



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **ROWAN ELEMENTARY** SCHOOL

**2018-19**

37-68338-6040117  
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:** Carpenter, Jennifer

**Contact Person:** Carpenter, Jennifer

**Position:** Principal

**Telephone Number:** 619-344-3400

**Address:** 1755 Rowan St, Rowan Elementary, San Diego, CA, 92105-5631,

**E-mail Address:** jcarpenter@sandi.net

**The following items are included:**

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

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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



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

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

SCHOOL NAME: Rowan Elementary  
SITE CONTACT PERSON: Jen Carpenter

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

PHONE: 619-344-3400 FAX:

E-MAIL ADDRESS: jcarpenter@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: 2/23/18
- 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: \_\_\_\_\_
- Other (list): Parents @ Chat with the Principal Date of presentation: 4/6/18

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: 4/6/18

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.

Jen Carpenter  
Type/Print Name of School Principal

Jen Carpenter  
Signature of School Principal

4/6/18  
Date

Gina Marrone  
Type/Print Name of SSC Chairperson

Gina Marrone  
Signature of SSC Chairperson

4/5/18  
Date

Sofia Freine  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

4/19/18  
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**

At Rowan Elementary School we believe that all persons on our campus are learners and thus have created a culture of constant professional development and collegial collaboration for staff in order to create and lead rigorous, differentiated instruction for all students. Rowan has a diverse student population with almost 80% of our students being considered economically disadvantaged. Thirty-three percent of our students are English Learners. In English/Language Arts and Mathematics our closing the Gap SMART Goal is in service of our English Learners, Hispanic Students and Students with Disabilities. The following are key actions we are taking at Rowan to improve student achievement for all of our children:

- planning for and implementing strong Tier 1 instruction
- Small group interventions for targeted students
- developing digital literacy
- Collaboration and training for staff during monthly PDs
- Monthly PLCs are focused on instruction, learning targets, analysis of student work, and best practices
- We work diligently to create systems and structures for strong parent involvement

We have many children in need of literacy, mathematics, and social emotional interventions. Targeted interventions are provided by extended day programs and our site counselor. District Common Core Resource Teachers, District Instructional Technology Resource Teachers, District Counselors, and District ELSTs have provided school-wide training and coaching cycles in the areas of English Language Arts and Mathematics. Tier III interventions are done in collaboration with the RTI/SST and Special Ed Teams.

We believe in building a strong partnership with our families. We know that when families are involved students will achieve higher outcomes. Because of this, we constantly design opportunities for parent involvement through our Parent Teacher Association (PTA). We encourage parents to attend school-wide events, classroom events and parent workshops. We hope to bridge cultural, language and social differences through making content and activities as accessible as possible.

**SCHOOL VISION AND REALITY**

**The mission at Rowan Elementary** is to educate all students so that they may reach their full potential and become responsible, kind, literate, thinking, and productive members of our global society. We value the whole child, creativity, perseverance, diversity, high academic standards, parent and community involvement, collaboration and life-long learning.

At Rowan Elementary, our staff works together to ensure high quality teaching and learning happens every day in every classroom. Our staff cooperates, collaborates and collectively works together on behalf of Rowan students and their families. Staff members engage in student centered coaching cycles for their own growth and development, as well as for their students. As a team of learners, we continue to deepen our understanding of curriculum, instruction, and assessment through a variety of professional development structures. Our goal each year is to improve upon the past.

## Rowan Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

It is our goal that ALL teachers: use data to inform instruction, are provided with ongoing, actionable feedback from colleagues and the administrator, and they take time for daily self-reflection. It is our goal that lessons are focused, well thought through, and strategically designed with differentiation and multiple access points so all students can engage and learn rigorous, grade level CCSS work. It is our goal to help students develop agency. We strive to do this by providing strategic opportunities that help students take pride in their learning and the learning of others.

At Rowan Elementary, we are committed to creating a positive transformational school culture where everyone is welcomed and feels as though they BELONG. Our ideal state allows people to be their best selves, where love, respect, acceptance, compassion, empathy, and honesty are the norm not the exception. We believe in educating the whole child so we provide a strong Restorative Practices program. In addition to a strong academic program aligned with the Common Core State Standards we also provide students with experiences and education in: visual arts, dancing, drumming, choir and physical education.

Rowan Elementary 2018-19 SPSA works to allocate funds to fulfill our mission and school vision. The SPSA addresses the academic, physical, and social-emotional needs of our population through staffing decisions including a three day a week counselor, release time for planning and collaboration, high quality instructional materials, and access to quality common core aligned technology programs.

A myriad of current realities exist that either support or challenge our progress toward meeting our vision and mission.

Realities that support our progress:

- A mostly veteran staff that is committed to this particular community of learners
- Teachers who consistently collaborate
- A variety of learning opportunities for parents
- School-wide emphasis on the social, emotional well-being of student
- A strong partnership with families exists
- Strong partnerships exist with the United Way, Experience Corps, Ocean Discoveries Institute, Arts 4 Learning, Price Philanthropies, ARC, San Diego Peace Center, the Lions Club, North Central Early Mental Health Prevention Program, and the National Center for Conflict Resolution
- Access to District Central Office Resource Teachers

Realities that challenge our progress:

- Due to a decreasing budget, Rowan had to decrease the funding allocated for additional counseling from four days to three
- Over 12% of our students are currently Chronically Absent
- Due to a decreasing budget, Rowan had to decrease the funding allocated for teacher release time for planning (teachers will now be released every other month instead of monthly)

**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 that having high expectations for all students requires 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 and monthly staff professional development meetings. 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). Whenever possible, teachers participate in district or out of district professional learning.

