THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ROSS ELEMENTARY SCHOOL

2018-19

37-68338-6040109
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: Cruz, Rosemary
Contact Person: Cruz, Rosemary
Position: Principal
Telephone Number: 858/800-5800
Address: 7470 Bagdad St, Ross Elementary, San Diego, CA, 92111-4317,
E-mail Address: rcruz1@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: Ross Elementary

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

SITE CONTACT PERSON: Rosemary Cruz

PHONE: (858) 800-5800   FAX: (858) 800-5849   E-MAIL ADDRESS: rcruz1@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:

☐ English Learner Advisory Committee (ELAC)	Date of presentation: _____
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☒ Site Governance Team (SGT)	Date of presentation: April 2, 2018
☐ 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: ___April 2, 2018

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

Rosemary Cruz		April 6, 2018
Type/Print Name of School Principal	Signature of School Principal	Date
Joe Catacutan		April 6, 2018
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lochtefeld		4-16-18
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 mission at Ross is to create a safe and supportive learning environment for all students. We believe in education that supports the "whole child" and provides students with the academic, social, and emotional tools necessary to be productive, peaceful, and global citizens. Our beliefs are supported by the philosophy that all students have the potential to be leaders in our school, our community, and in our world.

SCHOOL VISION AND REALITY
Our vision for Ross Elementary is that all children are welcomed, supported safe, and cared for by all adults. All children achieve their full academic and social potential through current, rigorous, challenging, common core based instruction. Employees are enthusiastic about their work, stay current with professional practice, and collaborate to support the success of all students. Parents and guardians are actively involved in the educational process through volunteerism, governance, and home based support, and the campus is inviting, clean, well maintained and child centered. Our current reality is we are progressing in the right direction and with consistent and unrelenting focus; our vision will begin to evolve. We are continuing to work in the area of meeting the social emotional needs of high profile students through specialized training.

Ross is a place where teachers and support staff are life-long learners who collaborate professionally to ensure the highest quality of care and education for all students. The administration leads by supporting, collaborating, and inspiring students, staff, parents, and community in order to reach their greatest potential. Parents and families take responsibility and are actively engaged in the social, emotional, physical growth of all students and the community actively participates to support the school's vision statements in order to meet the needs of all children.

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

SSC discussion and survey results were used. Teachers, parents, and community were also consulted in the decision making process.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Elena Knorr	Parent
Rosemary Cruz	Principal
Joseph Catacutan	Classroom Teacher
Tina Kollyma	Parent
Muhadisa Ali	Parent
Jamiee Schwann	Classroom Teacher
Sue Duggins	Other School Representative
Peggy Bostwick	Parent
Monique McThompson	Community Member
Tim Leininger	Classroom Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 50% (approx. 23 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 22 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 45% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 4 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):

SBAC, DRA

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

Teachers will meet by grade level/department to analyze DRA and SRI achievement monthly. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 58% (approx. <u>33</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. <u>12</u> 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, <u>55%</u> (approx. <u>20</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, <u>15%</u> (approx. <u>3</u> 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):
Exit slips, End of unit tests

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. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 25% 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 60% (approx. 15 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 24 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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. <u>240</u> families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least <u>50%</u> approx. <u>120</u> families) will attend <u>literacy or math</u> training on <u>reading or math strategies</u> (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

Hispanic or Latino

Socio Economic Disadvantaged

English Language Learners

Students with Disabilities

What data did you use to form these goals?

