THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SUNSET VIEW ELEMENTARY SCHOOL

2018-19

37-68338-6040208
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: Jaramillo, Jamey
Contact Person: Jaramillo, Jamey
Position: Principal
Telephone Number: (619) 223-7156
Address: 4365 Hill St, Sunset View Elementary, San Diego, CA, 92107-4116,
E-mail Address: jjaramillo@sandi.net

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Sunset View

SITE CONTACT PERSON: Jamey Jaramillo

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

PHONE: 619-223-7156 FAX: 619-224-6920 E-MAIL ADDRESS: jjaramillo @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.
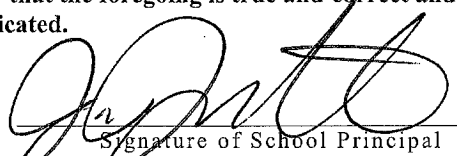
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)   Date of presentation: 4/13/18

☐ 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: 4/6/18

☒ Other (list): Kids First Foundation Mtg   Date of presentation: 4/10/18

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: 4-20-18

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.

Jamey Jaramillo		4/6/18
Type/Print Name of School Principal	Signature of School Principal	Date
Mandy Buss		4/6/18
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 nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal interim assessments for CCSS.

The contents of this SPSA include the 2018-19 SSC approved LCFF budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the2018-19 school year. This document is contained in the appendix and has been updated to address the2018-19academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
Vision
- Personal vision for our school
    - As teachers continue to implement the Common Core Standards, we would like to see an increase in student communication through purposeful, directed and specific instruction that focuses on listening and speaking skills while utilizing i21 technology to support the work.
Ideal state for school culture.
    - Briefly & probably overly simplified, the culture of our school community should include and is definitely not limited to: always putting children first; high expectations for all children; collaboration among students, staff and parents; constant & genuine effort to get better/improve; a celebration of traditions; a reliable communication system; positive energy; a feeling of contentment and pride; and high expectations for everyone in the school community.
Ideal state for academics.
    - Our academic press should include: 1) The physical environment – using resources and space for efficient and purposeful student learning that easily lends itself to student collaboration; 2) Routines and Rituals – teachers establishing systems and routines in the classroom that support student collaboration and learning; and 3) Classroom Culture and Climate – provides a safe and positive environment where students feel comfortable being risk takers among their peers and teacher.
Current reality
- School's current reality in relation to our vision
    - As teachers implement the Common Core Standards, they are exploring ways to increase listening and speaking through student collaborative work. They recognize the fact that our children need to be challenged more by releasing more responsibility to them. They are at different stages in this process. Some have a better grasp of what that should like in the classroom. I21 technology is fully equipped in all of our classrooms. While most teachers are eager to utilize the equipment in their teaching, their comfort with the technology varies in each classroom.
Current school culture and social environment.
    - Our school is very rich in traditions. There are many student activities that have existed for numerous years and will probably exist for many, many more years to come. Our parents are extremely involved with our school. They are eager to support our school in any way that they can and

are very visible on our campus. We have a foundation, called Kids First, which focuses on large fundraising activities to support enrichment programs at our school. We have developed many ways to closely collaborate with our parents to ensure that all funded programs will directly support the academic, social, and emotional needs of all our students. The staff is extremely supportive of each other. They will always rise to the occasion to support each other under any circumstance. Generally speaking, children enjoy being at our school. They feel comfortable and safe and are often sad to leave after 4th grade. They are eager to return to visit their former teachers and help with the annual Halloween carnival. Since we have historically been considered a high achieving school, the staff and parents strive to maintain that status.

Current reality in terms of academic press.

- Our grade level team work has provided a commonality in the classrooms. Teachers' collaborative planning is reflected in the work being done in the classrooms. The move toward increasing collaboration and conversations among the students and utilizing i21 technology is at varying stages in the classrooms. Some teachers are much further along in this process because they have become the risk takers and are willing to try new approaches.