**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 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**

Budget information and suggestions for how to best support teaching and learning in the 2018-19 school year were discussed at SSC, staff meetings, ELAC, PTA meetings, at our monthly Chats with the Principal. Different strategies for improving learning were reviewed to determine the most effective. There was a strong commitment to fund the following: release time for planning and collaboration, offering additional counseling supports, and access to quality common core aligned technology programs.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Monica Umana	Parent
Gina Marrone	SSC Chair/Teacher
Jen Carpenter	Principal
Moises Medina	Parent
Veronica Pinelo	Parent
Amy Lynn	Other
Mitzi Ayala	Parent
Irene Castillo	Parent
Brittany Moss	Teacher
Claudia Hernandez	SSC Secretary/Teacher



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 41% (approx. 14 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 39% (approx. 14 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, 30% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 33% (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 38% (approx. 10 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):**

Instructional Reading levels, district and site designed formative assessments aligned to Common Core Academic Standards, Running Records, Observational notes, common formative assessments, on demand writing, and SBAC scores.

**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. Throughout the year, at every monthly meeting, PLCs utilize student work samples, DRA scores, common grade level assessments, district assessment data, WRAP scores, Lucy Calkins Reading Assessments, and Lucy Calkins Writing Assessments to monitor progress toward these goals. At the core of their analysis and planning are the four essential questions of a PLC: 1. What do we expect students to learn? 2. How will we know they've learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? Focus students and learning targets will be selected after analysis of data. Analysis will result in responsive instruction. Findings and progress will be shared with parents and community via advisory groups and School Site Council meetings.

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 32 % (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 18 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, 30% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic/Latino students  
 By June 2019, 30% (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 40% (approx. 7 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):**  
 End of Topic enVision Assessments, Site Developed Assessments, District Developed Assessments, student work samples, exit slips, teacher observations

**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. Throughout the year, at every monthly meeting, PLCs utilize student work samples, district and site designed formative assessments aligned to the CCSS, and enVision Topic tests to monitor progress toward these goals. At the core of their analysis and planning are the four essential questions of a PLC: 1. What do we expect students to learn? 2. How will we know they've learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? Focus students and learning targets will be selected after analysis of data. Analysis will result in responsive instruction. Findings and progress will be shared with parents and community via advisory groups and School Site Council meetings.

**Area 3: English Learner**

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

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

Site Developed Assessments

**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. Throughout the year, at every monthly meeting, PLCs utilize student work samples, observational data, and writing assessments to monitor progress toward these goals. At the core of their analysis and planning are the four essential questions of a PLC: 1. What do we expect students to learn? 2. How will we know they've learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? Focus students and learning targets will be selected after analysis of data. Analysis will result in responsive instruction. Findings and progress will be shared with parents and community via advisory groups, ELAC, and School Site Council meetings.

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 By June 2019, at least 65% (approx. 18 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.  
 By June 2019, at least 65% (approx. 23 5<sup>th</sup> 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):**  
 Student work samples, DRA scores, WRAP scores, Lucy Calkins Reading Assessments, Running Records, Independent Reading logs

**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. Throughout the year, at every monthly meeting, PLCs utilize student work samples, DRA scores, WRAP scores, and Lucy Calkins Reading Assessments to monitor progress toward these goals. At the core of their analysis and planning are the four essential questions of a PLC: 1. What do we expect students to learn? 2. How will we know they've learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? Focus students and learning targets will be selected after analysis of data. Analysis will result in responsive instruction. Findings and progress will be shared with parents and community via advisory groups and School Site Council meetings.

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

By June 2019, 100% (approx. 191 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 100% (approx. 191 families) will attend at least 3 academic events, parent workshops, Open Houses, IEPS, Student Study Team Meetings, and/or parent conferences as measured by attendance sign-in sheets to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

We will provide additional outreach to English Learners and Students with Disabilities.

**What data did you use to form these goals?**

Decades of research prove strong parental involvement is crucial in supporting student achievement.

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

Sign-in sheets will be utilized at all parent events. In order to ascertain if certain grade levels are more represented than others, parents will also indicate the grade level of their children on the sign in sheets.

The following opportunities are provided to families to support and increase participation and involvement in their child(ren)'s academic life:

Parent/Teacher Conferences (Reporting Periods 1 and 2), Fall and Spring Open Houses, monthly Family Fridays focused on CCSS, parent academic workshops, field trips, Attendance Team Meetings, SSTs, 504 Meetings, and IEP meetings. Teachers and administration are available to meet throughout the year whenever a family requests a meeting.

**BUDGET: Resources Aligned to Area Goals****Core Program:****Universal Access to Strong Core Instructional Program (Tier 1):**

- All teachers will use the Lucy Calkins Reading and Writing Units in English Language Arts, and Common Core State Standards when designing and differentiating instruction.
- Every English Learner will receive 30 minutes of FELD instruction four times a week based upon language proficiency level and will continue to receive language development instruction that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction (including daily guided reading).
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, SBAC, interims, exit slips, On Demand writing prompts, ELPAC, DRA and teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze On Demands and other student writing samples using grade level writing rubrics. Students will be provided with timely, concrete feedback as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC and the Express Assessment from the ELD curriculum.
- Speech and Language Pathologists will model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, registrar, 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, to plan instruction, monitor student progress, and adjust instruction.
- Teachers will participate in on-site and district professional development to strengthen the instructional program.

