



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT TIERRASANTA ELEMENTARY SCHOOL

**2018-19**

37-68338-6089056  
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:** Viavada, Sally

**Contact Person:** Viavada, Sally

**Position:** Principal

**Telephone Number:** 858-496-8255

**Address:** 5450 La Cuenta Dr, Tierrasanta Elementary, San Diego, CA, 92124-1417,

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

**The following items are included:**

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

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

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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

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

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

SCHOOL NAME: Tienasanta Elem.

SITE CONTACT PERSON: Sally Viavada

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

PHONE: 858.496.8255 FAX: 858.627-9753 E-MAIL ADDRESS: sviavada@sandi

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

Title 1 Schoolwide Programs (SWP)

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

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


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

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____          |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>3/19/18</u> |
| <input checked="" type="checkbox"/> Other (list): _____                                    | Date of presentation: _____          |

4. The SSC reviewed the content requirements for school-plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/19/18

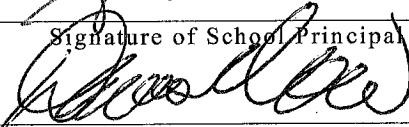
The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Sally Viavada  
Type/Print Name of School Principal

  
Signature of School Principal

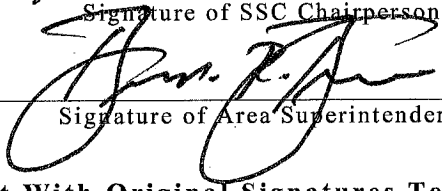
4/5/18  
Date

Damon Voinov  
Type/Print Name of SSC Chairperson

  
Signature of SSC Chairperson

4/5/18  
Date

  
Type/Print Name of Area Superintendent

  
Signature of Area Superintendent

4/11/18  
Date

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

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

The mission of Tierrasanta Elementary School is to work with parents and students to foster a learning environment characterized by mutual respect and to enrich learning experiences so that skills and attitudes are developed to prepare students to be positive, productive and responsible members of society. Our commitment is to provide a safe and academically rigorous environment that challenges all students to rise to their highest level of performance.

Our Single Plan for Student Achievement fulfills our mission by providing a learning environment that emphasizes proficiency on grade level standards, quality instruction and high expectations for all students. The School Site Council at Tierrasanta Elementary School, with input from all of our stakeholders, based the 2018-2019 Single Plan for Student Achievement on a projected enrollment of 500 students. Our demographics trend has been approximately 12% English Learners, 28% Hispanic, 9% Students with Disabilities, and 41% Economically Disadvantaged of the total enrollment. Our targeted subgroups identified from CAASPP (Smarter Balanced) results are: English Learners, students who are Hispanic, and students who are Economically Disadvantaged. Subgroups that we continue to monitor and support that are not of a significant size to be identified formally through the California Department of Education as a subgroup are: Students with Disabilities and students who are African American.

Tierrasanta Elementary School has identified several areas in which the Single Plan for Student Achievement focuses resources in order to produce results. The areas for literacy include; word analysis, phonics and vocabulary development in primary grades and reading comprehension/critical thinking and writing (K-5). In mathematics, there is a focus on algebraic thinking and problem solving (including critical thinking/explanation of thinking). Our Single Plan for Student Achievement also places emphasis on providing support for English Learners who are not yet proficient in reading comprehension, language development and algebraic thinking. Push in/pull out certificated staff will be provided a minimum of two days a week between October and June to students who are not yet proficient in literacy and mathematics grade level standards. Our model for support and service to students is through implementation of inclusive practices for all students and maximizing and strengthening Tier I and II instruction in the classroom.

**SCHOOL VISION AND REALITY**

Our vision is to provide students rich opportunities to think deeply as well as grow their oral and written voices using academic language. Our students will be critical thinkers, problem solvers, and effective communicators with growing accomplishment as they progress through the elementary grades. To achieve this outcome goal for all students, we are developing systems of practice around: purpose and engagement, academic language, Writers' workshop, Reader's Workshop, mathematical practices and routines, and NGSS science.

