



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ROLANDO PARK ELEMENTARY SCHOOL**

2018-19

37-68338-6040091
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: DeLuca, Anthony

Contact Person: DeLuca, Anthony

Position: Principal

Telephone Number: 619-344-3600

Address: 6620 Marlowe Dr, Rolando Park Elementary, San Diego, CA, 92115-6740,

E-mail Address: adeluca@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Rolando Park
SITE CONTACT PERSON: Anthony DeLuca
PHONE: _____ FAX: _____

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

E-MAIL ADDRESS: adeluca@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/4/18</u> |
| <input checked="" type="checkbox"/> Other (list): <u>RPE PTA + Parents</u> | Date of presentation: <u>4/6/18</u> |

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

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

Anthony DeLuca
Type/Print Name of School Principal

A. DeLuca
Signature of School Principal

4/3/18
Date

Garth Hebbler
Type/Print Name of SSC Chairperson

Garth Hebbler
Signature of SSC Chairperson

4/3/18
Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel
Signature of Area Superintendent

5/16/18
Date

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

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

The mission of Rolando Park Elementary School (RPE) is to improve student achievement across all core academic content areas. We will do this by supporting all of our students' needs, both academic and socio-emotional, in an environment where our students feel safe and cared for. We will continue to focus on our students' literacy and mathematical acumen with the goal of helping all of our students to be their best and achieve their goals. Rolando Park Elementary staff believe **ALL** students can learn and we constantly strive to help our students achieve high standards of learning. Our goal is to prepare Rolando Park Elementary students to be 21st century learners by developing these important skills: critical thinking, problem solving, communication, collaboration, and technology. The Site Plan for Student Achievement (SPSA) fulfills this goal by providing a school environment that places a strong emphasis on learning and academic growth. Rolando Park Elementary maintains high expectation for all students, both social/emotional as well as academic.

There are approximately 204 students enrolled at RPE with 100% of our students receiving free lunch and Breakfast in the Classroom (BIC). ***The largest subgroups at the school are: Hispanic (53%), African American (19%), Asian (13%) and White (7%). The English Learner (EL) population makes up approximately 34%*** of our student population, with nearly equal distribution across all grades. School-wide baseline performance on CAASP results for 2016-2017 in literacy and mathematics scores indicates the following: **41% Met** or Exceeded State Standards in ELA- English Language Arts and **45% Met** or Exceeded State Standards in Mathematics. Last year (2016-2017) Rolando Park Elementary Reclassified as Fluent English Proficient 22 students. This year we have a new assessment for Reclassification (ELPAC). At this time we do not have a projection for reclassification as the ELPAC is a new assessment but our SPSA will be updated when we receive results later this year. The results from 16-17 show that our EL population is gaining the needed skills in the language acquisition process to make academic gains in this all-important area.

Moving forward Rolando Park Elementary will continue to focus on strong literacy (reading and writing) and mathematics instruction as preparing our students for the academic rigors of a common core world is a top priority for us. The support will come from a Cluster English Learner Support Teacher (ELST) for our ELs and a .5 Resource Teacher who will provide Tier I & II instruction for students, as well as, professional development for K-5 teachers.

SCHOOL VISION AND REALITY

Rolando Park Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that **all children can and will learn**, and we work tirelessly to make this a reality for 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 cornerstone of growing and learning as educators at Rolando Park Elementary School (RPE). At RPE, we believe that great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. 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 combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for teacher 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. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to / derived from working with students and understanding them each as individuals.

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).

Rolando Park Elementary, as part of the Crawford Cluster of schools, also participates in Joint Professional Development with our partner elementary schools four times per year. This is an opportunity for teachers to meet, to learn, and to discuss new ideas within the broader Crawford Cluster Community.

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 make progress in literacy & mathematics as evidenced by SBAC scores in grades 3-5, and formative/summative assessments in grades TK-2. In order to achieve Rolando Park Elementary goals and implement the major strategies and action steps set forth in the plan the RPE will monitor and track student growth and progress throughout the 2018-2019 school year.

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Local Control Funding Formula is a California law which governs how schools in our state are to be funded. This law, the most significant change to school district funding in the past 40 years, makes fundamental changes in how State revenues are allocated to schools. At its core is the Local Control Funding Formula (LCFF). This law requires parents, students, teachers, and community be involved in the process of deciding how new funds are spent. At Rolando Park Elementary (RPE) all stakeholders participated in discussions on 2018-19 budget. These decisions are made during Staff Meetings and during Parent Meetings (Family Friday, ELAC, and SSC).