**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 small, flexible group instruction will be used to address specific needs in literacy, mathematics and writing.
- Teachers will contact families to discuss the progress of students via weekly progress reports, phone calls, Class Dojo, and/or home visits.
- Education Specialists will provide push-in supplemental small group instruction for targeted students
- 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 interventions to accelerate, remediate and reteach concepts.
- Teachers will keep small groups of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Special Education Aides and Special Education Technicians will provide extra support to targeted students.

**Intensive Intervention (Tier 3):**

- Education Specialists will provide supplemental small group instruction to targeted students and provide consultation support to their teachers
- Speech and Language Pathologists will provide supplemental support to English Learners with language needs.
- Individualized contracts for homework or behavior.
- Behavior support plans
- On-site therapy provided by Cornerstone and Counselor
- Psychologist will push in to observe and collaborate with classroom teachers 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):**

- Bi-monthly PLC meetings focusing on DATA (both formative and summative assessments).
- teachers will analyze data to inform next steps, learning targets, and focus students
- Monthly staff professional development meetings focused on mathematics, science, meaningful engagement, building a positive, restorative culture and climate.
- Ongoing classroom walkthroughs focusing on student engagement and identifying trends and patterns in student learning.
- Ongoing kid watching to identify possible academic and pedagogical gaps.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$8,115.00	\$8,115.00	0249-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to supplement classroom instruction such as pencils, journals, charts, batteries, etc.

**How will you monitor these strategies/activities?**

- Principal participates in PLCs
- PLC agendas and minutes
- Principal observations
- Monthly reflection during PLC---what were the results of previous month's plans
- Weekly focused classroom observations
- Teachers will share their practices during staff development meetings and PLCs
- Principal will provide timely feedback to teachers

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

- bi-monthly PLC planning focusing on DATA (both formative and summative assessments)
- ongoing classroom walkthroughs focusing on target students
- ongoing kid watching to identify possible academic and pedagogical gaps
- after school interventions provided by teachers and Experience Corps volunteers
- one-on-one Reading Recovery instruction led by a retired Reading Recovery Teacher
- Attendance Committee will meet monthly to create action plans for students that are chronically absent
- Three day a week counselor to provide mental health services, community resources, study habits, etc.
- Participation in PBIS strategies & Restorative Circles to ensure a positive school climate that minimizes behavioral issues that require students to be sent out of class
- Health Tech and Nurse to ensure students are physically healthy and able to come to school consistently
- Visiting teachers for professional development to allow time for teachers to analyze student work and plan in an effective and efficient manner (PLCs)

#### How will you monitor these strategies/activities?

- Number of referrals
- Weekly focused classroom observations
- Attendance
- Academic performance on assessments (i.e. interim benchmarks, on demand assessments, DRA, etc.)
- Principal observations

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

- Visiting teachers for monthly PLCs to allow time for teachers to analyze student work, plan in an effective and efficient manner, and give them time to investigate and learn about effective teaching strategies
- Teachers will also use this time to calibrate student work
- Teachers will use this time to collaborate with grade level colleagues

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$7,683.00	\$9,249.56	0249-30100-00-1192-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for classroom teachers to collaborate in PLCs, attend district PDs, and participate in coaching cycles

#### How will you monitor these strategies/activities?

This area is monitored through:

- collaboration with the teachers
- Attendance in PLCs.
- PLC agendas and minutes
- Monthly reflection during PLC-what were the results of previous month's plans?
- focused classroom walkthroughs
- Principal participates in PLCs
- Principal observations



## Rowan Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

- Counseling support via School Counselor
- Health Tech to ensure students are physically healthy and able to come to school consistently
- Counseling support via School Psychologist
- Counseling support for families via Cornerstone
- Restorative Circles
- Restorative Conferencing
- Parent Workshops focused on academics, bullying, and building empathy
- School Assemblies focused on academics, anti-bullying, building empathy, being a Bucket Filler, and living the Rowan Way
- Participation in the No Place for Hate Campaign

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.2000	\$15,886.20	\$25,149.43	0249-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	School Counselor to provide Social and Emotional Support to students, small group lessons, and individual counseling services. These supports will help increase attendance and promote student achievement.

### How will you monitor these strategies/activities?

- Behavior/Discipline referrals
- RTI/SST referrals
- Cornerstone Counseling referrals
- Attendance
- Reasons for health office visits

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

Rowan believes that informed parents can better serve their children and support the school. It is this reason why Rowan has develop a series of parent workshops on promoting academics. Parents are also encourage to become volunteers in the classrooms or to help create school events (movie nights, fundraisers, school wide activities) involving all children. Parents are encouraged to be a part of site-based decisions via ELAC, Monthly Chats with the Principal, PTA, and School Site Council. Parents are encouraged to attend Monthly Family Fridays. Rowan provides childcare, incentives, and light refreshments in order to support this partnership.

Flyers, Class Dojo, PTA Monthly Newsletter, and the monthly school calendar will be sent to all families to increase engagement.

When appropriate, communication with parents will be sent home utilizing the U.S. Post Office.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl OTBS Hrly		\$211.00	\$270.95	0249-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare to provide the parents the opportunity to attend school activities, meetings, and workshops.