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

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 and exceed standards. 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

Both the SGT and the SSC provided input in the development for the SBB/SPSA for the 2018-19school year. This year at SVE we did the following items:

Met with staff for input and feedback

Met with KF Foundation for input and feedback

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jamey Jaramillo	Principal
Anne Lutz	Classroom Teacher
Shireen Leal	Other School Representative
Claudia Sobel	Classroom Teacher
Mandy Buss	Classroom Teacher
Mariko Parris	Parent
Megan Rebelo	Parent
Jeni Rayle	Parent
Alys Braun	Parent
Caitlyn Cannon	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts
English/Language Arts SMART Goal:
By June 2019, 80% (approx. 61 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ CELDT ☐ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):
Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?
Teachers will meet by grade level/department to analyze DRA and SRI achievement 15 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
By June 2019, 80% (approx.61 3rd graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
Teachers will meet by grade level/department to analyze end of unit assessments 15 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

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

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 85% (approx. 65 3rd graders) will meet or exceed level 38 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. 300 families) will receive information regarding academic and citizenship progress of their children.   By June 2019, at least 60 % (approx. 180 families) will attend at least one academic event to increase the milestones necessary for meaningful graduation.
Targeted Population: Grades K-4. We would like to focus on parents who are less represented at parent activities (i.e. VEEP and parents of English learners).   **What data did you use to form these goals?**   We will utilize sign-in sheets and meeting minutes to verify parent participation at the various parent involvement activities.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?   Teachers and counselors will meet 3 per year to analyze student progress using site developed criteria. Families are contacted trimesterly based on progress.   Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction three 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.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Intervention teachers 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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- District English Learner Resource Teacher 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 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
- Classroom Teacher 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
- Support by Student Study Team (if available) 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):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum

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

How will you monitor these strategies/activities?

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

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

Implement school-wide intervention systems by increasing access to curriculum and providing before school programs for students not at grade level.

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

How will you monitor these strategies/activities?

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

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

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

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

How will you monitor these strategies/activities?
*Attendance at cluster and site professional development
*Grade level team meetings/PLC
*Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

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

How will you monitor these strategies/activities?
*Phone calls home
*SARB letters
*Counselor interventions such as individual and group meetings
*Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
School will have multiple opportunities for parents to participate in principal meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum. Principal's Report is published monthly via foundation meetings.

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

How will you monitor these strategies/activities?
*Sign in sheets from principal/parent meetings
*Communication through School Messenger, E-Blast, flyers and the school website
*Foundation meetings
*SSC meetings
*ELAC meetings
*Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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

Intervention Support Goal::

Teachers meet weekly to design and differentiate instruction. Teacher problem solve and strategize to plan for high quality Tier 2 instruction. In addition, students are participating and accessing specific software to ensure students with all learning styles are provided a wide variety of instructional practices.

Identified Need::

Focus will be on ELA and math, lesson planning cycle, and development and review of assessments providing intervention supports

Target Group::

Struggling and at-risk students

Monitoring::

On Demand writing samples and DRA2

Personnel Responsible::

Classroom teachers are responsible to monitor student data; Principal will supervise the teachers

Goal 2: Classroom Supports

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

Classroom Support Goal::

Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments; as well as the supplies needed to support this activity.

Identified Need::

Focus will be on ELA and math, lesson planning cycle, and development and review of assessments providing classroom supports

Target Group::

Struggling and at-risk students

Monitoring::

Teachers design common assessments to ensure continuity at the grade level.

Personnel Responsible::

Classroom teachers are responsible to monitor student data; Principal will supervise the teachers

Goal 3: Professional Development

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

Professional Development Goal:
Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments; as well as the supplies needed to support this activity.
Identified Need::
Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
Target Group::
Struggling and at-risk students
Monitoring::
Classroom teachers to develop ELA and math, lesson planning cycle, and development and review of assessments.
Personnel Responsible::
 Principal will supervise the teachers by reviewing the items developed

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$5,257.00	$6,328.91	0269-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	PLC release time
Non Clsrm Tchr Hrly		$1,300.00	$1,565.07	0269-09800-00-1957-2490-1110-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC testing
Prof&Curriclm DevHrlyClsrmTchr		$1,661.00	$1,999.67	0269-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Instructional Leadership Team
Short Term Leave Visiting Tchr		$777.00	$935.44	0269-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC release time