The Local Control Funding Formula (LCFF):

- Allows for local control and decision making
- Provides additional resources for students with the greatest needs (for example, English Language Learners, Foster Youth and socio-economically disadvantaged students)
- Aligns District goals and actions with the budget and expenditures

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Tiffany Brinegar	Parent
Rosa Arvizu	Parent
Phyllis Stevens	Teacher
Anthony DeLuca	Principal
Garth Hebbler	Teacher
Kevin Parker	Teacher
Irma Perez	Parent
Erika Arevalo	Parent
Claudia Ortiz	Parent
Diana Delgadillo	Other Staff

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 55% (approx. 18 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 13 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

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

By June 2019, 65% (approx. 4 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 50% (approx. 9 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 5 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 9 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 5- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 10% (approx. 2 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 2% (approx. 1 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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?"

Teachers will meet in whole school PLCs to analyze student reading levels (DRA), literacy & math levels (Illuminate) on a monthly basis during Professional Learning Community meetings. Analyzing this data will help RPE to inform our instruction and close our achievement gap.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 55% (approx. 18 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 60% (approx. 13 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students
 By June 2019, 50% (approx. 3 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 65% (approx. 4 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students
 By June 2019, 50% (approx. 9 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50% (approx. 5 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students
 By June 2019, 50% (approx. 9 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50% (approx. 5 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: with Disabilities
 By June 2019, 10% (approx. 2 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 2% (approx. 1 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 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?"
 Teachers will meet in whole school PLCs to analyze student reading levels (DRA), literacy & math levels (Illuminate) on a monthly basis during Professional Learning Community meetings. Analyzing this data will help RPE to inform our instruction and close our achievement gap.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 60% 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 within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

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

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

By June 2019, at least 63% (approx. 20 - 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 16 - 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):

Daily student attendance

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

Teachers will meet in whole school PLCs to analyze student reading levels (DRA), literacy & math levels (Illuminate) on a monthly basis during Professional Learning Community meetings. Analyzing this data will help RPE to inform our instruction and close our achievement gap.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 200 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 100 families) will attend on-site training on the importance of attendance, reading, writing, and mathematics to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of students who receive free or reduced lunch are usually the least represented at school events. We have seen a slow but steady growth in parents who are coming to the site regularly, volunteering in the classrooms, have run for SSC membership, ELAC membership and attend ELAC Meetings, Coffee with the Principal & Perfect Attendance Assemblies which occur on a monthly basis & our new monthly Family Fridays. During these meetings, we engage parents in all of the necessary discussions regarding the importance of school attendance, testing data, safety plans, student achievement and the importance of being involved in their child's education for their academic, social and emotional success

What data did you use to form these goals?:

The data used to form these goals are the historical patterns of families who attend and interact with the school via Family Friday events, PTA events, Family Farmers Market events, and extra-curricular events such as Field Day and the Halloween Festival. We use these numbers to gauge parent involvement.

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

Review and monitor sign-in sheets, send home and increase utilization of flyers & messages and continue the use of School Messenger to notify parents & community of parent involvement opportunities. PeachJar, Facebook, and Twitter have all been implemented to keep our families informed of school happenings.

Teachers and counselors will meet multiple times per year to analyze student progress using site developed criteria. Families are contacted quarterly 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 be using our District Critical Concepts & Proficiency Scales to strengthen and focus our instruction in ELA. We will also utilize the units of study in English Language Arts, ELA Framework, and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive ELD instruction embedded in their classroom based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Illuminate Interim Assessments, DRAs, and teacher created formative assessments to monitor progress and adjust instruction based upon the needs of students).
- Staff will analyze student writing using grade level & Lucy Calkins writing rubrics providing students with concrete feedback and direction as it relates to grade-level writing standards.
- Teachers will use graphic organizers to support student understanding when needed to enhance/scaffold instruction.
- All English learners will be assessed using ELPAC for Initial assessments. For year-over-year assessments the ELPAC will be utilized for our students.
- Speech and Language Pathologist will provide model lessons to improve student use of Academic English Language in questioning and retelling.
- 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 for students.
- Teachers will have the opportunity to work collaboratively to identify grade-level proficiency using the results of Illuminate Interim assessments and teacher created formative assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on-site and district professional development to strengthen literacy and mathematics instruction.
- Teachers will participate in professional development to increase their technological acumen with regard to adapting lessons to a digital format, and preparing students to interact in Google Classroom.

Strategic Support (Tier 2)

- Targeted small flexible group instruction will be used to address specific needs in literacy and mathematics.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at-risk student.
- Educational specialist will provide push-in supplemental small group instruction for targeted students in need.
- Cluster ELST will, when available, consult with teachers to provide supports for targeted English Learners.
- 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 re-teach concepts.
- Teachers or support staff will provide additional literacy support for students not reading at grade-level standards.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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- Incorporate the support of site para-educators (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.
- Cluster ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners (schedule permitting).
- Counselor will provide weekly, and/or monthly, check-in with at-risk students.
- .5 Resource teacher support will be utilized to address the 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):

Students will be provided direct classroom instructional supports through additional small group or one on one instruction in the areas of ELA and if time is available with our .5 Interventions teacher, possibly in Math.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$11,167.12	\$11,167.12	0243-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Supplemental materials such as charts, pencils, notepads, etc...to support core programs

How will you monitor these strategies/activities?:

Grade level teams participate in Data Analysis during PLC. Classroom teachers with the support of the Resource Teacher will administer ongoing assessments to record and monitor individual student performance.