Sign-in Sheets

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

Teachers and counselors will meet <u>3</u> per year to analyze student progress using site developed criteria. Families are contacted <u>3</u> 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 implement *Lucy Calkins* Reading and Writing Workshop, Common Core State Standards grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- EL support teacher/assistant will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English 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 and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of interim 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.
- EL support teacher/assistant will 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 reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- 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
- EL support teacher/assistant will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students will provide monthly check in with families of at risk students
- Support by Support staff and EL support teacher/assistant 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):

The school is working on bell to bell instruction. All staff members will provide opportunities for students' growth during instructional hours. Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and curriculum. Student will also have experiences in the community through programs and field trips.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$2,500.00	$2,500.00	0247-00000-00-4301-1000-1110-01000-0000	Discretionary Alloc	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	To provide necessary resources and tools such as pencils, paper, notebooks, etc for learning
Supplies		$3,086.00	$3,086.00	0247-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	To provide necessary resources and tools such as pencils, paper, notebooks, etc for learning
Interprogram Svcs/Field Trip		$1,000.00	$1,000.00	0247-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	To provide experiences in the community relevant to classroom learning

How will you monitor these strategies/activities?
Supply inventory, teacher supply list to support our instructional program

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

- The library assistant will work with students on research skills, providing access to resources and reading materials. Literacy support will also be provided through read alouds and exposure to various genres, authors, and cultures.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.1750	$4,365.55	$5,618.23	0247-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, LCFF 2	Provide additional student for students in the library. Assist students and staff in locating resource materials and leveled reading material for grade level instruction. Provide additional support to EL students.

How will you monitor these strategies/activities?
Library schedule, ELPAC scores, Observation notes, progress updates

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

Teachers will collaborate in monthly PLCs to monitor student progress through analyzing assessments, student work, and observation notes and collaborate in student-centered cycles. Teachers may also attend workshops that support our instructional program and will share information with colleagues. Teachers will also focus on the implementation of Lucy Calkin's Reading and Writing Workshop.

Funding will pay for teacher release time. Teachers may also attend professional development offered by our area or district.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$2,769.00	$3,333.59	0247-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide PLC and Professional Development release time for student-centered cycles, workshops, conferences
Prof&Curriclm Dev Vist Tchr		$1,246.00	$1,500.06	0247-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide PLC and Professional Development release time for student-centered cycles, workshops, conferences

How will you monitor these strategies/activities?
Agendas from PLCs, Grade Level unit plans, and Classroom observations

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

In providing social/emotional supports for students, we have developed a comprehensive counseling program at Ross. A component includes our Guidance Assistant providing support based on the Early Mental Health Initiative (EMHI) for students who may need some extra support in their adjustment to the classroom based on the recommendations from teachers based on a student survey, responsibilities are not limited to this program and may extend to support necessary for student success in the classroom. The anti-bullying program, Second Steps is also implemented and supported.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.4000	$31,772.40	$47,373.03	0247-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Provide additional counseling for students, intervention services as well as individual and group counseling sessions. Assist in providing educational plans for all students, including those promoting to middle school.
Guidance Asst	0.2000	$5,695.60	$13,713.60	0247-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Provide additional counseling, academic, and intervention services for students as well as their families.

How will you monitor these strategies/activities?
Schedules and student progress

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

Parents are encouraged to attend Back to School Night, parent conferences, Open House, community meetings, school activities and events. We will also encourage our ELL parents to be active and involved in ELAC with support from our EL teacher, classroom teachers, and translators in providing information regarding our program and strategies for parents in being partners in education.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		$1,338.00	$1,338.00	0247-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Provide inservice supplies for parent involvement activities that support student learning

How will you monitor these strategies/activities?

Agendas, sign-in sheets, surveys

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA, ELPAC, and site developed assessments.

Identified Need::

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

Target Group::

Students not meeting grade level standards.

Monitoring::

DRA scores and results of site-developed assessments

Personnel Responsible::

Principal, ILT, Classroom Teachers, Push-in/Pull out teachers/assistants, Guidance Assistants

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

To increase access to grade level standards and improve learning, basic supplies are necessary and computer software will be utilized.

Identified Need::

All students are in need of basic classroom supplies.

Target Group::

All students are in need of basic supplies for learning.