## Rowan Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Postage Expense		\$200.00	\$200.00	0249-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Postage for written communication, notices, and attendance warning letters.
In-service supplies		\$500.00	\$500.00	0249-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments will be provided as incentives for parental engagement and attendance.

**How will you monitor these strategies/activities?**

Number of parents attending our events (sign-in sheets)

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> 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?</p>
<p><b>Intervention Support Goal::</b> Students are provided Tier 1 instruction that is standards-based and which utilizes teaching strategies that cater to the needs of all students. Screening and diagnostic tools are utilized to identify students who are not performing at grade level and to determine the reason for their struggles. Other factors such as home environment, health, and attendance are also taken into consideration. Once students are identified, a plan of action is put into place (i.e. extra small group instruction, counseling services, pull out for ELD) and is closely monitored. If there is not significant progress, students can be referred to student study team where additional options for intervention are discussed and implemented.</p> <p><b>Identified Need::</b> The data show that our identified area of need is especially with English Learners and Hispanic Students.</p> <p><b>Target Group::</b> Students who are not making the necessary progress based on grade level standards, students who have been identified as needing additional support, English Language Learners, Hispanic Students and Students with Disabilities.</p> <p><b>Monitoring::</b> Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, end of unit assessments, DRA, running records, guided reading, etc.</p> <p><b>Personnel Responsible::</b> Classroom teacher, special education resource teacher, counselor, administrator</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b></p> <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Gradual release of responsibility</li> <li>- Additional instructional materials to support reading, writing and math</li> <li>- Incorporate movement and mindfulness throughout the school day</li> <li>- Visual supports (i.e. sentence frames, pictures)</li> <li>- Multiple opportunities for students to show their thinking and learning</li> <li>- Hands on activities</li> <li>- Student collaboration</li> <li>- Individualized classwork (i.e. text at their level)</li> <li>- Various programs that help to individualize the learning experience (i.e. Achieve 3000, ST Math, Reflex Math, Razz Kids)</li> </ul>

**Identified Need::**

TK-5 students that are below grade level in reading, writing, math or English language development. The data shows that our identified area of need is especially with English Learners and Hispanic Students.

**Target Group::**

Students who are not making the necessary progress based on grade level standards, students who have been identified as needing additional support, English Language Learners and Hispanic Students.

**Monitoring::**

Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, end of unit assessments, DRA, running records, guided reading, etc.

**Personnel Responsible::**

Classroom teacher, special education resource teacher, counselor, administrator.

**Goal 3: Professional Development**

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

**Professional Development Goal:**

Teachers and Ed Specialists will participate in PLCs to continue to strengthen their pedagogy and instructional practices that will meet the needs of all students in their classroom, especially in the content areas of Reading, Writing and Math. Within their participation in PLCs and professional development, teachers will engage in data analysis of student work in order to discuss and develop instructional interventions and supports for their Target and Intervention Students, as well as their class as a whole.

We will continue to develop our understanding of the Common Core English Language Arts (ELA) and Mathematics standards.

**Identified Need::**

The identified need is around Mathematics and English Language Arts.

**Target Group::**

All educators that will be supporting our students to help them reach their full potential.

**Monitoring::**

Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, and end of unit assessments, DRA, running records, guided reading, and PLCs throughout the year.

**Personnel Responsible::**

Administrator, counselor, classroom teachers, special education resource teacher

## Rowan Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.2000	\$15,886.20	\$25,149.43	0249-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	School counselor to provide Social and Emotional support, group counseling, and individual counseling to increase attendance and student academic achievement.
Retired Clsrm Teacher Hrly		\$1,746.00	\$2,102.01	0249-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Use of Retired Visiting Teacher to administer the ELPAC.

## **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](http://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**  
**Rowan**  
**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	97	39.2	94	42.6	96	41.7	2.5	-0.9	97	23.7	95	24.2	97	30.9	7.2	6.7
Female	40	50.0	41	58.5	44	50.0	0.0	-8.5	40	25.0	42	28.6	44	29.5	4.5	0.9
Male	57	31.6	53	30.2	52	34.6	3.0	4.4	57	22.8	53	20.8	53	32.1	9.3	11.3
African American	14	50.0	15	53.3	14	35.7	-14.3	-17.6	14	14.3	15	13.3	14	21.4	7.1	8.1
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	64	29.7	55	36.4	65	36.9	7.2	0.5	64	25.0	56	17.9	66	27.3	2.3	9.4
Indochinese	8	-	8	-	6	-	-	-	8	-	8	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	5	-	4	-	5	-	-	-	5	-	4	-	5	-	-	-
Multiracial	6	-	12	41.7	6	-	-	-	6	-	12	33.3	6	-	-	-
English Learner	32	21.9	22	31.8	18	5.6	-16.3	-26.2	32	15.6	23	8.7	19	0.0	-15.6	-8.7
English-Speaking	65	47.7	72	45.8	78	50.0	2.3	4.2	65	27.7	72	29.2	78	38.5	10.8	9.3
Reclassified†	17	64.7	14	71.4	20	65.0	0.3	-6.4	17	52.9	14	42.9	20	55.0	2.1	12.1
Initially Eng. Speaking	48	41.7	58	39.7	58	44.8	3.1	5.1	48	18.8	58	25.9	58	32.8	14.0	6.9
Econ. Disadv.*	97	39.2	73	42.5	74	36.5	-2.7	-6.0	97	23.7	74	23.0	75	24.0	0.3	1.0
Non-Econ. Disadv.	0	-	21	42.9	22	59.1	-	16.2	0	-	21	28.6	22	54.5	-	25.9
Gifted	22	68.2	18	72.2	19	63.2	-5.0	-9.0	22	54.5	18	50.0	19	52.6	-1.9	2.6
Not Gifted	75	30.7	76	35.5	77	36.4	5.7	0.9	75	14.7	77	18.2	78	25.6	10.9	7.4
With Disabilities	8	-	0	-	0	-	-	-	8	-	0	-	0	-	-	-
WO Disabilities	89	42.7	87	46.0	88	45.5	2.8	-0.5	89	25.8	88	26.1	89	33.7	7.9	7.6
Homeless	2	-	0	-	2	-	-	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	8	-	7	-	8	-	-	-	8	-	7	-	8	-	-	-

