THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MASON ELEMENTARY SCHOOL

2018-19

37-68338-6071914
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: Powell, Dawn
Contact Person: Powell, Dawn
Position: Principal
Telephone Number: 858-271-0410
Address: 10340 San Ramon Dr, Mason Elementary, San Diego, CA, 92126-3235,
E-mail Address: dpowell@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: *MASon Elementary*

SITE CONTACT PERSON: *Dawn Powell*

PHONE: *858)271·0410* FAX: *858)578·6822* E-MAIL ADDRESS: *dpowell@sandi.net*

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

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
 ☒ Title 1 Schoolwide Programs (SWP)

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

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

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

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

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

☒ English Learner Advisory Committee (ELAC)	Date of presentation: *4-18-18*
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: *x*
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: *1-31-18*
☐ Site Governance Team (SGT)	Date of presentation: *4-18-18*
☐ 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: *4-18-18*

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.

Nestor Suarez		*4-18-18*
Type/Print Name of School Principal	Signature of School Principal	Date
John Larrick		*4-18-18*
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lamont Jackson		*5-1-18*
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Revised 03.08.18 mj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Our Mission at Mason Elementary is to ensure that every student learns to his or her maximum potential in a safe, orderly, and nurturing environment. Our essential goals are to:

Provide a high quality Standards based instructional program

Provide maximum opportunities for students to develop good character

Provide opportunities for students, teachers, administrators, and parents to use collaboration to enhance student achievement.

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups 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 principal and current staff have worked in collaboration with the Mason SSC and has analyzed the preliminary 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. SMART goals, strategies, and action steps will be set forth once the remaining student population is known. The plan will outline related actions and expenditures which will be adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups will be consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT
At Mason Elementary we met to discuss our needs and goals in PLCs week of January 16th and 22nd and as a staff 1/31/18 and 2/08/18. We met in in grade level PLCs in January and with SSC and governance on 1/31/18.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Dawn Powell	Principal (ex officio member)
Rose Maligat	Other School Personnel
John Larrick	Classroom Teacher
Karen Harnish	Classroom Teacher
Deanna Ritchie	Classroom Teacher
Monica Samayoa	Parent Community Representative
Oran Houck	Parent Community Representative
Tami Wright	Parent Community Representative
Ansley Sparks	Parent Community Representative
Eric Gonzales	Parent Community Representative

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 75% (approx. 75/100fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 73% (approx. 70/96 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 66.41% (approx. 26/39fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 58.45% (approx. 15/26 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 64% (approx. 23/36 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 55% (approx. 19/35 fifth graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019,58% (approx.7/13 fourth graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 18% (approx. 2/11 fifth 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):

2015-2016 SBAC Data,   2016-17 Fountas and Pinnel Reading Levels based on September Data

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

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

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 81% (approx. 81/100 fourth graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 81% (approx. 78/96 fifth graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 78.46% (approx. 31/39 fourth graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 74.4%   (approx. 19/26 fifth graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 80% (approx. 29/36 fourth graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 75.3% (approx.26/35 fifth graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 70.77% (approx.9/13 fourth graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 69% (approx. 8/11 fifth 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):

2015-16 SBAC Data

Common grade level assessments

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

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

Area 3: English Learner

English Learner SMART Goal:

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

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 81% (approx. 81/100 fourth graders) will meet or exceed level 38 in DRA.

By June 2019, at least 81% (approx. 78/96 fifth graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: English Learners students

By June 2019, 66.41% (approx. 26/39 fourth graders) will meet or exceed level 38 in DRA.

By June 2019, 58.45% (approx. 15/26 fifth graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, 64% (approx. 23/36 fourth graders) will meet or exceed level 38 in DRA.

By June 2019, 55% (approx. 19/35 fifth graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, 58% (approx. 7/13 fourth graders) will meet or exceed level 38 in DRA.

By June 2019, 18% (approx. 2/11 fifth graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course

Exams ☐ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit

Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Teacher running records and DRA assessment.