The Guidance Assistant will be part of the School Attendance Review Team which will meet on a monthly basis & will help to collect and analyze data to support the work of the SART Team.

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

Activities to assist in Closing the Achievement Gap will be teacher collaboration in monthly Professional Learning Communities (PLCs), site and Crawford Cluster Professional Development (PD) trainings, and targeted/focused Critical Concept & Proficiency Scale (CCPS) instruction. As a result of these practices our teachers will build capacity in their instructional practice. The ability to participate in full-cluster PDs provides teachers with the opportunity to work with others in our cluster to broaden the scope of their instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.3600	\$32,017.68	\$45,213.28	0243-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	In school resource teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance.

How will you monitor these strategies/activities?:

Grade level teams participate in Data Analysis during PLCs. Classroom teachers with the support of the Resource Teacher will administer ongoing assessments to record and monitor individual student performance. Teachers will administer their own formative assessments to determine student progress. Teachers will use monitoring sheets and teacher generated formative assessments to inform instruction, and continue to provide interventions based on students' needs throughout the school year.

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

Teachers will utilize the District's Critical Concepts & Proficiency Scales to continue to strengthen the pedagogy and instructional practices that will meet the needs of all students in their classroom. Teacher participation in Professional Learning Communities, and Professional Development sessions will inform instruction by engaging in data analysis in order to discuss and develop instructional interventions and supports for our target students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$4,000.00	\$4,815.60	0243-30100-00-1192-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers to allow for teacher professional development, and collaboration (PLCs).

How will you monitor these strategies/activities?:

Administrator will assist teachers Professional Development and facilitation of Professional Learning Communities. Administrator will also create and monitor a student data tracking system for all students in order to closely monitor evidence of achievement. In addition, monthly PLC work will monitor target student progress by analysis of student work and classroom summative assessments.

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

Rolando Park Elementary School works with students at their development/academic level with the goal of building student agency so that maximum potential is reached. Some of the ways Rolando Park Elementary provides these opportunities include; flexible small group instruction, intervention by our .5 resource teacher, and collaborative learning opportunities.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Consultants <=\$25K		\$2,000.00	\$2,000.00	0243-30100-00-5801-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Funds used to pay for 1/3 the cost of an Americorps Mentor.

How will you monitor these strategies/activities?:

Rolando Park Elementary will monitor our students with reading assessments for growth, our afterschool students will be monitored using instructional reading levels for growth measures. The DRA will be utilized for criteria for students to meet critical reading standards per grade level. Mathematics formative assessments and Interim Illuminate assessments will be monitored to check for growth in this area.

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

Rolando Park is implementing parent involvement through monthly Perfect Attendance Assemblies, Coffee with the Principal, Family Fridays and is effectively beginning to engage stakeholders and community members of Rolando Park via ELAC (English Language Advisory Committee, DELAC, DAC and SSC meetings. Our school keeps parents involved and informed of events through a monthly calendar and School Messenger monthly outreach calls to families. We also have a very active Facebook Page and Twitter Feed.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Postage Expense		\$200.00	\$200.00	0243-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage for parent communication
Interprogram Svcs/Duplicating		\$251.00	\$251.00	0243-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Copy materials for parent communication
In-service supplies		\$700.00	\$700.00	0243-30103-00-4304-1000-1110-01000-0000	Title I Parent Involvement	05	Supplies for parent academic activities

How will you monitor these strategies/activities?:

Parent event sign in sheets.

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::

Students will be provided with direct instructional supports through additional small group instruction via our .5 resource teacher. Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA and site developed assessments. Professional Development and Professional Learning Community support will also be provided.

Identified Need::

SBAC data shows that 58% of Rolando Park students in grades 3-5 are currently performing below grade level in ELA and 55% of students in grades 3-5 are performing below grade level in mathematics. Students at all grade levels who are not meeting grade level standards will benefit from push-in/pull-out support.

Target Group::

Students in grades 3-5 who are in need of additional supports and identified as “target” by their classroom teachers based on formative and summative assessments. Students not meeting Reading or Math grade level standards.

Monitoring::

Grade level teams participate in Data Analysis during PLCs. Classroom teachers with the support of the resource teacher will administer ongoing assessments to record and monitor individual student performance. Teachers will administer their own formative assessments to determine student progress. Rolando Park Elementary uses online monitoring spreadsheets and teacher formative assessments to inform instruction, and continue to provide interventions based on students' needs throughout the school year.

Personnel Responsible::

Classroom Teacher, Resource Teacher, Site Administrator

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::

Students will be provided direct classroom instructional supports through additional small group or one on one instruction in the areas of ELA, ELD and Mathematics as our .5 resource teacher schedule allows.