\* 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**  
**Rowan**  
**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	34.3	30	53.3	33	36.4	2.1	-16.9	35	22.9	30	30.0	33	27.3	4.4	-2.7
Female	12	41.7	13	76.9	14	42.9	1.2	-34.0	12	25.0	13	30.8	14	28.6	3.6	-2.2
Male	23	30.4	17	35.3	19	31.6	1.2	-3.7	23	21.7	17	29.4	19	26.3	4.6	-3.1
African American	4	-	7	-	4	-	-	-	4	-	7	-	4	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	26	30.8	15	46.7	22	27.3	-3.5	-19.4	26	30.8	15	26.7	22	22.7	-8.1	-4.0
Indochinese	1	-	2	-	3	-	-	-	1	-	2	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
Multiracial	2	-	4	-	2	-	-	-	2	-	4	-	2	-	-	-
English Learner	15	33.3	8	-	10	10.0	-23.3	-	15	26.7	8	-	10	0.0	-26.7	-
English-Speaking	20	35.0	22	54.5	23	47.8	12.8	-6.7	20	20.0	22	36.4	23	39.1	19.1	2.7
Reclassified†	1	-	1	-	4	-	-	-	1	-	1	-	4	-	-	-
Initially Eng. Speaking	19	31.6	21	52.4	19	42.1	10.5	-10.3	19	15.8	21	33.3	19	31.6	15.8	-1.7
Econ. Disadv.*	35	34.3	20	60.0	25	32.0	-2.3	-28.0	35	22.9	20	30.0	25	20.0	-2.9	-10.0
Non-Econ. Disadv.	0	-	10	40.0	8	-	-	-	0	-	10	30.0	8	-	-	-
Gifted	7	-	6	-	5	-	-	-	7	-	6	-	5	-	-	-
Not Gifted	28	28.6	24	54.2	28	28.6	0.0	-25.6	28	17.9	24	25.0	28	25.0	7.1	0.0
With Disabilities	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
WO Disabilities	33	36.4	30	53.3	31	38.7	2.3	-14.6	33	24.2	30	30.0	31	29.0	4.8	-1.0
Homeless	1	-	0	-	2	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	4	-	3	-	-	-	1	-	4	-	3	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Rowan**  
**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	30	43.3	34	35.3	28	57.1	13.8	21.8	30	33.3	35	17.1	28	53.6	20.3	36.5
Female	16	56.3	14	50.0	15	73.3	17.0	23.3	16	37.5	15	13.3	15	46.7	9.2	33.4
Male	14	28.6	20	25.0	13	38.5	9.9	13.5	14	28.6	20	20.0	13	61.5	32.9	41.5
African American	3	-	3	-	7	-	-	-	3	-	3	-	7	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	18	27.8	24	37.5	16	56.3	28.5	18.8	18	27.8	25	20.0	16	50.0	22.2	30.0
Indochinese	6	-	1	-	2	-	-	-	6	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Multiracial	3	-	4	-	2	-	-	-	3	-	4	-	2	-	-	-
English Learner	10	20.0	10	20.0	3	-	-	-	10	10.0	11	0.0	3	-	-	-
English-Speaking	20	55.0	24	41.7	25	64.0	9.0	22.3	20	45.0	24	25.0	25	60.0	15.0	35.0
Reclassified†	8	-	4	-	6	-	-	-	8	-	4	-	6	-	-	-
Initially Eng. Speaking	12	41.7	20	30.0	19	57.9	16.2	27.9	12	33.3	20	20.0	19	57.9	24.6	37.9
Econ. Disadv.*	30	43.3	29	34.5	20	50.0	6.7	15.5	30	33.3	30	20.0	20	45.0	11.7	25.0
Non-Econ. Disadv.	0	-	5	-	8	-	-	-	0	-	21	28.6	8	-	-	-
Gifted	7	-	7	-	6	-	-	-	7	-	7	-	6	-	-	-
Not Gifted	23	26.1	27	25.9	22	54.5	28.4	28.6	23	17.4	28	10.7	22	50.0	32.6	39.3
With Disabilities	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
WO Disabilities	27	48.1	30	40.0	28	57.1	9.0	17.1	27	37.0	31	19.4	28	53.6	16.6	34.2
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	3	-	-	-	3	-	0	-	3	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Rowan**  
**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	32	40.6	30	40.0	35	34.3	-6.3	-5.7	32	15.6	30	26.7	36	16.7	1.1	-10.0
Female	12	50.0	14	50.0	15	33.3	-16.7	-16.7	12	8.3	14	42.9	15	13.3	5.0	-29.6
Male	20	35.0	16	31.3	20	35.0	0.0	3.7	20	20.0	16	12.5	21	19.0	-1.0	6.5
African American	7	-	5	-	3	-	-	-	7	-	5	-	3	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	20	30.0	16	25.0	27	33.3	3.3	8.3	20	15.0	16	6.3	28	17.9	2.9	11.6
Indochinese	1	-	5	-	1	-	-	-	1	-	5	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	0	-	2	-	-	-	3	-	0	-	2	-	-	-
Multiracial	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
English Learner	7	-	4	-	5	-	-	-	7	-	4	-	6	-	-	-
English-Speaking	25	52.0	26	42.3	30	40.0	-12.0	-2.3	25	20.0	26	26.9	30	20.0	0.0	-6.9
Reclassified†	8	-	9	-	10	50.0	-	-	8	-	9	-	10	40.0	-	-
Initially Eng. Speaking	17	52.9	17	35.3	20	35.0	-17.9	-0.3	17	11.8	17	23.5	20	10.0	-1.8	-13.5
Econ. Disadv.*	32	40.6	24	37.5	29	31.0	-9.6	-6.5	32	15.6	24	20.8	30	13.3	-2.3	-7.5
Non-Econ. Disadv.	0	-	6	-	6	-	-	-	0	-	6	-	6	-	-	-
Gifted	8	-	5	-	8	-	-	-	8	-	5	-	8	-	-	-
Not Gifted	24	37.5	25	28.0	27	29.6	-7.9	1.6	24	8.3	25	20.0	28	7.1	-1.2	-12.9
With Disabilities	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
WO Disabilities	29	44.8	27	44.4	29	41.4	-3.4	-3.0	29	17.2	27	29.6	30	20.0	2.8	-9.6
Homeless	1	-	0	-	2	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	0	-	-	-	4	-	2	-	0	-	-	-

