	25.0	10	20.0	7.5	-5.0		16	12.5	16	6.3	10	20.0	7.5	13.7
WO Disabilities	52	55.8	43	55.8	41	39.0	-16.8	-16.8		53	34.0	43	18.6	42	31.0	-3.0	12.4
Homeless	1	-	0	-	5	-	-	-		1	-	0	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	8	-	1	-	3	-	-	-		8	-	1	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
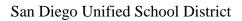
† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Lindbergh/Schweitzer Elementary School
TITLE I PARENT INVOLVEMENT POLICY
2018-2019

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

Lindbergh/Schweitzer Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The staff will provide a flexible number of meetings to allow for parent involvement. School staff will schedule monthly meetings, the topics covered during the meetings will include:

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

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 improvement of the program.

Flyers and School Messenger phone calls are sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language, whenever possible. The parent communication board is used to advertise parent meetings and training sessions offered at *Lindbergh/Schweitzer Elementary School* , at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

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 *Lindbergh/Schweitzer Elementary School*, 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. During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their 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.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parents are invited to committee meetings where these topics are discussed.

- The school provides parents of Title I students with timely information about Title I programs. Parents are notified about Title I programs during parent meetings throughout the school year. The Title I parent involvement meeting at the beginning of the year is the first of these meetings on campus.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are notified annually of individual student assessment results by the Assessment Services Department. Information is available in several languages.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide a responsive manner to involve parents in the planning, review and decision-making process for improvement of student achievement.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT

HOME/SCHOOL AGREEMENT
FOR LINDBERGH SCHWEITZER ELEMENTARY SCHOOL

This agreement is designed by the staff, parents and families at Lindbergh Schweitzer Elementary School for the students that participate in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Title 1 is a federal program that provides funds to schools. The amount of funds is determined by the percentage of students who qualify for free/reduced price meals in school. Yearly, the School Site Council (SSC) determines how the funds should be used to help students meet state academic standards. Lindbergh Schweitzer is a school-wide Title 1 school. This means each student has time with staff and/or has classroom materials purchased with these funds. All students at Lindbergh Schweitzer benefit from Title 1 funding.

This agreement shows how all of us, the parents/families, the students, and the entire school staff, share responsibility for improving achievement. By understanding and using this agreement, the school and the home will work together to help students achieve and meet California's high standards.

This Home/School Agreement is in effect during the 2018-2019 Assessment and Evaluation Survey Summary school year.

Responsibilities of the School

As teachers, we will teach...
- In a welcoming and safe climate for all
- A high-quality curriculum and instruction based on individual student needs
- With high expectations for student learning to meet Common Core Standards
- And learn with on-going continuing education
- And work together to solve issues and prevent problems

As teachers, we will communicate how your child is doing…
- In November, March, and June at the parent/guardian conferences and through report cards
- When we feel you need to know or anytime you ask
- Through verbal and/or written reports as needed
- Through Standards Based Report Cards three times in the year

As teachers, we will respond to concerns about your child…
- Please send a note, stop and chat, call, send an email, send a letter, schedule a visit, and/or attend school-wide functions

As teachers, we will welcome your collaboration…
- In the classroom, on field trips, at decision making bodies, and wherever else you feel comfortable
- In school committees such as the PTA, SSC, SGT, ELAC, Madison Community Cluster

- In school events such as monthly Family Nights, Student Recognition Assemblies, and the Carnival.
- On the playground, at lunch, or before school
- In the community; it helps our school

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Responsibilities of Students

As a student, I will…

- Be on time and ready to work and learn
- Follow all school and classroom rules and be respectful, responsible, and safe
- Be kind to everyone
- Respect that everyone wants to learn in a safe school
- Show responsibility in all that I do
- Participate in class
- Do all work on time and turn it in
- Read at least 20-30 minutes every day after school, even on weekends and vacations
- Give parents/families all papers and information from school
- Turn in all papers from parents/families that the school needs
- Talk with parent/family, teacher, and/or school staff about what is happening at school

Signature: _____ Date: _____

Responsibilities of Parents/Families

As a parent/family member, I will…

- Ensure my child attends school daily, is on time, and ready to learn
- Expect my child to do well in school
- Check to see they are completing work
- Encourage my child to participate in all activities
- Read with my child every day
- Attend November and March Parent-Teacher conferences
- Provide a safe and secure environment at home
- Provide a study space for homework and help them when needed
- Participate in decisions about my child's education