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

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

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, 100% (approx. 540 families) will receive information regarding academic and citizenship progress of their children.
Targeted Population:
Parents of Spanish Speaking English Learners are least represented at school events.
By June 2019, a minimum of 100% of parents will participate in at least three (3) school events to support their child's learning in activities such as parent conferences, Family Literacy, Math /Science nights, Family Fridays, ELAC/SSC or SGT, parent trainings, CBET classes and Parent Institute as documented by sign in sheets.
What data did you use to form these goals?
As indicated by annual sign in sheets, approximately 98% of parents participated in at least three (3) school sponsored events last year (the previous year was 95%).
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted based on progress. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

· All teachers will use the Lucy Calkins Units of Study in English Language Arts (Reading and Writing) and California Common Core grade level standards in designing and differentiating instruction.

· Every English Learner will receive 30 minutes of collaborative conversations five times a week throughout the day 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/shared reading and daily conferring.

· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

· Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

· All English learners will be assessed using ELPAC.

· Speech and Language Pathologist will provide model lessons to improve student use of academic language.

· 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)

· 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 and families

· Support by Support staff and team to address literacy needs of students who are two or more years below proficiency.

· Speech and language pathologist will provide supplemental support to English learners with language needs.

· Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

- Teachers use Lucy Calkins as one resource to unfold Common Core Standards to guide their instructions for Language Arts

- Teachers use math concepts as a resource to support their use of the Common Core Standards to guide their instruction.

- Grade level team planning is used to build capacity and analyze student needs.

- Teacher are supplementing and using technology to address the variability of learners as needed

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$22,342.72	$22,342.72	0199-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional materials beyond the norm, technology, toner,

How will you monitor these strategies/activities?

We use the DRA and monthly Fountas/Pinnel reading levels to monitor reading, on demand writing to measure growth in student writing. **The teachers, principal and SSC will substantially analyze and discuss data to make decisions regarding student placement, progress, effectiveness of instruction, and intervention.**

- Teachers are meeting at grade level to discuss and analyze data

- Teachers are LASW and grade-level performance tasks

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

We will maintain additional small group math support, and additional guided reading by our teachers. We have a focus on building language and ensuring we are planning for collaborative conversation throughout the day. The school has implemented accommodations and modifications for students with disabilities as outlined in each child's IEP.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician	0.2000	$6,823.60	$13,170.39	0199-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1	Health Asst helps to keep students well and ready to learn. Also, parent communication with regard to attending school. Implementations of the wellness plan.
Attendance Asst	0.1000	$2,869.40	$6,618.60	0199-30100-00-2404-2700-0000-01000-0000	Title I Basic Program	03, 04, 05, LCFF 1	Assists with parent communication with regard to attending school. Student incentives and attendance recognition assemblies. Collection of data for teachers.

| Classroom Teacher Hrly | | $7,400.00 | $8,908.86 | 0199-30100-00-1157-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3 | Tutoring, planning and teacher collaborations. Visiting teachers |

How will you monitor these strategies/activities?
Teachers are meeting at grade level to discuss and analyze data. Teachers are Looking AT Student Work (LASW) and grade-level performance tasks

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
We have collab time for grade level teams to meet weekly with resources as needed to plan for student needs and plan lessons for class dynamics.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$3,700.00	$4,454.43	0199-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers for teacher planning and collaboration.

How will you monitor these strategies/activities?
Meeting with grade level teams weekly to discuss needs and resources.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Added health tech time to address health concerns related to attendance

*Added attendance time to contact parents regarding attending and to run reports for teachers and counselor to monitor attendance. Will also help teachers offer incentives for attendance.

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

How will you monitor these strategies/activities?
Daily attending records and monthly attendance records by Pupil attendance department. Monthly attendance awards in class. Health info to students and parents by health tech.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
We will continue to reach out to parents for support and engagement. We will continue to seek translation support to parents who speak languages other than English. We have parent meeting once a month with the Principal. We have an SSC and PTA where parents can be informed and involved in decision making. Mira Mesa Cluster will continue to work as a team to keep our families and parents informed through parent nights. We have partners with community businesses to for support.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Duplicating		$955.00	$955.00	0199-30103-00-5721-1000-1110-01000-0000	Title I Parent Involvement	05	Parent and student handbook. This is the way we share the Compact, T1PIP, and the SPSA.
Inservice supplies		$1,000.00	$1,000.00	0199-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light snacks and materials for parent meetings.