Our current reality in relation to our vision is promising. We are moving. There is an urgency and an energy for our work and unity of purpose in the service of student learning. Strategic staffing and classroom clusters were initiated to better support teacher collaboration and teachers meet monthly in PLC's (at a minimum). Challenges still exist for us including: authentic collaborative talk student-to-student; continuous assessment throughout the learning cycle; releasing the think, talk, and task to the students; and clarity and communication of learning targets for all students.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a 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. 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. Teachers in Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction and lesson design. This year PLC time is provided through additional monthly minimum days. Our work has been focused around Lucy Calkin's Reader's and Writer's Workshop, a relatively new component of our balanced literacy block, and developing year-long curriculum maps to align the instruction across grade levels. Additional Professional development is held monthly for teachers on one minimum day (Thursday) per month. Our PD for the year has been focused on NGSS science, and using district developed Critical Concepts and Proficiency scales to assess and monitor student 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**

We have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet grade level standards. In order to achieve the SMART goals and implement the 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. In-School Resource teachers will continue to be funded in order to form Intervention groups for targeted students not meeting grade level standards in both literacy and math. Visiting teachers will be budgeted for to provide release time for teachers to meet in PLC's.

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

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Community and staff are engaged in a variety of ways at TES. We have an active Foundation (PTO) which meets regularly and provides much needed enrichment opportunities for our students. Parents and community are invited to the school regularly for events throughout the year (Back to School Night, Open house, Art show, school dances, music concerts, movie nights, science fair, science night etc.). We have a functioning SSC, SGT and ILT all of which contribute to the decision making at our site. Parent volunteers are welcome and encouraged in classrooms and communication between

parents and staff is emphasized. Budget was reviewed and discussed at Principal Chat with parents on Jan. 11, 2018 and March 7, 2018 and at the PTO meeting on Feb. 26. Budget was approved by SSC on Feb. 5th. SPSA was reviewed and approved with SSC on March 19, 2018.





**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 77% (approx. 43 third graders) will meet or exceed standards in ELA on the SBAC exam. Last year 75% of 3rd graders met or exceeded standards.

By June 2019, 84% (approx. 64 fifth graders) will meet or exceed standards in ELA on the SBAC exam. Last year 83% of 5th graders met or exceeded standards.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 70% (approx. 6 AA 3rd graders) will meet or exceed standards in ELA on the SBAC exam. Last year 63% met/exceeded standards.

By June 2019, 70% (approx. 4 AA 5th graders) will meet or exceed standards in ELA on the SBAC exam. Last year 67% met/exceeded standards.

Subgroup: English Learners students

By June 2019, 65% (approx. 10 EL 3rd graders) will meet or exceed standards in ELA on the SBAC exam. Last year 56% met/exceeded standards.

By June 2019, 100% (approx. 3 EL 5th graders) will meet or exceed standards in ELA on the SBAC exam. Last year 100% met/exceeded standards.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 16 Hispanic 3rd graders) will meet or exceed standards in ELA on the SBAC exam. Last year 56% met/exceeded standards.

By June 2019, 80% (approx. 14 Hispanic 5th graders) will meet or exceed standards in ELA on the SBAC exam. Last year 78% met/exceeded standards.

Subgroup: Students with Disabilities

By June 2019, 55% (approx. 5 third graders) will meet or exceed standards in ELA on the SBAC exam. Last year 44% met/exceeded standards.

By June 2019, 40% (approx. 2 fifth with disabilities graders) will meet or exceed standards in ELA on the SBAC exam. Last year 34% met/exceeded standards.

**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 with the principal to analyze DRA data 3 times per year. Additionally teachers meet monthly in grade level PLC's. Analysis of student work/assessments will inform subsequent instruction. Teachers also meet regularly with In-school resource teachers who provide interventions for struggling students.

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 81% (approx. 45 third graders) will meet or exceed standards in Math on the SBAC exam. Last year 80% of 3rd graders met/exceeded standards.

By June 2019, 77% (approx. 59 fifth graders) will meet or exceed standards in Math on the SBAC exam. Last year 76% of 5th graders met/exceeded standards.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 60% (approx. 5 AA 3rd graders) will meet or exceed standards in Math on the SBAC exam. Last year 50% met/exceeded standards.

By June 2019, 85% (approx. 5 AA 5th graders) will meet or exceed standards in Math on the SBAC exam. Last year 83% met/exceeded standards.

Subgroup: English Learners students

By June 2019, 67% (approx. 11 EL 3rd graders) will meet or exceed standards in Math on the SBAC exam. Last year 62% met/exceeded standards.