Monitoring::

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

Personnel Responsible::

Principal, Teachers, Push-in and Pull-out teachers/aides, Guidance Assistants

Goal 3: Professional Development

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

Professional Development Goal:

Professional Development opportunities and collaboration among teachers to calibrate common core instruction, Student-centered cycles in PLCs, implement Reading/Writing Workshop, and develop of site-based assessments

Identified Need::

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

Target Group::

All students

Monitoring::

Monitoring of progress is conducted through the PLC's and monitoring meeting s with the principal and RSP. Additional monitoring is conducted through the evaluation and observation processes by the principal.

Personnel Responsible::

Principal, ILT, Classroom Teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3500	$9,967.30	$23,998.78	0247-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide additional intervention academic, counseling, and as needed services to students and their families Provide ELPAC testing
Guidance Asst	0.3750	$10,679.25	$13,743.66	0247-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide additional intervention academic, counseling, and as needed services to students and their families Provide ELPAC testing
Other Support Prsnl PARAS Hrly		$819.00	$1,051.68	0247-09800-00-2281-2490-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Provide additional academic support for students and families

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
Ross
All Grades Combined

Student Group	English Language Arts 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	Chg From 2016 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	Chg From 2016 %
Total	138	36.2	121	36.4	128	38.3	2.1	1.9	130	32.3	121	34.7	144	31.3	-1.0	-3.4
Female	62	33.9	56	35.7	61	36.1	2.2	0.4	61	26.2	56	26.8	69	26.1	-0.1	-0.7
Male	76	38.2	65	36.9	67	40.3	2.1	3.4	69	37.7	65	41.5	75	36.0	-1.7	-5.5
African American	5	-	5	-	8	-	-	-	5	-	5	-	8	-	-	-
Asian	6	-	5	-	5	-	-	-	6	-	5	-	6	-	-	-
Filipino	5	-	3	-	3	-	-	-	5	-	3	-	3	-	-	-
Hispanic	74	27.0	69	27.5	71	23.9	-3.1	-3.6	67	22.4	69	26.1	82	19.5	-2.9	-6.6
Indochinese	23	56.5	20	45.0	16	68.8	12.3	23.8	23	47.8	20	50.0	18	50.0	2.2	0.0
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
White	9	-	7	-	9	-	-	-	9	-	7	-	10	50.0	-	-
Multiracial	15	33.3	10	50.0	16	50.0	16.7	0.0	14	42.9	10	40.0	17	47.1	4.2	7.1
English Learner	55	10.9	50	16.0	48	10.4	-0.5	-5.6	54	16.7	51	17.6	59	15.3	-1.4	-2.3
English-Speaking	83	53.0	71	50.7	80	55.0	2.0	4.3	76	43.4	70	47.1	85	42.4	-1.0	-4.7
Reclassified†	33	72.7	34	58.8	34	70.6	-2.1	11.8	33	57.6	34	55.9	36	44.4	-13.2	-11.5
Initially Eng. Speaking	50	40.0	37	43.2	46	43.5	3.5	0.3	43	32.6	36	38.9	49	40.8	8.2	1.9
Econ. Disadv.*	138	36.2	111	36.0	112	37.5	1.3	1.5	130	32.3	112	33.0	128	28.9	-3.4	-4.1
Non-Econ. Disadv.	0	-	10	40.0	16	43.8	-	3.8	0	-	9	-	16	50.0	-	-
Gifted	34	67.6	25	56.0	28	67.9	0.3	11.9	33	63.6	25	64.0	29	62.1	-1.5	-1.9
Not Gifted	104	26.0	96	31.3	100	30.0	4.0	-1.3	97	21.6	96	27.1	115	23.5	1.9	-3.6
With Disabilities	13	0.0	0	-	10	10.0	10.0	-	10	10.0	12	8.3	15	13.3	3.3	5.0
WO Disabilities	125	40.0	109	40.4	118	40.7	0.7	0.3	120	34.2	109	37.6	129	33.3	-0.9	-4.3
Homeless	5	-	0	-	0	-	-	-	4	-	0	-	0	-	-	-
Foster	2	-	2	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	3	-	0	-	1	-	-	-	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
Ross
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	46	45.7	39	35.9	56	39.3	-6.4	3.4		45	53.3	39	53.8	56	50.0	-3.3	-3.8
Female	23	43.5	18	38.9	29	41.4	-2.1	2.5		23	39.1	18	61.1	29	44.8	5.7	-16.3
Male	23	47.8	21	33.3	27	37.0	-10.8	3.7		22	68.2	21	47.6	27	55.6	-12.6	8.0
African American	2	-	2	-	4	-	-	-		2	-	2	-	4	-	-	-
Asian	2	-	2	-	2	-	-	-		2	-	2	-	2	-	-	-
Filipino	1	-	1	-	1	-	-	-		1	-	1	-	1	-	-	-
Hispanic	26	34.6	22	27.3	31	22.6	-12.0	-4.7		25	36.0	22	40.9	31	35.5	-0.5	-5.4
Indochinese	5	-	7	-	7	-	-	-		5	-	7	-	7	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
White	2	-	2	-	4	-	-	-		2	-	2	-	4	-	-	-
Multiracial	8	-	2	-	7	-	-	-		8	-	2	-	7	-	-	-
English Learner	18	22.2	23	21.7	26	19.2	-3.0	-2.5		18	44.4	23	34.8	26	34.6	-9.8	-0.2
English-Speaking	28	60.7	16	56.3	30	56.7	-4.0	0.4		27	59.3	16	81.3	30	63.3	4.0	-18.0
Reclassified†	10	90.0	5	-	7	-	-	-		10	70.0	5	-	7	-	-	-
Initially Eng. Speaking	18	44.4	11	36.4	23	43.5	-0.9	7.1		17	52.9	11	72.7	23	52.2	-0.7	-20.5
Econ. Disadv.*	46	45.7	36	36.1	47	36.2	-9.5	0.1		45	53.3	36	50.0	47	44.7	-8.6	-5.3
Non-Econ. Disadv.	0	-	3	-	9	-	-	-		0	-	3	-	9	-	-	-
Gifted	16	81.3	4	-	12	58.3	-23.0	-		16	81.3	4	-	12	58.3	-23.0	-
Not Gifted	30	26.7	35	34.3	44	34.1	7.4	-0.2		29	37.9	35	51.4	44	47.7	9.8	-3.7
With Disabilities	5	-	0	-	7	-	-	-		4	-	6	-	7	-	-	-
WO Disabilities	41	51.2	33	42.4	49	42.9	-8.3	0.5		41	56.1	33	60.6	49	53.1	-3.0	-7.5
Homeless	2	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Foster	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	-	-		1	-	0	-	1	-	-	-