How will you monitor these strategies/activities?
Parent and family attendance

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::

Push-in/pull out support is provided to increase the number of students meeting grade level standards as evidence by Fountas/Pinnel Guided Reading levels and site developed assessments

Identified Need::

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

Target Group::

Students K-5 not meeting grade level standards.

Monitoring::

Monthly Fountas and Pinnell levels, DRA scores and results of site-developed assessments.

Personnel Responsible::

Teachers, Principal, ILT, Push-in/Pull-out teachers

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::

Units of Study in Writing and Reading by Lucy Calkins materials and online supports will be provided to enhance student achievement.

Identified Need::

Professional development to support writing instruction that are common core aligned by Lucy Calkins.

Target Group::

Students in TK-5 classrooms

Monitoring::

Data collection, writing pieces, assessments, planning notes

Personnel Responsible::

Teachers and administrator

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 within the PLC collaborative model. Provide time to strengthen teacher's knowledge around writing standards and Units of Study. Provide time for teachers to analyze student work and design lessons with a strong focus to ensure student learning.

Identified Need::

To strengthen teacher's knowledge in designing lessons to address the instructional shifts in common core across the curriculum through writing and reading.

Target Group::

All students and teachers in TK-5th Grade

Monitoring::

Monitoring of progress is conducted through the PLCs notes and agendas. Scheduled collaboratives will have agendas, evidence in planning in classrooms, and observations by administration.

Personnel Responsible::

Teachers and administrator

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$22,276.00	$26,818.07	0199-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Visiting teacher for planning and collaboration.
Supplies		$30,287.00	$30,287.00	0199-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional materials beyond the norm, technology, toner,
Interprogram Svcs/Paper		$1,562.00	$1,562.00	0199-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Copies of instructional materials.

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
Mason
All Grades Combined

Student Group	English Language Arts 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	2016 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	2016 %
Total	385	56.6	285	60.0	275	65.1	8.5	5.1	385	55.1	286	54.5	280	58.9	3.8	4.4
Female	197	58.9	140	62.1	128	74.2	15.3	12.1	197	53.3	141	50.4	134	60.4	7.1	10.0
Male	188	54.3	145	57.9	147	57.1	2.8	-0.8	188	56.9	145	58.6	146	57.5	0.6	-1.1
African American	22	50.0	17	52.9	12	41.7	-8.3	-11.2	22	22.7	17	29.4	12	58.3	35.6	28.9
Asian	14	85.7	5	-	11	81.8	-3.9	-	14	85.7	6	-	11	63.6	-22.1	-
Filipino	100	57.0	76	71.1	54	77.8	20.8	6.7	99	57.6	76	67.1	55	70.9	13.3	3.8
Hispanic	100	47.0	86	44.2	91	48.4	1.4	4.2	100	47.0	85	40.0	92	48.9	1.9	8.9
Indochinese	52	61.5	34	70.6	40	85.0	23.5	14.4	52	63.5	35	60.0	39	71.8	8.3	11.8
Native American	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Pacific Islander	6	-	6	-	3	-	-	-	6	-	6	-	3	-	-	-
White	44	70.5	32	59.4	32	75.0	4.5	15.6	45	64.4	32	62.5	35	57.1	-7.3	-5.4
Multiracial	47	53.2	29	65.5	30	66.7	13.5	1.2	47	55.3	29	58.6	31	58.1	2.8	-0.5
English Learner	95	29.5	74	37.8	64	32.8	3.3	-5.0	94	30.9	76	34.2	67	28.4	-2.5	-5.8
English-Speaking	290	65.5	211	67.8	211	74.9	9.4	7.1	291	62.9	210	61.9	213	68.5	5.6	6.6
Reclassified†	61	82.0	46	84.8	49	87.8	5.8	3.0	61	82.0	46	73.9	49	73.5	-8.5	-0.4
Initially Eng. Speaking	229	61.1	165	63.0	162	71.0	9.9	8.0	230	57.8	164	58.5	164	67.1	9.3	8.6
Econ. Disadv.*	223	46.6	175	52.0	151	52.3	5.7	0.3	223	45.7	175	44.6	155	51.0	5.3	6.4
Non-Econ. Disadv.	162	70.4	110	72.7	124	80.6	10.2	7.9	162	67.9	111	70.3	125	68.8	0.9	-1.5
Gifted	124	80.6	81	72.8	57	82.5	1.9	9.7	124	84.7	81	80.2	58	79.3	-5.4	-0.9
Not Gifted	261	45.2	204	54.9	218	60.6	15.4	5.7	261	41.0	205	44.4	222	53.6	12.6	9.2
With Disabilities	38	7.9	31	9.7	27	18.5	10.6	8.8	38	5.3	31	9.7	27	29.6	24.3	19.9
WO Disabilities	347	62.0	254	66.1	248	70.2	8.2	4.1	347	60.5	255	60.0	253	62.1	1.6	2.1
Homeless	14	50.0	7	-	10	60.0	10.0	-	14	50.0	7	-	10	70.0	20.0	-
Foster	5	-	0	-	0	-	-	-	5	-	0	-	1	-	-	-
Military	79	57.0	66	60.6	66	72.7	15.7	12.1	79	51.9	65	52.3	66	66.7	14.8	14.4