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

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

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



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

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*Rowan Elementary*  
**TITLE I PARENT INVOLVEMENT POLICY 2018-19**

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

**Rowan Elementary** has developed a written Title I parental involvement policy with input from Title I parents.

- Parental input from parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, and English Learner Advisory Committee (ELAC) meetings will be shared with the School Site Council (SSC) to provide an organized, ongoing, and timely way of involving parents in the planning, review, and decision-making for improvement of the program.
- School wide calendars and notices will be sent home informing parents of all meetings of interest. Meeting notices will also be posted on Peachjar, Class Dojo, Rowan's Instagram, Rowan's Facebook page, and our Rowan PTA Facebook page. For special meetings, targeted language groups will receive notices in their primary language. School flyers will be used to advertise parent meetings and training sessions offered at Rowan Elementary, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt will be made to contact parents in their primary language. Information will also be updated on our marquee.
- During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, and English Learner Advisory Committee (ELAC) meetings opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion, and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review or action will be placed on the agenda for the next regularly scheduled meeting by the school administration and SSC Chair.
- Parents will be notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information will be available in several languages.

**Rowan Elementary** has distributed the policy to parents of Title I students.

- The Title I Parent Involvement Policy will be distributed during the first six weeks of school.
- The Principal will review and explain the Title I Parent Involvement Policy during the October Chat with the Principal.

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 **Rowan 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.
  - The Principal will inform parents of Title I students about Title I requirements and about the rights of parents during the October Chat with the Principal.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - Rowan Elementary will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
    - Improving communication between the school and home
    - Discussing current student assessment data and student progress
    - Discussing attendance data

- Providing information about school and district resources for student academic improvement
  - Evaluating the effectiveness of the school's Parent Involvement Policy to increase parent participation in Title I activities
  - Conferencing with teachers
  - Providing training programs and workshops to help parents support and work with their children at home and at school.
- 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.
    - During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings, the school will involve parents of Title I students in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy.
  - The school provides parents of Title I students with timely information about Title I programs.
    - During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings information will be provided to parents about Title I programs.
    - During these meetings, opportunities will be provided for parental suggestions regarding Title I programs. These suggestions will be reviewed in a timely fashion, and, if possible, responses will be given by the next scheduled meeting.
  - 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.
    - During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings the school will provide parents of Title I students with an explanation of the curriculum used. The school will also explain the assessments used to measure student growth. Proficiency levels students are expected to meet will be explained at these meetings as well.
    - During Parent Teacher Conferences, teachers will explain the curriculum used, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - 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.
    - Rowan Elementary will provide a flexible number of meetings to allow for parents to participate in decisions relating to the education of their children. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups.
    - The Parent Involvement Policy will be reviewed during the annual review of the Single Plan for Student Achievement (SPSA).

***\* It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).***

***\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process 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)]***

### **Home/School Compact:**

Rowan Elementary distributes to parents of Title I students a Home/School Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities

At Rowan Elementary:

- The Home/School Compact will be distributed during the first six weeks of school.
- The Principal will review and explain the Home/School Compact during the October Chat with the Principal.
- The Home/School Compact will be reviewed and parental input will be taken into consideration during the October Chat with the Principal and during Rowan School Site Council meetings.