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ross
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	45	28.9	41	34.1	28	32.1	3.2	-2.0		41	14.6	42	28.6	45	13.3	-1.3	-15.3
Female	20	20.0	20	35.0	11	36.4	16.4	1.4		19	5.3	21	9.5	20	15.0	9.7	5.5
Male	25	36.0	21	33.3	17	29.4	-6.6	-3.9		22	22.7	21	47.6	25	12.0	-10.7	-35.6
African American	1	-	2	-	2	-	-	-		1	-	2	-	2	-	-	-
Asian	0	-	2	-	1	-	-	-		0	-	2	-	2	-	-	-
Filipino	0	-	1	-	1	-	-	-		0	-	1	-	1	-	-	-
Hispanic	26	26.9	23	17.4	14	21.4	-5.5	4.0		22	18.2	24	12.5	25	8.0	-10.2	-4.5
Indochinese	9	-	5	-	4	-	-	-		9	-	5	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
White	4	-	3	-	3	-	-	-		4	-	3	-	5	-	-	-
Multiracial	4	-	5	-	3	-	-	-		4	-	5	-	4	-	-	-
English Learner	22	4.5	14	14.3	10	0.0	-4.5	-14.3		22	0.0	15	6.7	21	0.0	0.0	-6.7
English-Speaking	23	52.2	27	44.4	18	50.0	-2.2	5.6		19	31.6	27	40.7	24	25.0	-6.6	-15.7
Reclassified†	7	-	12	50.0	10	50.0	-	0.0		7	-	12	50.0	12	25.0	-	-25.0
Initially Eng. Speaking	16	31.3	15	40.0	8	-	-	-		12	0.0	15	33.3	12	25.0	25.0	-8.3
Econ. Disadv.*	45	28.9	38	34.2	25	36.0	7.1	1.8		41	14.6	39	28.2	42	14.3	-0.3	-13.9
Non-Econ. Disadv.	0	-	3	-	16	43.8	-	-		0	-	3	-	16	50.0	-	-
Gifted	8	-	14	57.1	3	-	-	-		7	-	14	71.4	3	-	-	-
Not Gifted	37	21.6	27	22.2	25	32.0	10.4	9.8		34	11.8	28	7.1	42	9.5	-2.3	2.4
With Disabilities	4	-	0	-	10	10.0	-	-		4	-	12	8.3	15	13.3	-	5.0
WO Disabilities	41	31.7	38	36.8	28	32.1	0.4	-4.7		37	16.2	39	30.8	40	15.0	-1.2	-15.8
Homeless	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-