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Mason
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	142	57.0	89	58.4	96	62.5	5.5	4.1		142	61.3	89	52.8	98	59.2	-2.1	6.4
Female	76	56.6	37	62.2	45	73.3	16.7	11.1		76	60.5	37	48.6	47	59.6	-0.9	11.0
Male	66	57.6	52	55.8	51	52.9	-4.7	-2.9		66	62.1	52	55.8	51	58.8	-3.3	3.0
African American	9	-	4	-	5	-	-	-		9	-	4	-	5	-	-	-
Asian	5	-	0	-	4	-	-	-		5	-	0	-	4	-	-	-
Filipino	34	67.6	21	71.4	14	78.6	11.0	7.2		34	70.6	21	66.7	14	71.4	0.8	4.7
Hispanic	39	46.2	32	34.4	35	45.7	-0.5	11.3		39	51.3	32	31.3	35	45.7	-5.6	14.4
Indochinese	15	66.7	9	-	17	94.1	27.4	-		15	66.7	9	-	17	82.4	15.7	-
Native American	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Pacific Islander	3	-	1	-	0	-	-	-		3	-	1	-	0	-	-	-
White	18	61.1	15	60.0	7	-	-	-		18	72.2	15	60.0	9	-	-	-
Multiracial	19	42.1	7	-	12	66.7	24.6	-		19	63.2	7	-	12	66.7	3.5	-
English Learner	43	41.9	28	39.3	30	40.0	-1.9	0.7		43	39.5	28	35.7	32	34.4	-5.1	-1.3
English-Speaking	99	63.6	61	67.2	66	72.7	9.1	5.5		99	70.7	61	60.7	66	71.2	0.5	10.5
Reclassified†	11	90.9	11	100.0	10	100.0	9.1	0.0		11	100.0	11	81.8	10	100.0	0.0	18.2
Initially Eng. Speaking	88	60.2	50	60.0	56	67.9	7.7	7.9		88	67.0	50	56.0	56	66.1	-0.9	10.1
Econ. Disadv.*	78	50.0	50	54.0	58	50.0	0.0	-4.0		78	51.3	50	44.0	60	55.0	3.7	11.0
Non-Econ. Disadv.	64	65.6	39	64.1	38	81.6	16.0	17.5		64	73.4	39	64.1	38	65.8	-7.6	1.7
Gifted	43	79.1	22	63.6	13	84.6	5.5	21.0		43	88.4	22	77.3	13	92.3	3.9	15.0
Not Gifted	99	47.5	67	56.7	83	59.0	11.5	2.3		99	49.5	67	44.8	85	54.1	4.6	9.3
With Disabilities	12	0.0	15	13.3	8	-	-	-		12	0.0	15	20.0	8	-	-	-
WO Disabilities	130	62.3	74	67.6	88	64.8	2.5	-2.8		130	66.9	74	59.5	90	62.2	-4.7	2.7
Homeless	8	-	1	-	3	-	-	-		8	-	7	-	3	-	-	-
Foster	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Military	35	45.7	25	56.0	24	70.8	25.1	14.8		35	51.4	25	44.0	24	62.5	11.1	18.5