By June 2019, 100% (approx. 3 EL 5th graders) will meet or exceed standards in Math on the SBAC exam. Last year 100% met/exceeded standards.

Subgroup: Hispanic/Latino students

By June 2019, 68% (approx. 18 Hispanic 3rd graders) will meet or exceed standards in Math on the SBAC exam. Last year 63% met/exceeded standards.

By June 2019, 75% (approx. 14 Hispanic 5th graders) will meet or exceed standards in Math on the SBAC exam. Last year 72% met/exceeded standards.

Subgroup: Students with Disabilities

By June 2019, 70% (approx. 6 third graders with disabilities) will meet or exceed standards in Math on the SBAC exam. Last year 66% met/exceeded standards.

By June 2019, 50% (approx. 3 fifth graders with disabilities) will meet or exceed standards in Math on the SBAC exam. Last year 34% met/exceeded standards.

**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 and with principal to analyze end of unit assessments 3 times per year. Teachers meet in grade level PLC's monthly. Analysis of common assessments and use of Proficiency Scales will inform subsequent instruction. Teachers also meet regularly with in-school resource teachers who work with small groups of struggling students.

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

By June 2019, a minimum of 90% 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 and time to analyze student data is provided within the structure of Professional Learning Communities.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction and is embedded in lesson design. Findings and progress are shared with parents.

Additionally principal meets with teachers 3x per year for student monitoring meetings. Principal and teachers also meets with In-School Resource teachers regularly to discuss student progress.

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

By June 2019, at least 81% (approx. 54 third graders) will meet or exceed level 38 in DRA. Most current DRA data shows this group of students at 79% meeting/exceeding

By June 2019, at least 75% (approx. 65 fifth graders) will meet or exceed level 44 in DRA. Most current DRA data shows this group of students at 70% meeting/exceeding

**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 principal will meet by grade level to analyze end of unit assessments (DRA) 3 times per year. Teachers meet monthly in PLC's. Analysis will inform subsequent instruction and be embedded in lesson design. Principal and teachers also meet regularly with in-school resource teachers who work with small groups of struggling students to discuss student progress.

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

By June 2019, 100% (approx. 350 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 20 % (approx. 70 families) will receive training on reading strategies to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Subgroups of concern (parents of students not meeting grade level standards, parents of English Learners, Hispanic students, students with disabilities and economically disadvantaged students.)

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

DRA data

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

Principal and counselor will meet 3 times per year to analyze student attendance using site developed criteria. Families are contacted as needed based on progress. Administration and/or counselor will also be included in parent teacher conferences where attendance is a concern. Teachers will make contact and communicate with all parents regularly about student progress. They will do this through parent/teacher conferences 2x per year, weekly emails and newsletters, class dojo and phone calls.

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

- All teachers will use ELA Framework and Common Core State Standards grade level standards in designing and differentiating instruction.
- All teachers will use the Lucy Calkins Reading and Writing Workshop units of study
- 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 that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, and 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 to support student understanding
- 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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, 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 common assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction and build student agency

***Strategic Support (Tier 2)***

- Targeted additional small flexible group instruction will be used to address specific needs in literacy (provided by both teacher and in-school resource teacher)
- 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 teachers.
- 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 (ST Math and Learning A-Z)
- 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 and In-School Resource Teacher will provide supplemental small group instruction to targeted students and provide consultation support for their teacher
- Counselor will provide monthly check in with at risk students
- 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):**

All teachers will maximize instructional time by carefully analyzing schedules and planning for effective instruction. A portion of PLC time will be spent doing lesson design which entails looking at student work, determining next steps for instruction and designing lesson around specific outcomes and needs for students

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

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

Principal will meet with teachers (including resource teachers) 3x per year to discuss classroom schedules and ensure students are making progress through student monitoring meetings. Principal meets with ILT to develop PLC agendas and focus and attends PLC's.

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

All teachers will maximize instructional time by carefully analyzing schedules and planning for effective instruction. A portion of PLC time will be spent doing lesson design which entails looking at student work, determining next steps for instruction and designing lesson around specific outcomes and needs for students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.1500	\$13,340.70	\$16,205.61	0274-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Teachers work with small groups of students to provide interventions and close the achievement gap by supporting struggling students.