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2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ross
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	47	34.0	41	39.0	44	40.9	6.9	1.9		44	27.3	40	22.5	43	25.6	-1.7	3.1
Female	19	36.8	18	33.3	21	28.6	-8.2	-4.7		19	31.6	17	11.8	20	10.0	-21.6	-1.8
Male	28	32.1	23	43.5	23	52.2	20.1	8.7		25	24.0	23	30.4	23	39.1	15.1	8.7
African American	2	-	1	-	2	-	-	-		2	-	1	-	2	-	-	-
Asian	4	-	1	-	2	-	-	-		4	-	1	-	2	-	-	-
Filipino	4	-	1	-	1	-	-	-		4	-	1	-	1	-	-	-
Hispanic	22	18.2	24	37.5	26	26.9	8.7	-10.6		20	10.0	23	26.1	26	11.5	1.5	-14.6
Indochinese	9	-	8	-	5	-	-	-		9	-	8	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
White	3	-	2	-	2	-	-	-		3	-	2	-	1	-	-	-
Multiracial	3	-	3	-	6	-	-	-		2	-	3	-	6	-	-	-
English Learner	15	6.7	13	7.7	12	0.0	-6.7	-7.7		14	7.1	13	0.0	12	0.0	-7.1	0.0
English-Speaking	32	46.9	28	53.6	32	56.3	9.4	2.7		30	36.7	27	33.3	31	35.5	-1.2	2.2
Reclassified†	16	50.0	17	52.9	17	70.6	20.6	17.7		16	37.5	17	47.1	17	35.3	-2.2	-11.8
Initially Eng. Speaking	16	43.8	11	54.5	15	40.0	-3.8	-14.5		14	35.7	10	10.0	14	35.7	0.0	25.7
Econ. Disadv.*	47	34.0	37	37.8	40	40.0	6.0	2.2		44	27.3	37	21.6	39	25.6	-1.7	4.0
Non-Econ. Disadv.	0	-	4	-	4	-	-	-		0	-	3	-	4	-	-	-
Gifted	10	50.0	7	-	13	84.6	34.6	-		10	60.0	7	-	14	64.3	4.3	-
Not Gifted	37	29.7	34	35.3	31	22.6	-7.1	-12.7		34	17.6	33	18.2	29	6.9	-10.7	-11.3
With Disabilities	4	-	0	-	10	10.0	-	-		2	-	12	8.3	15	13.3	-	5.0
WO Disabilities	43	37.2	38	42.1	41	43.9	6.7	1.8		42	28.6	37	24.3	40	27.5	-1.1	3.2
Homeless	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-

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APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Ross Elementary School 2018-2019
TITLE I PARENT INVOLVEMENT POLICY

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

Ross Elementary has developed a written Title I parental involvement policy with input from Title I parents with our SSC.