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. Parent Involvement Policy

C. Home/School Compact

D. 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
Sunset View
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	154	75.3	168	85.7	169	79.3	4.0	-6.4		183	82.5	168	85.1	169	81.7	-0.8	-3.4
Female	68	75.0	77	88.3	81	82.7	7.7	-5.6		82	73.2	77	81.8	81	80.2	7.0	-1.6
Male	86	75.6	91	83.5	88	76.1	0.5	-7.4		101	90.1	91	87.9	88	83.0	-7.1	-4.9
African American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Asian	2	-	2	-	4	-	-	-		3	-	2	-	4	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	19	52.6	24	58.3	31	58.1	5.5	-0.2		26	76.9	24	50.0	31	67.7	-9.2	17.7
Indochinese	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Native American	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	119	79.0	128	89.8	113	85.0	6.0	-4.8		139	83.5	128	91.4	113	83.2	-0.3	-8.2
Multiracial	14	71.4	14	92.9	18	77.8	6.4	-15.1		15	80.0	14	85.7	18	88.9	8.9	3.2
English Learner	9	-	7	-	12	33.3	-	-		11	63.6	7	-	12	41.7	-21.9	-
English-Speaking	145	77.9	161	89.4	157	82.8	4.9	-6.6		172	83.7	161	88.2	157	84.7	1.0	-3.5
Reclassified†	6	-	4	-	5	-	-	-		7	-	4	-	5	-	-	-
Initially Eng. Speaking	139	77.7	157	89.2	152	82.2	4.5	-7.0		165	83.0	157	88.5	152	84.2	1.2	-4.3
Econ. Disadv.*	21	57.1	27	63.0	36	52.8	-4.3	-10.2		28	57.1	27	59.3	36	63.9	6.8	4.6
Non-Econ. Disadv.	133	78.2	141	90.1	133	86.5	8.3	-3.6		155	87.1	141	90.1	133	86.5	-0.6	-3.6
Gifted	85	85.9	94	86.2	70	85.7	-0.2	-0.5		95	92.6	94	91.5	70	92.9	0.3	1.4
Not Gifted	69	62.3	74	85.1	99	74.7	12.4	-10.4		88	71.6	74	77.0	99	73.7	2.1	-3.3
With Disabilities	9	-	11	63.6	16	50.0	-	-13.6		14	64.3	11	72.7	16	56.3	-8.0	-16.4
WO Disabilities	145	78.6	157	87.3	153	82.4	3.8	-4.9		169	84.0	157	86.0	153	84.3	0.3	-1.7
Homeless	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	12	83.3	11	81.8	9	-	-	-		13	92.3	11	63.6	9	-	-	-

* 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
Sunset View
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	90	76.7	79	83.5	93	75.3	-1.4	-8.2		90	85.6	79	81.0	93	77.4	-8.2	-3.6
Female	37	78.4	41	90.2	44	79.5	1.1	-10.7		37	78.4	41	82.9	44	75.0	-3.4	-7.9
Male	53	75.5	38	76.3	49	71.4	-4.1	-4.9		53	90.6	38	78.9	49	79.6	-11.0	0.7
African American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Asian	1	-	1	-	3	-	-	-		1	-	1	-	3	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	9	-	14	50.0	17	64.7	-	14.7		9	-	14	28.6	17	70.6	-	42.0
Indochinese	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Native American	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	73	80.8	56	89.3	60	78.3	-2.5	-11.0		73	87.7	56	91.1	60	76.7	-11.0	-14.4
Multiracial	7	-	8	-	11	72.7	-	-		7	-	8	-	11	81.8	-	-
English Learner	7	-	4	-	8	-	-	-		7	-	4	-	8	-	-	-
English-Speaking	83	81.9	75	88.0	85	77.6	-4.3	-10.4		83	88.0	75	85.3	85	80.0	-8.0	-5.3
Reclassified†	2	-	2	-	2	-	-	-		2	-	2	-	2	-	-	-
Initially Eng. Speaking	81	81.5	73	87.7	83	77.1	-4.4	-10.6		81	87.7	73	86.3	83	79.5	-8.2	-6.8
Econ. Disadv.*	9	-	14	57.1	18	38.9	-	-18.2		9	-	14	57.1	18	50.0	-	-7.1
Non-Econ. Disadv.	81	79.0	65	89.2	75	84.0	5.0	-5.2		81	86.4	65	86.2	75	84.0	-2.4	-2.2
Gifted	49	85.7	46	87.0	27	85.2	-0.5	-1.8		49	91.8	46	87.0	27	88.9	-2.9	1.9
Not Gifted	41	65.9	33	78.8	66	71.2	5.3	-7.6		41	78.0	33	72.7	66	72.7	-5.3	0.0
With Disabilities	2	-	7	-	8	-	-	-		2	-	7	-	8	-	-	-
WO Disabilities	88	76.1	72	86.1	85	78.8	2.7	-7.3		88	85.2	72	83.3	85	81.2	-4.0	-2.1
Homeless	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	9	-	6	-	6	-	-	-		9	-	6	-	6	-	-	-