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

The principal will meet regularly with push in/pull out teachers (and all classroom teachers) to monitor student progress.

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

All grade levels will meet monthly at a minimum to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more, in an effort to close the achievement gap for academically disadvantaged students. Site professional development for the 2018-19 year will focus on assessment, interventions and student monitoring through math, reading and writing.

## Tierrasanta Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$2,482.00	\$2,988.08	0274-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to provide time for teachers to meet with principal for student monitoring meetings 3x per year as well as visiting teachers to provide PLC time.

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

Principal will monitor implementation of professional development through classroom walk throughs and observations. ILT members will review data, plan PD and lead PLC's. Principal will attend and facilitate PLC's to ensure learning is taking hold.

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

Counselor will met regularly with students with poor attendance, multiple tardies etc. Counselor will communicate with classroom teachers and principal as well as parents. Conferences will be held as needed to support students. MFLAC counselor will be utilized for attendance and social/emotional issues as well.

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

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

Through attendance records, referrals, incidents. Regular meetings between principal, counselor and MFLAC.

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

School will provide multiple opportunities for parents to participate in principal chat meetings with 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 new science curriculum. Parents are encouraged to volunteer and participate in their child's education through e-blasts, peach jar flyers, monthly principal letters home, our website and more

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$1,304.00	\$1,304.00	0274-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Materials and supplies to support parent engagement activities.
Inservice supplies		\$1.00	\$1.00	0274-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Materials and supplies to support parent engagement activities.

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

Sign in sheets and parent surveys as well as conversations with parents at Principal Chat's and PTO meetings.



<b>Local Control Funding Formula Goals and Budget</b>
<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 currently in the achievement gap will meet grade level Common Core State Standards in reading and mathematics.</p> <p><b>Identified Need::</b> 25% of students do not yet meet grade level Common Core State Standards in ELA and 25% in mathematics.</p> <p><b>Target Group::</b> Current target groups are English Learners, Students with Disabilities, Hispanic Students, and those who are Economically Disadvantaged.</p> <p><b>Monitoring::</b> Teachers monitor instructional reading levels and math progress and discuss target students in PLC's. In addition, classroom teachers will regularly monitor student progress using exit slips, anecdotal records, and other classroom formative assessments. Teachers meet with principal 3x per year for formal monitoring meetings.</p> <p><b>Personnel Responsible::</b> Classroom teachers, In School Resource Teachers, and principal</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> All students will participate a minimum of four days a week in Reader's and Writer's Workshop Lessons and Guided Reading instruction. Students will develop their voice and agency through these classroom learning opportunities as they think critically, solve problems, and explain their thinking with evidence.</p> <p><b>Identified Need::</b> Not all students read independently at grade level and demonstrate depth in their comprehension and thinking.</p> <p><b>Target Group::</b> All students must provide evidence for their thinking as they read, write, and solve mathematical problems. Most vulnerable are English Learners, Students with Disabilities, Hispanic students, and Students who are Economically Disadvantaged.</p> <p><b>Monitoring::</b> Monitoring is through anecdotal records, conference notes, checklists, exit slips, school-selected formative assessments, and classroom visits.</p> <p><b>Personnel Responsible::</b> Classroom teachers, in school resource teachers, and principal</p>

**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:**

Provide staff PLC time to calibrate student work and collaborate on student progress in a continuous instructional cycle in reading, writing, and mathematics problem solving. Grade level teams develop common assessments using common core standards and tools such as Proficiency Scales. Teachers will also determine common initial assessments at the start of year to gather baseline data to be monitored throughout the year.

**Identified Need::**

Teachers are not yet fully calibrated in their work and with common assessments and are still developing systems for collaborative strategic lesson design as a continuous instructional cycle. Teachers are just beginning to embed ongoing data into their PLC's.

**Target Group::**

All teachers require professional development to build capacity in the best service of student progress.

**Monitoring::**

Principal to calendar classroom visits to gather data to design PD and PLC opportunities for continuous instructional improvement.