### **Building Capacity for Involvement:**

Rowan 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 parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings the school will provide parents of Title I students with assistance in understanding the state's academic content standards. The school will also explain the assessments used to measure student growth. Proficiency levels students are expected to meet will be explained at these meetings as well.
  - During Parent Teacher Conferences, teachers will explain the curriculum used, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - During quarterly Parent Workshops, the state's content standards will be shared with parents. Parents will be instructed on how they can support and monitor their children's academic progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings, the school will provide parents with materials and trainings to help them work with their children to improve their children's achievement.
  - During Parent Teacher Conferences, teachers will provide parents with materials to help them work with their children to improve their children's achievement.
  - Quarterly Academic Parent Workshops will be held on various topics (High Impact Home Strategies, Smarter Balanced Testing, Writing, etc). Parents will be provided with tools, resources and materials to help them work with their children.
- 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 monthly Staff PDs and monthly PLCs, the school educates staff members about the value of parent contributions, and in how to work with parents as equals.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.
  - The Title I Parental Improvement Program is integrated into existing meetings such as Monthly Chats with the Principal, SSC, PTA meetings, and ELAC meetings.
  - Parents are encouraged through Class Dojo, Instagram, Facebook, Peachjar, Twitter and weekly SchoolMessenger calls to fully participate in the education of their children.
  
- 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.
  - School-wide calendars and notices will be sent home informing parents of all meetings of interest. Meeting notices will also be posted on Class Dojo, Peachjar, our Rowan Instagram, our Rowan Website and our Rowan PTA Facebook page. For special meetings, targeted language groups will receive notices in their primary language. School flyers will be used to advertise parent meetings and training sessions offered at Rowan Elementary, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt will be made to contact parents in their primary language. Information will also be updated on our marquee.
  
- The school provides support for parental involvement activities requested by Title I parents.
  - Translation services will be provided to support our parents.
  - Childcare will be offered.

### **Accessibility**

Rowan 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.

- Translation services will be provided to support our parents.
- Childcare will be offered.
- ALL parents are encouraged to fully participate
- ALL parents are welcomed and valued at Rowan.



**APPENDIX C**

**HOME/SCHOOL COMPACT**



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

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ROWAN ELEMENTARY  
**HOME/SCHOOL COMPACT**

Rowan 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**

Rowan Elementary 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:

High quality curriculum and instruction aligned with the Common Core State Academic Standards is the cornerstone of our academic programs. Teachers plan English Language Arts using the Lucy Calkins Reading and Writing Units. Teachers collaboratively plan to ensure that every child has access to curriculum that will help them meet grade level standards. Rowan teachers use Envision Math daily to guide math instruction. Focused English Language Development is provided to all English Learners to support and accelerate their English language acquisition. Positive Behavioral Interventions and Supports and Restorative Practices are implemented school wide to provide a supportive, safe and welcoming learning environment for all students.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Our Parent/Teacher Conferences will be held November 2018 & March 2019. Conferences will be available before school, in the afternoon, and evening as necessary to support family involvement. Translation will be provided as needed.

3. Provide parents with frequent reports on their child's progress.

All Rowan families receive regular communication regarding their child's academic progress and behavior via writing and/or technology. In addition, parent conferences are scheduled when requested by families. Families with children who receive Specialized Academic Instruction will be contacted by support providers on a frequent basis regarding progress on goals.

4. Provide parents reasonable access to staff.

Teachers are available by phone, the internet, and in person to consult with families. Any parent who would like to schedule a meeting with a staff member just needs to make the request verbally or in writing and all attempts are made to schedule this meeting as soon as possible. Most teachers are also available before or after school for drop-in informal discussions.

Parents/Guardians have the right to visit their child's classroom to observe activities. The time and date of the visitations must be arranged in advance with the teacher. Please allow for 48 hours notice.

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

The first Friday of every month is designated as Family Friday. These events focus on: Literacy, Math, Health/PE, the Arts, Writing, and Science. Parents are encouraged to volunteer in their child's classroom, attend field trips, student performances, and participate in all school wide activities. Parents who are part of the Rowan PTA are seen around campus daily, helping students and teachers and supporting school wide projects. All volunteers need to complete the district's volunteer application.

### **STAFF RESPONSIBILITIES**

We, as staff, will support our students' learning by:

- Providing high-quality curriculum and instruction.
- Motivating all students to learn.
- Having high expectations and helping every child to develop a love of learning.
- Communicating regularly with families about student progress.
- Providing a warm, safe, and caring learning environment.
- Providing meaningful homework assignments to reinforce and extend learning.
- Participating in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participating in collaborative decision making and consistently working with families and our school colleagues to make Rowan accessible and welcoming for our families. This partnership will help each student achieve the school's high academic standards.
- **Respecting the school, students, staff, and families.**

### **PARENT RESPONSIBILITIES**

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

- Valuing education and supporting life long learning for both children and adults.
- Providing a safe and secure environment, leading by example and following all school rules.
- Monitoring attendance.
- Providing a quiet time and place for homework and making sure that homework is completed.
- Monitoring TV viewing, technology use, and video gaming.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Attend Fall and Spring Parent/Teacher Conferences and at least 1 Open House.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by listening to SchoolMessenger messages, following Social Media sites, and monitoring Class Dojo messages.
- 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/district advisory groups.
- Volunteering and supporting, to the extent possible, our Parent Teacher Association (PTA).
- Ensuring that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- **Respecting the school, staff, students, and families.**

### **STUDENT RESPONSIBILITIES**

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

- Doing my best every day.
- Having a positive and respectful attitude.
- Following the *Rowan Way*: Be Kind, Be Brave, Be Responsible, Dream Big! Gooo Roadrunners!
- Doing my homework as assigned by the teachers and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

- Choosing healthy habits and limiting my TV watching, technology use, and video game playing.
- Communicating regularly with my parents/family and teachers about school experiences so that they can help me to be successful in school.
- **Respecting the school, classmates, staff and families.**

**Reviewed by Rowan’s School Site Council on April 5, 2018.**

Please return this portion, signed, to your child’s teacher by **December 7, 2018**. Thanks.