Guidance Assistant will assist in monitoring student activities, participating in student interventions and disciplinary issues.

Identified Need::

SBAC data shows that 58% of Rolando Park Elementary students in grades 3-5 performed below grade level in ELA and 55% performed below grade level in Math.

Target Group::

Students have been identified by teachers based on ELA and Math performance using both summative and formative assessments.

Guidance Assistant will work with groups of students who are chronically absent or tardy to ensure they are at school to receive necessary instruction,

Monitoring::

Grade level teams participate in Data Analysis during PLC. Classroom teachers with the support of the Resource Teacher will administer ongoing assessments to record and monitor individual student performance.

The Guidance Assistant will be part of the School Attendance Review Team which will meet on a monthly basis & will help to collect and analyze data to support the work of the SART Team.

Personnel Responsible::

Classroom Teachers, Resource Teacher, Site Administrators

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:

Teachers will utilize the District's Critical Concepts & Proficiency Scales to continue to strengthen the pedagogy and instructional practices that will meet the needs of all students in their classroom. Teacher participation in Professional Learning Communities, and Professional Development sessions will inform instruction by engaging in data analysis in order to discuss and develop instructional interventions and supports for our target students.

Identified Need::

The identified need is around providing support to all teachers of Rolando Park with respect to identifying target students as well as the student work and data analysis that needs to take place in order to plan for effective and meaningful intervention instruction.

Target Group::

All Rolando Park Teachers but especially those new to Rolando Park or new to a grade level.

Monitoring::

Administrator and PD /Intervention Resource Teacher will assist in monitoring new teacher capacity- building through PD participation and their work around evidence and documentation for supporting their Target students. In addition, monthly PLC work will monitor Target student progress by analysis of student work and classroom summative assessments.

Personnel Responsible::

Classroom Teachers, Resource Teacher, Administrator

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.1400	\$12,451.32	\$17,582.94	0243-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	In school resource teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance.
Guidance Asst -	0.2000	\$5,695.60	\$7,329.96	0243-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	05, LCFF 1, LCFF 2	Assist with communication to parents, student interventions, classroom and playground support, and Power School data entry.
Supplies		\$3,142.20	\$3,142.20	0243-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental materials such as charts, pencils, notepads, etc...to support core instruction
Prof&Curriclm Dev Vist Tchr		\$2,495.00	\$3,003.74	0243-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Teacher release time for Professional Learning Communities