**Personnel Responsible::**

Instructional Leadership Team and Principal

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.0500	\$4,446.90	\$5,401.87	0274-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Teachers will work with small groups of students to maximize core instruction and provide Tier 2 and 3 supports for struggling students.
Inschool Resource Tchr	0.2000	\$17,787.60	\$21,607.48	0274-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Teachers will work with small groups of students to maximize core instruction and provide Tier 2 and 3 supports for struggling students.
Supplies		\$356.00	\$356.00	0274-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Instructional supplies such as chart paper, dry erase markers and composition books to support instruction and interventions.
Prof&Curriclm Dev Vist Tchr		\$3,464.00	\$4,170.31	0274-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers for PLC 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. 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**  
**Tierrasanta**  
**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	199	70.4	191	74.9	215	74.0	3.6	-0.9	193	63.2	190	65.3	215	75.3	12.1	10.0
Female	91	70.3	91	76.9	92	81.5	11.2	4.6	87	59.8	91	62.6	91	80.2	20.4	17.6
Male	108	70.4	100	73.0	123	68.3	-2.1	-4.7	106	66.0	99	67.7	124	71.8	5.8	4.1
African American	7	-	12	83.3	16	62.5	-	-20.8	7	-	12	50.0	16	62.5	-	12.5
Asian	8	-	6	-	5	-	-	-	8	-	6	-	6	-	-	-
Filipino	6	-	5	-	6	-	-	-	6	-	5	-	6	-	-	-
Hispanic	65	60.0	61	55.7	70	60.0	0.0	4.3	64	43.8	61	57.4	70	61.4	17.6	4.0
Indochinese	13	61.5	9	-	14	78.6	17.1	-	13	30.8	9	-	14	92.9	62.1	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	0	-	-	-
White	68	75.0	66	87.9	65	87.7	12.7	-0.2	65	80.0	65	73.8	65	86.2	6.2	12.4
Multiracial	31	80.6	31	87.1	38	76.3	-4.3	-10.8	29	69.0	31	67.7	38	78.9	9.9	11.2
English Learner	27	44.4	9	-	17	35.3	-9.1	-	28	39.3	9	-	18	44.4	5.1	-
English-Speaking	172	74.4	182	77.5	198	77.3	2.9	-0.2	165	67.3	181	68.0	197	78.2	10.9	10.2
Reclassified†	14	92.9	24	83.3	22	86.4	-6.5	3.1	13	69.2	24	70.8	22	86.4	17.2	15.6
Initially Eng. Speaking	158	72.8	158	76.6	176	76.1	3.3	-0.5	152	67.1	157	67.5	175	77.1	10.0	9.6
Econ. Disadv.*	85	55.3	88	58.0	91	63.7	8.4	5.7	83	43.4	87	49.4	91	59.3	15.9	9.9
Non-Econ. Disadv.	114	81.6	103	89.3	124	81.5	-0.1	-7.8	110	78.2	103	78.6	124	87.1	8.9	8.5
Gifted	67	82.1	76	86.8	71	88.7	6.6	1.9	64	82.8	75	84.0	71	90.1	7.3	6.1
Not Gifted	132	64.4	115	67.0	144	66.7	2.3	-0.3	129	53.5	115	53.0	144	68.1	14.6	15.1
With Disabilities	23	26.1	13	38.5	17	47.1	21.0	8.6	21	19.0	13	23.1	17	52.9	33.9	29.8
WO Disabilities	176	76.1	178	77.5	198	76.3	0.2	-1.2	172	68.6	177	68.4	198	77.3	8.7	8.9
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	40	75.0	24	79.2	23	78.3	3.3	-0.9	39	56.4	24	62.5	22	81.8	25.4	19.3