* 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
Mason
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	130	51.5	95	63.2	92	64.1	12.6	0.9		129	58.1	95	60.0	93	55.9	-2.2	-4.1
Female	61	55.7	50	70.0	36	72.2	16.5	2.2		61	54.1	50	64.0	37	54.1	0.0	-9.9
Male	69	47.8	45	55.6	56	58.9	11.1	3.3		68	61.8	45	55.6	56	57.1	-4.7	1.5
African American	7	-	7	-	6	-	-	-		7	-	7	-	6	-	-	-
Asian	4	-	3	-	1	-	-	-		4	-	3	-	1	-	-	-
Filipino	45	44.4	24	79.2	21	71.4	27.0	-7.8		44	56.8	24	75.0	20	70.0	13.2	-5.0
Hispanic	29	37.9	24	58.3	33	42.4	4.5	-15.9		29	44.8	23	47.8	34	47.1	2.3	-0.7
Indochinese	18	55.6	11	63.6	11	90.9	35.3	27.3		18	72.2	12	58.3	11	72.7	0.5	14.4
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	3	-	2	-	1	-	-	-		3	-	2	-	1	-	-	-
White	10	90.0	11	54.5	14	71.4	-18.6	16.9		10	80.0	11	63.6	14	50.0	-30.0	-13.6
Multiracial	14	57.1	13	69.2	5	-	-	-		14	57.1	13	69.2	6	-	-	-
English Learner	34	20.6	26	38.5	22	36.4	15.8	-2.1		33	33.3	27	40.7	22	27.3	-6.0	-13.4
English-Speaking	96	62.5	69	72.5	70	72.9	10.4	0.4		96	66.7	68	67.6	71	64.8	-1.9	-2.8
Reclassified†	23	73.9	12	91.7	17	94.1	20.2	2.4		23	87.0	12	66.7	16	68.8	-18.2	2.1
Initially Eng. Speaking	73	58.9	57	68.4	53	66.0	7.1	-2.4		73	60.3	56	67.9	55	63.6	3.3	-4.3
Econ. Disadv.*	79	43.0	58	50.0	47	53.2	10.2	3.2		78	53.8	58	48.3	48	45.8	-8.0	-2.5
Non-Econ. Disadv.	51	64.7	37	83.8	45	75.6	10.9	-8.2		51	64.7	37	78.4	45	66.7	2.0	-11.7
Gifted	39	69.2	30	80.0	19	78.9	9.7	-1.1		39	89.7	30	80.0	20	70.0	-19.7	-10.0
Not Gifted	91	44.0	65	55.4	73	60.3	16.3	4.9		90	44.4	65	50.8	73	52.1	7.7	1.3
With Disabilities	10	10.0	31	9.7	10	20.0	10.0	10.3		10	0.0	31	9.7	10	60.0	60.0	50.3
WO Disabilities	120	55.0	88	68.2	82	69.5	14.5	1.3		119	63.0	88	64.8	83	55.4	-7.6	-9.4
Homeless	2	-	4	-	10	60.0	-	-		2	-	4	-	10	70.0	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	25	60.0	21	66.7	23	73.9	13.9	7.2		25	64.0	20	65.0	24	66.7	2.7	1.7