ACHIEVEMENT**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

ACHIEVEMENT

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
Rolando Park
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	100	32.0	92	45.7	91	40.7	8.7	-5.0	99	22.2	92	32.6	91	45.1	22.9	12.5
Female	42	35.7	40	52.5	34	52.9	17.2	0.4	42	14.3	40	32.5	34	47.1	32.8	14.6
Male	58	29.3	52	40.4	57	33.3	4.0	-7.1	57	28.1	52	32.7	57	43.9	15.8	11.2
African American	14	7.1	17	17.6	23	30.4	23.3	12.8	13	0.0	17	17.6	23	34.8	34.8	17.2
Asian	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Filipino	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Hispanic	63	30.2	57	52.6	48	37.5	7.3	-15.1	63	17.5	57	36.8	48	43.8	26.3	7.0
Indochinese	7	-	1	-	5	-	-	-	7	-	1	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	6	-	7	-	5	-	-	-	6	-	7	-	5	-	-	-
Multiracial	8	-	9	-	6	-	-	-	8	-	9	-	6	-	-	-
English Learner	20	5.0	22	31.8	8	-	-	-	20	20.0	22	36.4	8	-	-	-
English-Speaking	80	38.8	70	50.0	83	43.4	4.6	-6.6	79	22.8	70	31.4	83	45.8	23.0	14.4
Reclassified†	16	62.5	5	-	24	54.2	-8.3	-	16	25.0	5	-	24	54.2	29.2	-
Initially Eng. Speaking	64	32.8	65	46.2	59	39.0	6.2	-7.2	63	22.2	65	29.2	59	42.4	20.2	13.2
Econ. Disadv.*	100	32.0	82	43.9	80	40.0	8.0	-3.9	99	22.2	82	31.7	80	46.3	24.1	14.6
Non-Econ. Disadv.	0	-	10	60.0	11	45.5	-	-14.5	0	-	10	40.0	11	36.4	-	-3.6
Gifted	25	52.0	26	61.5	25	48.0	-4.0	-13.5	25	48.0	26	61.5	25	68.0	20.0	6.5
Not Gifted	75	25.3	66	39.4	66	37.9	12.6	-1.5	74	13.5	66	21.2	66	36.4	22.9	15.2
With Disabilities	24	8.3	0	-	17	11.8	3.5	-	24	0.0	16	12.5	17	11.8	11.8	-0.7
WO Disabilities	76	39.5	76	55.3	74	47.3	7.8	-8.0	75	29.3	76	36.8	74	52.7	23.4	15.9
Homeless	12	16.7	16	25.0	13	15.4	-1.3	-9.6	12	8.3	16	12.5	13	30.8	22.5	18.3
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	3	-	0	-	2	-	-	-	2	-	0	-	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
Rolando Park
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	35	28.6	36	52.8	27	70.4	41.8	17.6	35	31.4	36	44.4	27	81.5	50.1	37.1
Female	10	20.0	14	57.1	14	85.7	65.7	28.6	10	20.0	14	57.1	14	85.7	65.7	28.6
Male	25	32.0	22	50.0	13	53.8	21.8	3.8	25	36.0	22	36.4	13	76.9	40.9	40.5
African American	7	-	8	-	7	-	-	-	7	-	8	-	7	-	-	-
Asian	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	18	22.2	23	60.9	13	69.2	47.0	8.3	18	33.3	23	43.5	13	76.9	43.6	33.4
Indochinese	4	-	0	-	3	-	-	-	4	-	0	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	3	-	1	-	-	-	2	-	3	-	1	-	-	-
Multiracial	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
English Learner	9	-	10	30.0	4	-	-	-	9	-	10	50.0	4	-	-	-
English-Speaking	26	34.6	26	61.5	23	78.3	43.7	16.8	26	30.8	26	42.3	23	82.6	51.8	40.3
Reclassified†	1	-	1	-	8	-	-	-	1	-	1	-	8	-	-	-
Initially Eng. Speaking	25	32.0	25	60.0	15	66.7	34.7	6.7	25	28.0	25	40.0	15	73.3	45.3	33.3
Econ. Disadv.*	35	28.6	31	48.4	24	70.8	42.2	22.4	35	31.4	31	41.9	24	83.3	51.9	41.4
Non-Econ. Disadv.	0	-	5	-	3	-	-	-	0	-	5	-	3	-	-	-
Gifted	13	38.5	9	-	6	-	-	-	13	46.2	9	-	6	-	-	-
Not Gifted	22	22.7	27	44.4	21	71.4	48.7	27.0	22	22.7	27	37.0	21	76.2	53.5	39.2
With Disabilities	11	9.1	0	-	4	-	-	-	11	0.0	5	-	4	-	-	-
WO Disabilities	24	37.5	31	61.3	23	73.9	36.4	12.6	24	45.8	31	48.4	23	87.0	41.2	38.6
Homeless	3	-	7	-	2	-	-	-	3	-	7	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	-	-	0	-	0	-	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
Rolando Park
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	34	38.2	30	36.7	34	23.5	-14.7	-13.2	34	17.6	30	30.0	34	41.2	23.6	11.2
Female	21	38.1	11	45.5	10	10.0	-28.1	-35.5	21	9.5	11	18.2	10	30.0	20.5	11.8
Male	13	38.5	19	31.6	24	29.2	-9.3	-2.4	13	30.8	19	36.8	24	45.8	15.0	9.0
African American	3	-	6	-	8	-	-	-	3	-	6	-	8	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	26	42.3	18	38.9	19	21.1	-21.2	-17.8	26	15.4	18	33.3	19	36.8	21.4	3.5
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
Multiracial	3	-	3	-	3	-	-	-	3	-	3	-	3	-	-	-
English Learner	7	-	8	-	2	-	-	-	7	-	8	-	2	-	-	-
English-Speaking	27	48.1	22	31.8	32	25.0	-23.1	-6.8	27	18.5	22	27.3	32	43.8	25.3	16.5
Reclassified†	5	-	1	-	8	-	-	-	5	-	1	-	8	-	-	-
Initially Eng. Speaking	22	36.4	21	28.6	24	25.0	-11.4	-3.6	22	13.6	21	23.8	24	45.8	32.2	22.0
Econ. Disadv.*	34	38.2	28	39.3	32	21.9	-16.3	-17.4	34	17.6	28	28.6	32	40.6	23.0	12.0
Non-Econ. Disadv.	0	-	10	60.0	2	-	-	-	0	-	2	-	2	-	-	-
Gifted	6	-	11	45.5	8	-	-	-	6	-	11	54.5	8	-	-	-
Not Gifted	28	32.1	19	31.6	26	19.2	-12.9	-12.4	28	14.3	19	15.8	26	26.9	12.6	11.1
With Disabilities	7	-	0	-	17	11.8	-	-	7	-	8	-	17	11.8	-	-
WO Disabilities	27	44.4	22	50.0	30	26.7	-17.7	-23.3	27	22.2	22	36.4	30	46.7	24.5	10.3
Homeless	6	-	16	25.0	7	-	-	-	6	-	16	12.5	7	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Rolando Park
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	31	29.0	26	46.2	30	33.3	4.3	-12.9	30	16.7	26	19.2	30	16.7	0.0	-2.5
Female	11	45.5	15	53.3	10	50.0	4.5	-3.3	11	18.2	15	20.0	10	10.0	-8.2	-10.0
Male	20	20.0	11	36.4	20	25.0	5.0	-11.4	19	15.8	11	18.2	20	20.0	4.2	1.8
African American	4	-	3	-	8	-	-	-	3	-	3	-	8	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	19	21.1	16	56.3	16	31.3	10.2	-25.0	19	5.3	16	31.3	16	25.0	19.7	-6.3
Indochinese	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	3	-	1	-	-	-	2	-	3	-	1	-	-	-
Multiracial	2	-	4	-	3	-	-	-	2	-	4	-	3	-	-	-
English Learner	4	-	4	-	2	-	-	-	4	-	4	-	2	-	-	-
English-Speaking	27	33.3	22	54.5	28	35.7	2.4	-18.8	26	19.2	22	22.7	28	17.9	-1.3	-4.8
Reclassified†	10	40.0	3	-	8	-	-	-	10	10.0	3	-	8	-	-	-
Initially Eng. Speaking	17	29.4	19	47.4	20	35.0	5.6	-12.4	16	25.0	19	21.1	20	15.0	-10.0	-6.1
Econ. Disadv.*	31	29.0	23	43.5	24	33.3	4.3	-10.2	30	16.7	23	21.7	24	16.7	0.0	-5.0
Non-Econ. Disadv.	0	-	3	-	6	-	-	-	0	-	10	40.0	6	-	-	-
Gifted	6	-	6	-	11	45.5	-	-	6	-	6	-	11	36.4	-	-
Not Gifted	25	20.0	20	40.0	19	26.3	6.3	-13.7	24	4.2	20	5.0	19	5.3	1.1	0.3
With Disabilities	6	-	0	-	17	11.8	-	-	6	-	16	12.5	17	11.8	-	-0.7
WO Disabilities	25	36.0	23	52.2	21	47.6	11.6	-4.6	24	20.8	23	21.7	21	23.8	3.0	2.1
Homeless	3	-	6	-	13	15.4	-	-	3	-	6	-	13	30.8	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