- Provide a healthy breakfast and lunch or enough money to buy at school
- Know and support school/classroom rules, behaviors, discipline, and attendance plan
- Read all notices from school
- Respond to phone calls or notes within 24 hours
- Limit the time and type of television and video games my child experiences
- Know my child's friends
- Work together with the school
- Tell the school when I get a new phone number or move
- Volunteer in my child's classroom/school activities
- Serve or attend advisory groups, such as PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council for Compensatory Education (DAC), and/or other advisory groups as I am able
- Fill out and turn in the meal application each year (remember, this is how the school receives Title 1 funds)

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
Lindbergh/Schweitzer Elem	**09800**	1157	**Classroom Teacher Hrly**			$ 15,000.00
		2101	**Classroom PARAS**	ESL Asst	0.3750	$ 9,532.88
		2151	**Classroom PARAS Hrly**			$ 3,115.00
		3000	**Employee Benefits**			$ 13,262.07
		4301	**Supplies**			$ 8,713.00
	09800 Total				**0.3750**	**$ 49,622.95**
	30100	1157	**Classroom Teacher Hrly**			$ 12,000.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 8,000.00
		1210	**Counselor**	School Counselor	0.2000	$ 15,886.20
		3000	**Employee Benefits**			$ 7,489.56
		4301	**Supplies**			$ 9,103.00
		4310	**Software Purchase**			$ 3,000.00
		5733	**Interprogram Svcs/Paper**			$ 7,000.00
		5853	**Contracted Svcs Less Than $25K**			$ 12,000.00
	30100 Total				**0.2000**	**$ 74,478.76**
	30103	1957	**Non Clsrm Tchr Hrly**			$ 500.00
		3000	**Employee Benefits**			$ 101.95
		4301	**Supplies**			$ 205.00
		4304	**Inservice supplies**			$ 500.00
		5920	**Postage Expense**			$ 500.00
	30103 Total					**$ 1,806.95**

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Lindbergh Schweitzer Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	• Staff will relate the CCSS Anchor Standards and increase rigor by looking at **Purpose and teaching points** • Staff will relate the CCSS Speaking and listening by looking at student talk and small group work by looking at **Student Engagement** • Staff will relate the CCSS Comprehension and Collaboration by planning lessons by looking at **Curriculum and Pedagogy** • Staff will relate the CCSS Range of Reading and Text Complexity by looking at soft and hard data (anecdotal notes, exit slips, formal assessments) by looking at Assessment for **Student Learning** • Staff will relate the CCSS of Presentation of Knowledge and Ideas by looking at classroom supports available to students to refer to by looking at **Classroom Environment and Culture**
CLOSING THE ACHIEVEMENT GAP	*How will you guarantee well-structured lessons that are aligned to the Common Core State Standards to ensure student mastery?* • Teachers are being asked to refer to the CCSS Anchor Standards as well as CCSS grade level standards during PLCs and teacher collaboration time. • Teachers are being asked to use District and Lucy Calkins writing units that are aligned to CCSS and develop lessons to help support implementation of standards

	- Teachers will be analyzing and monitoring data by completing a "professional Learning Community/Collaborative Planning Form" during PLC that reflect improvements in instruction - All teachers within a grade level are provided the same professional development opportunities, they attend the same site professional developments, they calibrate their rubrics across various subjects to ensure that all students and all sub groups of students receive the same high quality teaching when a lesson is presented.
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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle 1** (August-November) - How do develop an academic, social and physical environment worthy of our children?

	Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations? **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that lies within the variability of all learners? **Cycle 4** (April - June) -How do develop students that take an active stance in their own learning and the learning of others? 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).
GRADUATION/PROMOTION	Lindbergh Schweitzer Elementary School is currently implementing the Common Core State Standards. CCSS outlines clear expectations for what students should know and be able to do at each grade level and in each subject area in order to advance in skills to meet the staircase complexity required to be ready for the next grade level. This should continue beyond elementary school and until graduation.
PARENT ENGAGEMENT	Lindbergh Schweitzer Elementary School staff is committed to partnering with parents in the following ways: •assisting parents in understanding academic content and achievement standards and assessment •providing materials and training to help parents work with their children to improve their children's academic achievement • distributing information related to school and parent programs, meetings, and other activities to the parents of participating students •We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges.

	•We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Lindbergh Schweitzer Elementary School will host an information session to support parents in learning about the decision making bodies of the school district and in supporting their child's educational success. •We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation with parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Lindbergh Schweitzer Elementary School will conduct regular SSC, SGT, and ELAC meetings.