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**Rowan Home School Compact 2018-19**

**We acknowledge that we have read and understood the Rowan Home-School Compact and that TOGETHER AS A TEAM, staff, students, and families WE CAN MAKE A POSITIVE DIFFERENCE FOR ALL STUDENTS.**

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**STUDENT**

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**PARENT**

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**PRINCIPAL**

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**DATE**

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Rowan Elementary	09800	1189	Retired Clsrm Teacher Hrly			\$ 1,746.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		3000	Employee Benefits			\$ 9,619.24
	<b>09800 Total</b>				<b>0.2000</b>	<b>\$ 27,251.44</b>
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 7,683.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		3000	Employee Benefits			\$ 10,829.79
		4301	Supplies			\$ 8,115.00
	<b>30100 Total</b>				<b>0.2000</b>	<b>\$ 42,513.99</b>
	30103	2282	Other Support Prsnl OTBS Hrly			\$ 211.00
		3000	Employee Benefits			\$ 59.95
		4304	Inservice supplies			\$ 500.00
		5920	Postage Expense			\$ 200.00
	<b>30103 Total</b>					<b>\$ 970.95</b>

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

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

School Name: Rowan Elementary School 0249  
*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> <li>• Rowan has pacing guides for each grade level in order for teachers to know when standards are expected to be addressed and in what order.</li> <li>• Teachers are utilizing multiple measures (DRA, Writing, Sight Words, Fluency, and Spelling Inventory) to assess students' progress in English Language Arts.</li> <li>• Improvement is needed in Math and English Language Arts based on student work, SBAC results, curriculum-based assessments &amp; teacher created assessments.</li> <li>• There is an expressed need for common math assessments to facilitate conversation around student progress.</li> <li>• PLCs would benefit from a focus on student data.</li> </ul>
CLOSING THE ACHIEVEMENT GAP	<ul style="list-style-type: none"> <li>• Rowan's English Learners saw a significant increase (+12/5%) in their progress toward language proficiency. The school provides adequate support to English Learners in both learning English and gaining access to content.</li> <li>• Students with disabilities receive appropriate accommodations and modifications.</li> <li>• Rowan has measurable goals for improvement in student achievement. The school is supplementing our program appropriately based on student needs (ex: Experience Corps Tutoring).</li> </ul>



	<ul style="list-style-type: none"> <li>• Multiple strategies are utilized to meet the diverse needs of our student population. Special education resource support &amp; reading support are provided for struggling students in the form of extended day interventions.</li> <li>• Subgroups targeted as needing improvement are Hispanic students and Students with Disabilities. We need to use our data more effectively to inform our instruction for these subgroups. The results of our data analysis needs to guide our Tier 2 interventions.</li> </ul>
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• Rowan has clearly articulated measurable goals for professional development.</li> <li>• The school provides instructional assistance and support to teachers of language arts and mathematics. Rowan is leveraging the District’s Common Core Resource Support Teachers, Special Education Central Office Resource Teachers, English Language Support Teachers and Instructional Technology Support Teachers to provide professional development, assistance, coaching, and support to teachers in the area of mathematics, special education, and English Language Arts.</li> <li>• PLCs meet monthly. The impact/effect of PLC learning has been monitored via focused classroom walkthroughs with Student Centered Coaching Coaches, Program Managers, the Area Superintendent, and the Principal.</li> <li>• Whole Staff Professional Development has been offered monthly. Professional Development has been offered in the following areas: Restorative Circles, Technology, Arts Incorporation, English Learner Supports, Mindfulness, and Trauma Informed Care. Outside resources have been leveraged (such as SDUSD Counseling and Guidance Office and SDUSD Restorative Practices Department).</li> <li>• We have used the Healthy Kids Survey and SBAC results to guide our Staff PD topics.</li> </ul>
GRADUATION/PROMOTION	<ul style="list-style-type: none"> <li>• The DRA (instructional reading levels) is used as a predictor for graduation/promotion goals.</li> <li>• Progress is monitored three times a year. DRA data is collected in Illuminate.</li> </ul>

	<ul style="list-style-type: none"><li>• Instructional strategies for students who are struggling need to be co-created and discussed during PLCs.</li></ul>
PARENT ENGAGEMENT	<ul style="list-style-type: none"><li>• Parent involvement has increased tremendously the past two years.</li><li>• Families and community members are involved in school decisions.</li><li>• Services and resources are offered to all families.</li><li>• Families are involved in meaningful activities that support students' learning (Parent Workshops, Family Fridays, Morning Assemblies, annual Fall Festivals, annual Spring Carnivals, Classroom Dina Workshops, Awards Assemblies Parent Teacher Conferences, Fall and Spring Open Houses, etc).</li><li>• Our goal is to grow parent leadership.</li><li>• We need to become better at communicating with families that speak languages other than English.</li></ul>