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

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

ACHIEVEMENT

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Rolando Park Elementary
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting at the ***Rolando Park Elementary Family Friday*** will be held to share with parents a description of the Title I program and its requirements.

Rolando Park Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parents are asked for input at Family Friday meetings and through communication with the school site. The results are shared and the final policy is reviewed by the SSC in October for distribution to parents for the current school year. The policy is made available electronically on the Rolando Park Elementary Facebook page and upon request.

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 Rolando Park Elementary, the following practices have been established:

- ***The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.***
 - Parents are sent flyers, personally invited by the principal to Family Friday meetings, and also receive a call from the school informing them of the annual meeting in the fall.
 - The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.
 - Parents are given the opportunity to ask questions and provide feedback after the presentation in an open dialogue.
- ***The school offers a flexible number of meetings for Title I parents, such as meetings in the afternoon or (if requested) in the morning before school.***
 - School Site Council (SSC) meetings are scheduled throughout the year with 10 being the minimum meetings on the calendar.
 - Parents are always welcome to set up an appointment to visit with the principal during the school year.
 - The principal is available for questions, concerns or clarifications through email.
- ***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.***
 - Parent teacher conferences use a standards based progress report and always include student work and samples of assessments. Teachers inform parents of student progress and supports available to help all students succeed.
 - School sites and parents get results of the [California Assessment of Student Performance and Progress \(CAASPP\)](#) each fall. The state assessments measure student performance based on the California common core standards in literacy and mathematics using the scale: standard not met: level 1, standard nearly met: level 2, standard met: level 3, and standard exceeded:

level 4. Teachers and staff are available to parents for an explanation on how this assessment measures student progress.

- ***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.***
 - Parents are actively encouraged to join or attend our school's governing bodies: School Site Council (SSC), Site Governance Team (SGT), the English Learner Advisory Committee (ELAC) and Henry Cluster Council. Dates of meetings are posted at the school site.
 - The Parent Teacher Association (PTA) is also a valuable resource and opportunity for parents to engage in the school site decision-making process.

Rolando Park Elementary / Home – School Compact:

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

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet California's common core standards.*
- *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement.*
- *Provide parents with frequent reports on their child's progress.*
- *Provide parents reasonable access to staff.*
- *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.*

Rolando Park Elementary: Building Capacity for Involvement:

Rolando Park Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During annual school meetings school staff will explain to our parents the content standards, assessments, and the school's data and its significance.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During meetings with school staff the staff will discuss ways that parents can use grades and assessment data to monitor their student's progress and assist their child's academic progress.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. During SSC meetings, at least once a year, parents will meet with staff members to advise the SSC.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent involvement is a key component at our school. School staff will, to the highest extent possible, coordinate efforts with other parent groups such as PTA, and ELAC, through their involvement with the School Site Council.