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sunset View
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	64	73.4	89	87.6	76	84.2	10.8	-3.4		93	79.6	89	88.8	76	86.8	7.2	-2.0
Female	31	71.0	36	86.1	37	86.5	15.5	0.4		45	68.9	36	80.6	37	86.5	17.6	5.9
Male	33	75.8	53	88.7	39	82.1	6.3	-6.6		48	89.6	53	94.3	39	87.2	-2.4	-7.1
African American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Asian	1	-	1	-	1	-	-	-		2	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	10	70.0	10	70.0	14	50.0	-20.0	-20.0		17	76.5	10	80.0	14	64.3	-12.2	-15.7
Indochinese	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	46	76.1	72	90.3	53	92.5	16.4	2.2		66	78.8	72	91.7	53	90.6	11.8	-1.1
Multiracial	7	-	6	-	7	-	-	-		8	-	6	-	7	-	-	-
English Learner	2	-	3	-	4	-	-	-		4	-	3	-	4	-	-	-
English-Speaking	62	72.6	86	90.7	72	88.9	16.3	-1.8		89	79.8	86	90.7	72	90.3	10.5	-0.4
Reclassified†	4	-	2	-	3	-	-	-		5	-	2	-	3	-	-	-
Initially Eng. Speaking	58	72.4	84	90.5	69	88.4	16.0	-2.1		84	78.6	84	90.5	69	89.9	11.3	-0.6
Econ. Disadv.*	12	58.3	13	69.2	18	66.7	8.4	-2.5		19	47.4	13	61.5	18	77.8	30.4	16.3
Non-Econ. Disadv.	52	76.9	76	90.8	58	89.7	12.8	-1.1		74	87.8	76	93.4	58	89.7	1.9	-3.7
Gifted	36	86.1	48	85.4	43	86.0	-0.1	0.6		46	93.5	48	95.8	43	95.3	1.8	-0.5
Not Gifted	28	57.1	41	90.2	33	81.8	24.7	-8.4		47	66.0	41	80.5	33	75.8	9.8	-4.7
With Disabilities	7	-	4	-	8	-	-	-		12	58.3	4	-	8	-	-	-
WO Disabilities	57	82.5	85	88.2	68	86.8	4.3	-1.4		81	82.7	85	88.2	68	88.2	5.5	0.0
Homeless	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	3	-	5	-	3	-	-	-		4	-	5	-	3	-	-	-

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

APPENDIX B

PARENT INVOLVEMENT POLICY

San Diego Unified School District

SUNSET VIEW ELEMENTARY SCHOOL   (619) 223-7156
4365 Hill Street, San Diego, CA 92107   Fax: (619) 224-6920
                                            www.sunsetviewelementary.com

Jamey Jaramillo
Principal

Sunset View Elementary School
NON-TITLE I PARENT INVOLVEMENT POLICY 2018-19

Sunset View Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents at the monthly School Site Council (SSC) meetings. Parents are notified about the policy via the school eblast. The policy is located on the school's web page. A hard copy is sent home with all students.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Sunset View Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. Parents are informed at our monthly SSC and Site Governance Team (SGT) meetings which are open to the public and advertised in our school master calendar which is sent home to all parents and is available on our school website.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Most meetings at our school are scheduled in the morning since we are a late start school but if it becomes necessary to accommodate parents' needs by scheduling a meeting at a different time/date, then we are more than willing to make this accomodation.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. The SSC develops and reviews Non-Title I programs at its monthly meetings.
- The school provides parents of Non-Title I students with timely information about Non-Title I Programs via SSC, SGT, the school website, eblasts, and fliers and letters sent home.
- The school provides parents of Non-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 at monthly SSC and SGT meetings, Back-to-School Night and at Parent/Teacher conferences.
- If requested by parents of Non-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. At the beginning of the school year, all parents are informed that they may contact their child's teacher to schedule an appointment to discuss their child's progress at school.

School-Parent Compact

San Diego Unified School District

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Jamey Jaramillo
Principal

Sunset View Elementary School distributes to parents of Non-Title I students a school-parent 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 Non-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.
- The SSC revises the Home-School compact on a yearly basis. The compact is located on the school website and is sent home with the students.