* 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
Mason
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	113	61.9	101	58.4	87	69.0	7.1	10.6		114	43.9	102	51.0	89	61.8	17.9	10.8
Female	60	65.0	53	54.7	47	76.6	11.6	21.9		60	43.3	54	38.9	50	66.0	22.7	27.1
Male	53	58.5	48	62.5	40	60.0	1.5	-2.5		54	44.4	48	64.6	39	56.4	12.0	-8.2
African American	6	-	6	-	1	-	-	-		6	-	6	-	1	-	-	-
Asian	5	-	2	-	6	-	-	-		5	-	3	-	6	-	-	-
Filipino	21	66.7	31	64.5	19	84.2	17.5	19.7		21	38.1	31	61.3	21	71.4	33.3	10.1
Hispanic	32	56.3	30	43.3	23	60.9	4.6	17.6		32	43.8	30	43.3	23	56.5	12.7	13.2
Indochinese	19	63.2	14	64.3	12	66.7	3.5	2.4		19	52.6	14	50.0	11	54.5	1.9	4.5
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	3	-	2	-	-	-		0	-	3	-	2	-	-	-
White	16	68.8	6	-	11	81.8	13.0	-		17	47.1	6	-	12	66.7	19.6	-
Multiracial	14	64.3	9	-	13	53.8	-10.5	-		14	42.9	9	-	13	61.5	18.6	-
English Learner	18	16.7	20	35.0	12	8.3	-8.4	-26.7		18	5.6	21	23.8	13	15.4	9.8	-8.4
English-Speaking	95	70.5	81	64.2	75	78.7	8.2	14.5		96	51.0	81	58.0	76	69.7	18.7	11.7
Reclassified†	27	85.2	23	73.9	22	77.3	-7.9	3.4		27	70.4	23	73.9	23	65.2	-5.2	-8.7
Initially Eng. Speaking	68	64.7	58	60.3	53	79.2	14.5	18.9		69	43.5	58	51.7	53	71.7	28.2	20.0
Econ. Disadv.*	66	47.0	67	52.2	46	54.3	7.3	2.1		67	29.9	67	41.8	47	51.1	21.2	9.3
Non-Econ. Disadv.	47	83.0	34	70.6	41	85.4	2.4	14.8		47	63.8	35	68.6	42	73.8	10.0	5.2
Gifted	42	92.9	29	72.4	25	84.0	-8.9	11.6		42	76.2	29	82.8	25	80.0	3.8	-2.8
Not Gifted	71	43.7	72	52.8	62	62.9	19.2	10.1		72	25.0	73	38.4	64	54.7	29.7	16.3
With Disabilities	16	12.5	9	-	27	18.5	6.0	-		16	12.5	31	9.7	27	29.6	17.1	19.9
WO Disabilities	97	70.1	92	63.0	78	76.9	6.8	13.9		98	49.0	93	55.9	80	68.8	19.8	12.9
Homeless	4	-	2	-	6	-	-	-		4	-	2	-	6	-	-	-
Foster	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Military	19	73.7	20	60.0	19	73.7	0.0	13.7		19	36.8	20	50.0	18	72.2	35.4	22.2

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

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APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

San Diego Unified SCHOOL DISTRICT

Mason Elementary

PARENT INVOLVEMENT POLICY
Mason Elementary School   2018-19

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

- **Mason Elementary School** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school, in languages appropriate for the parent groups, as required by Education Code 52164. 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 activities;
  - conferencing with teachers;
  - providing training programs to help parents support and work with their children at home and at school.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.

- The school wide Parent Newsletter from the PTA is sent home informing parents/community of all meetings of interest. In addition, the newsletter is made available on our website. The PTA Newsletter is used to advertise parent meetings, and will include the advertising of District Advisory Council's Harold J. Ballard Parent Center, Parent University, and other relevant meetings held throughout the district.

- During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics appropriate for SSC Review / action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- Parents are notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

Listed below are some of the parent involvement activities at Mason Elementary:

- *Coffee with the Principal:* Once a Month parents are welcome to sit and have coffee with the Principal. During this time, the Principal updates parents on any activities that will be occurring during the next month, presents the school budget, instructional plan, and various other topics related to student instruction. Parents are welcome to ask questions which relate to the school as a whole.   Check calendar for dates and times.

- *Fall Festival-* An annual October event sponsored by the PTA.

- *Publishing Parties* are held during the course of the year, throughout the various grade-levels. Parents are invited to come to their children's classrooms to see first-hand what their children are learning in school in language arts and in writing development. Teachers and children's work inform parents how their children are developing as writers. Parents may visibly and directly affect their children's success and their learning by coming in to the classrooms to support their efforts. Furthermore, parents can follow-up on some of the writing strategies used in the classroom to assist their children at home. Publishing Parties provide parents with the awareness of techniques and strategies, which they may utilize to improve their children's academic success and to assist their children in learning at home.