Rolando Park Elementary School

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Utilizing, Facebook, Flyers, PeachJar, EdConnect, and Twitter information is communicated to parents regarding school and parent programs and meetings.
- The school provides support for parental involvement activities requested by Title I parents. The school supports assistance for parents in all activities requested by PTA, ELAC, and DAC members.

Accessibility

Rolando Park Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Meeting invitations to attend all parent meetings will be sent to parents in both English and Spanish. Our campus is handicapped accessible, and parent translation in Spanish & Sign Language will be provided.

ACHIEVEMENT

APPENDIX C

HOME/SCHOOL COMPACT



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

Rolando Park Elementary
HOME/SCHOOL COMPACT
2018-2019

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

This Home/School Compact goes into effect for the 2018-2019 school year.

SCHOOL RESPONSIBILITIES - Rolando Park Elementary will:

- 1. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet California's common core standards as follows:***
 - Rolando Park Elementary will provide high-quality curriculum and instruction through consistent and systematic district professional development, purposeful grade level planning and professional learning communities (PLCs) focused on inquiries that improve teaching and learning in service of proficiency of the common core standards and through the use of multiple formative and summative assessments to monitor student progress and accountability.
 - Teachers will utilize and implement lessons in the areas of literacy, mathematics, social sciences, and physical sciences that are developed and formulated into a curriculum map specific to each grade level based on the common core standards.
- 2. *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement.***
 - Teachers will consistently communicate grade level expectations and each child's progress towards those expectations.
 - Teachers will meet with all parents in the fall and spring for parent/teacher conferences and on an as-needed basis for children not achieving adequate progress.
- 3. *Provide parents with frequent reports on their child's progress.***
 - The school provides three progress reports: one in November, a second in March and a final one in June.
 - Teachers maintain communications with students and families on an on going basis including the use of learning contracts when a child is not meeting grade level standards.
- 4. *Provide parents reasonable access to staff.***
 - Parents are encouraged to email teachers or call the office to contact the teachers to make an appointment with the teacher during non-teaching times. Our teachers welcome the opportunity to communicate with the parents of their students.

5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*

- Parents are invited to become members of the PTA and to register with the office as classroom volunteers (TB Test required).
- During Back to School Night in the fall, teachers encourage and inform parents how they may participate in the classroom, school site activities, organizations and committees.

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

- ✓ *Monitoring attendance.*
- ✓ *Making sure that homework is completed.*
- ✓ *Monitoring amount of media/technology my child engages with daily.*
- ✓ *Volunteering in my child's classroom, if possible.*
- ✓ *Participating, as appropriate, in decisions relating to my child's education.*
- ✓ *Promoting positive use of my child's extracurricular time.*
- ✓ *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by internet communication, my child or by mail and responding, as appropriate.*
- ✓ *Serving, to the extent possible, on advisory groups, such as the School Site council (SSC), the District Advisory Council for Compensatory Education (DAC), the Rolando Park Site Governance Team (SGT), the English Learner Advisory Committee (ELAC), or other school advisory groups.*

STUDENT RESPONSIBILITIES- We, as students, will share the responsibility to improve our academic achievement and make significant progress towards California's common core standards.

- ✓ *Do my homework every day and advocate for help when I need it.*
- ✓ *Read at least 30 minutes every day outside of school time.*
- ✓ *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- ✓ *Adhere to the SDUSD Internet, discipline and wellness policies.*
- ✓ *Adhere to the Rolando Park Elementary Student Handbook Guidelines.*
- ✓ *Follow the Rolando Park Vision, Mission and Beliefs to promote a positive culture of academic, social and emotional success for all students.*
- ✓ *Participate in afterschool tutoring or enrichment programs when available and appropriate.*
- ✓ *Advocate for ones self and grow a sense of agency to take responsibility for learning and success in and out of school.*
- ✓ *Work collaboratively with others and ask questions to stimulate discussion, seek clarification, wonder and make meaning.*

ACHIEVEMENT

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
Rolando Park Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.1400	\$ 12,451.32
		1192	Prof&Curriclm Dev Vist Tchr			\$ 2,495.00
		2404	Guidance/Attendance Asst	Guidance Asst	0.2000	\$ 5,695.60
		3000	Employee Benefits			\$ 7,274.72
		4301	Supplies			\$ 3,142.20
09800 Total					0.3400	\$ 31,058.84
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.3600	\$ 32,017.68
		1192	Prof&Curriclm Dev Vist Tchr			\$ 4,000.00
		3000	Employee Benefits			\$ 14,011.20
		4301	Supplies			\$ 11,167.12
		5801	Consultants <=\$25K			\$ 2,000.00
30100 Total					0.3600	\$ 63,196.00
	30103	4304	Inservice supplies			\$ 700.00
		5721	Interprogram Svcs/Duplicating			\$ 251.00
		5920	Postage Expense			\$ 200.00
30103 Total						\$ 1,151.00