Building Capacity for Involvement

Sunset View Elementary School engages Non-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 Non-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. The school provides parents of Non-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 at monthly SSC and SGT meetings, Back-to-School Night and at Parent/Teacher conferences.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement at Back-to-School Night, Parent/Teacher conferences and through parent trainings offered at the school and by the Pt. Loma cluster schools .
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at staff meetings at the beginning of the school year.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are invited to take an active part in their child's education at our school and are invited to participate in the daily classroom routines along with special events in the classrooms and at the school.
- The school distributes information related to school and parent programs, meetings, and

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Jamey Jaramillo
Principal

other activities to Non-Title I parents in a format and language that the parents understand. We utilize a variety of ways to distribute information (i.e. eblast, website, School Messenger, fliers and letters, etc.) and translate information as needed.

- The school provides support for parental involvement activities requested by Non-Title I parents. Parental involvement activities that are requested by the parents are handled through our SGT. The activities are discussed at SGT, then taken back to the staff for discussion and then brought back to SGT for resolution.
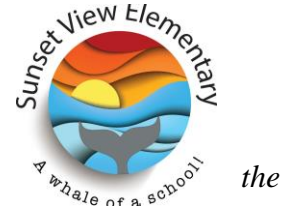
Accessibility

Sunset View Elementary School provides opportunities for the participation of all Non-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. We utilize a variety of ways to distribute information (i.e. eblast, website, School Messenger, fliers and letters, etc.) and translate information as needed.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT
HOME/SCHOOL COMPACT

Sunset View Elementary and the parents of the students participating in
activities, services, and programs funded by Title 1, 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 2018/19.

School Responsibilities
Sunset View 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:
Purposeful lesson planning
Variety of teaching/learning strategies implement
Differentiated Instruction Based on Need
Small Group and Individual Instruction
Regular Professional Development
Use of state-standards textbooks and materials
Use of district's math modules and literacy units

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.
Conferences the week before Thanksgiving break and the week before Spring break.
3. Provide parents with frequent reports on their child's progress.
Assignments sent home weekly with feedback
Student work posted in classroom
Rubrics posted in classroom
Communication as needed and initiated by parents and teachers

4. Provide parents reasonable access to staff.
Teachers and staff are available for conferences before and after school
Teachers and staff will return phone calls or emails within two school days
Monthly assemblies will be held with staff, students and parents to offer information
Monthly Principal's Chat will invite parent participation

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Classes will send home volunteer sign-up sheets
Classroom teachers will invite parents to attend field trips

Classroom teachers will invite parents to attend productions
Weekly newsletter will be sent home, asking for needed participation

Attachment 2
Parent Responsibilities
We, as parents, will support our child's learning by:
Monitoring attendance.
Making sure that homework is completed.
Monitoring amount of screen time my child engages in.
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.

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 20 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

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount	
Sunset View Elementary	**09800**	1162	**Short Term Leave Visiting Tchr**	$	777.00
		1170	**Prof&Curriclm DevHrlyClsrmTchr**	$	1,661.00
		1192	**Prof&Curriclm Dev Vist Tchr**	$	5,257.00
		1957	**Non Clsrm Tchr Hrly**	$	1,300.00
		3000	**Employee Benefits**	$	1,834.09
	09800 Total			**$**	**10,829.09**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Sunset View Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	SSC feels that SVE has a sound instructional program that maximizes learning from bell to bell. The students at SVE have balance of core curriculum and enrichment opportunities. This balance engages students and accelerates achievement.
CLOSING THE ACHIEVEMENT GAP	With the support of **kids**First Foundation, teachers at SVE participate in weekly collaboration. This weekly collaboration consists of grade level work to ensure all classrooms are on pace to complete expected curriculum. Teachers also use this time to calibrate instructional practices and assessments proving to have a high impact on student achievement.
PROFESSIONAL DEVELOPMENT	The focus of PD for the 2018-19 school year will be determined by the ILT during the summer of 2018. We will use donated funds from **kids**First Foundation to provide two hours of PLC release time for each grade level for 32 weeks. The PLCs will focus on data monitoring and student achievement.
GRADUATION/PROMOTION	PLC time will include quality discussion around student strengths and needs students to help all students reach grade level standards. Also, each teacher will have two half days per year to complete DRA testing ensuring students are on track for promotion.
PARENT ENGAGEMENT	There are no categorical funds allocated for parent engagement. Kids First Foundation sponsors several events during the year to promote and foster healthy parent engagement. The principal and two teachers collaborate with Kids First on a monthly basis to ensure all events and activities are aligned to the school vision and or linked to student achievement.