It has distributed the policy to parents of Title I students.
The Title I Parent Involvement Policy is sent home at the beginning of the school year and at Back to School Night.

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 **Ross 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.
  Presented at Back to School Night and SSC Meeting

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  Presentation at Back to School Night is held in the evening.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. **Policy is revised with SSC***

- The school provides parents of Title I students with timely information about Title I programs.
  Information is included in newsletters, School Messenger, website, PTO meetings, SSC, Awards Assemblies, and assemblies

- 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.
  Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences

- 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.
  SSC Meeting dates and times are public and parents/community are invited to attend.

***The policy must be updated periodically to meet changing needs of parents and the school.** If the school has a prcess in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.* [20 *USC* 6318 Section 1118(c) (3)]

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

ROSS ELEMENTARY

HOME/SCHOOL COMPACT

Ross 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 is in effect during school year 2018-2019

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES
The **Ross Elementary Teachers and Staff** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
    Literacy – Continue Lucy Calkin's Reading Workshop
        Implement Lucy Calkin's Writing Workshop
    Math – Envision and ST Math Computer Program
    Science – FOSS Kits
    TK/K – Beginning Science Pathways

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
    November, 2018
    March, 2018

3. Provide parents with frequent reports on their child's progress.
    Parent Conferences, emails, communications, progress reports, Report Cards

4. Provide parents reasonable access to staff.
    Parent Conferences, emails, phone calls, appointments

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

Classroom Volunteer in room, field trips, PTO sponsored events, classroom visits in consultation with teacher

PARENT RESPONSIBILITIES

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

- Monitoring attendance.

- Making sure that homework is completed.

- Monitoring amount of television my child watches.

- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my child's education.

- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Optional additional provisions

STUDENT RESPONSIBILITIES

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

- Do my homework every day and ask for help when I need it.

- Read at least 30 minutes every day outside of school time.

- 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.

Please note that signatures are not required.

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
Ross Elementary	**09800**	2281	**Other Support Prsnl PARAS Hrly**			$ 819.00
		2404	**Guidance/Attendance Asst**	Guidance Asst	0.7250	$ 20,646.55
		3000	**Employee Benefits**			$ 17,328.57
	09800 Total				**0.7250**	**$ 38,794.12**
	30100	1192	**Prof&Curriclm Dev Vist Tchr**			$ 1,246.00
		1210	**Counselor**	School Counselor	0.4000	$ 31,772.40
		2231	**Other Support Prsnl PARAS**	Library Asst	0.1750	$ 4,365.55
		2404	**Guidance/Attendance Asst**	Guidance Asst	0.2000	$ 5,695.60
		3000	**Employee Benefits**			$ 25,125.37
		4301	**Supplies**			$ 3,086.00
		5735	**Interprogram Svcs/Field Trip**			$ 1,000.00
	30100 Total				**0.7750**	**$ 72,290.92**
	30103	4304	**Inservice supplies**			$ 1,338.00
	30103 Total					**$ 1,338.00**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Ross Elementary

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Review schedules Analyze assessments to determine instruction and interventions
CLOSING THE ACHIEVEMENT GAP	Monitor reading levels Student-centered cycles in reading and math Monitor EL and Students with Disablilities
PROFESSIONAL DEVELOPMENT	Continue our work in developing PLCs Student –centered Cycles Project Lead the Way
GRADUATION/PROMOTION	Monitor 3rd and 5th grade reading and math achievement Continue Leadership focus
PARENT ENGAGEMENT	Meet with all parents for November Parent/Conferences Continue Parent Literacy Workshops