ACHIEVEMENT

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Rolando Park Elementary School

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Rolando Park Elementary maximizes instructional time by ensuring that all students’ teachers are adhering to clearly defined instructional schedules. RPE has made changes to the instructional schedule to allow this to happen, this includes an uninterrupted English Language Arts block in the morning for all grade levels. All RPE assessments are aligned to the Critical Concepts & Proficiency Scales for accuracy and reliability. All teachers work closely with their new CCPS pacing guidelines for core academic subjects – this work is defined collaboratively during our Professional Learning Community (PLC) process. Teachers collectively & collaboratively developed clear assessment systems for both ELA & Math which included both formative and summative assessment plans. Teachers meet in PLCs on a monthly basis to analyze and discuss student data – this information is used to inform effectiveness of instruction, track student progress, and make critical decisions regarding targeted student interventions.</p>
CLOSING THE ACHIEVEMENT GAP	<p>Rolando Park Elementary recognizes the importance of having clearly identified and articulated goals for improving student achievement. We have a designated Response to Intervention (RTI) system whereby struggling students’ needs can be identified at an early stage in order to make specific plans to close the achievement gap. Rolando Park Elementary (RPE) is supplementing these programs by again investing in a .5 Resource Teacher to help with targeting students in need. RPE pays close attention to our English Learner population (approximately 33% of our student population) in order to assist in the critical skill of acquiring academic language proficiency. Our students with disabilities receive all accommodations/modifications as specified by law in their Individualized Education Programs (IEPs). Our assessment process is clearly aligned to track student progress and maximize student achievement in core academic subjects.</p>

	<p>RPE has clear goals for student achievement. In all grade levels the primary goals are to be proficient with respect to the Critical Concepts & Proficiency Scales in the 3.0 range. RPE assesses students on a continual basis in both formative and summative assessment measures. Assessments are tied to what students are learning in their core academic subjects and to the District CCPS. Having all of these supports/structures in place will help RPE to close the achievement gap at our school site.</p>
PROFESSIONAL DEVELOPMENT	<p>Rolando Park Elementary has put in place a collaborative process for staff professional development. RPE works closely with other schools in the Crawford Cluster to plan for effective and timely professional development opportunities for all of our teachers. English Language Arts & Mathematics are key core academic subjects that are kept in the forefront of our professional development planning. Professional Learning Communities (PLCs) are implemented on a monthly basis in order for teachers to work collaboratively with one another around specific teaching strategies designed to promote student growth and engagement. Data is identified, disseminated, analyzed, and planned around with regard to making sure that its impact reflects what we are learning as professionals at RPE. Teachers have had collaborative input with regard to the types of professional developments that they would like to engage in. RPE has been making a committed effort to focus our learning on the new District Critical Concepts & Proficiency Scales so that we can be aligned together as teachers in a highly reliable school-wide organization. Technology-infused lessons remains an area of focus for RPE students in order to better prepare them for a 21st century globalized learning environment. One of our primary goals has been to help to bridge the “digital literacy gap” which presently exists in our schools. All students at RPE have access to a high-speed wireless infrastructure so that integrating with technology happens on a daily basis.</p>
GRADUATION/PROMOTION	<p>Rolando Park Elementary uses San Diego Unified approved curricula for English Language Arts, and the District adopted curricula for both Mathematics and Science. With regard to these curricula, promotion for students is measured by student progress towards proficiency with academic standards. Instruction is standards based and therefore directly linked to promotion/graduation requirements. Student data is used to inform instruction as well as assessment decisions to meet grade level promotion standards. The staff members at RPE value the academic success of all students and teachers meet regularly in Professional Learning Communities to discuss and plan for student achievement and success. The main focus during PLCs is to make sure that students are learning and progressing from grade level to grade level with regard to their academic readiness and proficiency with core subject knowledge.</p>

PARENT ENGAGEMENT	<p>Rolando Park Elementary continues to make the area of Parent Engagement in our school a top priority for us. We have been fully engaged in strengthening the relationships between home and school. In this regard our Facebook page has been impactful with respect to communicated school events/happenings with our community. (https://www.facebook.com/rolandoparkelementary/) We continue to use our electronic flyer delivery system (PeachJar), and we have implemented a system whereby any Facebook posting will also show up on our Twitter feed. (https://twitter.com/rolandoparkelem) We also adhere to the more traditional methods of parent contact (paper flyers & Ed-Connect phone calls). Rolando Park Elementary formed a PTA on March 10th 2016 which parents showed high interest in creating. We also enjoy full parent participation on our School Site Council (SSC), and in our English Learner Advisory Committee (ELAC). Parent and community members are fully involved in decision making processes here at RPE, and we always welcome all parent input. RPE has made key community contacts with the local Rolando Park Community Council which has begun promoting our school to our neighborhood students.</p>
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