- *Family Learning Days:* Family Workshops have been scheduled for the school year. The purpose is to provide parents with information to support them in working at home with their children. Parent involvement funds are being used to pay staff, purchase needed informational materials for parents, and refreshments. .

- *Kindergarten Family Orientation (Fall of each year)*
Following kindergarten registration, new parents are invited to attend a Kindergarten Family Orientation. Parents will be informed on how to prepare their children for Kindergarten, of the Kindergarten Standards and expectations, and how they can help their children to prepare for school in the fall. Classroom tours will be offered in order for parents to get an idea of what a kindergarten classroom looks like, it's setting and composition.

- *Other Events:*
  - Back to School Night, Open House, Parent Conferences
  - *PTA:* Movie Night and other community building activities.
  - *EAR:* Everyone A Reader Volunteer Program

(Approved by SSC 2/2018)

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified
SCHOOL DISTRICT

Mason Elementary
Principal : Dawn Powell
P- 858-271-0410
F- 858-578-6822

HOME - SCHOOL COMPACT

Mason Elementary and the parents of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how the parents, staff, and the students will share responsibility for improved student academic achievement. This compact also outlines the means by which the staff and parents will build and develop a partnership which will help children achieve California's high standards. _This Home/School Compact is in effect during the 2018-19 school year._

STUDENT COMMITMENTS
Academic:
1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignment to the best of my ability, and get help when I need it.

Citizenship:
3. I will follow school rules and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements ("put-downs").
7. I will respect the property of the school, community, and others.

Home:
8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.

TEACHER COMMITMENTS
Teaching and Learning:
1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work
4. I will provide a safe and positive atmosphere for learning.
5. I will advocate for my students' non-academic needs.

School:
6. I will help to create a welcoming environment for students, families, and community members
7. I will provide opportunities for parents to volunteers, observe, and/or participate in classroom activities.

Home:
8. I will communicate with parents through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
9. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.

10. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS
School Support:
1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

School Communications and Involvement:
7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be available to teachers and will return teacher calls in a timely manner.

Home Learning:
10. I will provide a regular time, place, and supervision for homework completion.
11. I will read to my child or ensure that my child reads daily just for pleasure.
12. I will limit my child's access to _non-educational_ media and encourage healthy physical activity.

**Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district academic and citizenship standards.**

School Administrator: _Dawn L. Powell_   _August 28, 2018_
                Dawn Powell, Principal   Date
                                    (Approved by SSC February 2018)

Parent: _____
                                        Date

Student: _____
                                        Date

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
Mason Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 22,276.00
		3000	**Employee Benefits**			$ 4,542.07
		4301	**Supplies**			$ 30,287.00
		5733	**Interprogram Svcs/Paper**			$ 1,562.00
	09800 Total					**$ 58,667.07**
	30100	1157	**Classroom Teacher Hrly**			$ 7,400.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 3,700.00
		2236	**Health Prsnl PARAS**	Health Technician	0.2000	$ 6,823.60
		2404	**Guidance/Attendance Asst**	Attendance Asst	0.1000	$ 2,869.40
		3000	**Employee Benefits**			$ 12,359.28
		4301	**Supplies**			$ 22,342.72
	30100 Total				**0.3000**	**$ 55,495.00**
	30103	4304	**Inservice supplies**			$ 1,000.00
		5721	**Interprogram Svcs/Duplicating**			$ 955.00
	30103 Total					**$ 1,955.00**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Mason Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Site uses instructional time thoughtfully. Classroom schedules and pacing is evident. All teachers have textbooks and resources needed.
CLOSING THE ACHIEVEMENT GAP	Mason substantially implements strategies to close the achievement gap.
PROFESSIONAL DEVELOPMENT	We have clear goals for PD. Grade levels plan weekly. We analyze trends and needs to improve practice.
GRADUATION/PROMOTION	We strive to meet the needs all of our learners. We have grade level expectations based on the CCSS, reading levels, writing proficiency and math concepts.
PARENT ENGAGEMENT	We have family learning days and many school events. We want to improve the amount of parents who attend our family learning days and volunteer in the classrooms.