\* 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**  
**Tierrasanta**  
**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	64	68.8	62	69.4	85	72.9	4.1	3.5	60	68.3	62	59.7	85	80.0	11.7	20.3
Female	28	71.4	29	62.1	33	78.8	7.4	16.7	25	68.0	29	51.7	33	87.9	19.9	36.2
Male	36	66.7	33	75.8	52	69.2	2.5	-6.6	35	68.6	33	66.7	52	75.0	6.4	8.3
African American	3	-	3	-	8	-	-	-	3	-	3	-	8	-	-	-
Asian	2	-	0	-	3	-	-	-	2	-	0	-	3	-	-	-
Filipino	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-
Hispanic	19	47.4	22	54.5	27	55.6	8.2	1.1	19	47.4	22	54.5	27	63.0	15.6	8.5
Indochinese	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	20	85.0	20	90.0	24	87.5	2.5	-2.5	19	84.2	20	80.0	24	91.7	7.5	11.7
Multiracial	11	90.9	9	-	16	75.0	-15.9	-	8	-	9	-	16	93.8	-	-
English Learner	10	50.0	4	-	11	36.4	-13.6	-	11	54.5	4	-	11	45.5	-9.0	-
English-Speaking	54	72.2	58	74.1	74	78.4	6.2	4.3	49	71.4	58	63.8	74	85.1	13.7	21.3
Reclassified†	0	-	7	-	5	-	-	-	0	-	7	-	5	-	-	-
Initially Eng. Speaking	54	72.2	51	72.5	69	78.3	6.1	5.8	49	71.4	51	62.7	69	84.1	12.7	21.4
Econ. Disadv.*	29	44.8	34	50.0	36	61.1	16.3	11.1	28	42.9	34	47.1	36	66.7	23.8	19.6
Non-Econ. Disadv.	35	88.6	28	92.9	49	81.6	-7.0	-11.3	32	90.6	28	75.0	49	89.8	-0.8	14.8
Gifted	24	75.0	25	88.0	20	85.0	10.0	-3.0	23	78.3	25	84.0	20	100.0	21.7	16.0
Not Gifted	40	65.0	37	56.8	65	69.2	4.2	12.4	37	62.2	37	43.2	65	73.8	11.6	30.6
With Disabilities	8	-	3	-	8	-	-	-	7	-	3	-	8	-	-	-
WO Disabilities	56	73.2	59	71.2	77	75.3	2.1	4.1	53	73.6	59	61.0	77	80.5	6.9	19.5
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	14	64.3	9	-	8	-	-	-	14	57.1	9	-	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**  
**Tierrasanta**  
**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	68	70.6	65	69.2	62	64.5	-6.1	-4.7	66	65.2	65	63.1	61	68.9	3.7	5.8
Female	33	69.7	33	81.8	28	71.4	1.7	-10.4	31	58.1	33	63.6	27	66.7	8.6	3.1
Male	35	71.4	32	56.3	34	58.8	-12.6	2.5	35	71.4	32	62.5	34	70.6	-0.8	8.1
African American	2	-	5	-	2	-	-	-	2	-	5	-	2	-	-	-
Asian	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Filipino	0	-	3	-	2	-	-	-	0	-	3	-	2	-	-	-
Hispanic	22	68.2	20	40.0	23	47.8	-20.4	7.8	22	45.5	20	55.0	23	56.5	11.0	1.5
Indochinese	2	-	3	-	5	-	-	-	2	-	3	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	0	-	-	-
White	28	67.9	22	86.4	18	88.9	21.0	2.5	26	80.8	22	63.6	18	83.3	2.5	19.7
Multiracial	12	75.0	10	90.0	11	63.6	-11.4	-26.4	12	66.7	10	70.0	11	72.7	6.0	2.7
English Learner	8	-	3	-	6	-	-	-	8	-	3	-	6	-	-	-
English-Speaking Reclassified†	60	76.7	62	71.0	56	67.9	-8.8	-3.1	58	70.7	62	64.5	55	72.7	2.0	8.2
Initially Eng. Speaking	3	-	7	-	6	-	-	-	3	-	7	-	6	-	-	-
Econ. Disadv.*	57	75.4	55	69.1	50	66.0	-9.4	-3.1	55	69.1	55	63.6	49	71.4	2.3	7.8
Non-Econ. Disadv.	28	53.6	30	50.0	29	48.3	-5.3	-1.7	28	50.0	30	53.3	28	46.4	-3.6	-6.9
Gifted	40	82.5	35	85.7	33	78.8	-3.7	-6.9	38	76.3	35	71.4	33	87.9	11.6	16.5
Not Gifted	19	84.2	26	76.9	25	84.0	-0.2	7.1	17	82.4	26	73.1	25	88.0	5.6	14.9
With Disabilities	49	65.3	39	64.1	37	51.4	-13.9	-12.7	49	59.2	39	56.4	36	55.6	-3.6	-0.8
WO Disabilities	5	-	7	-	5	-	-	-	4	-	7	-	5	-	-	-
Homeless	63	74.6	58	74.1	57	64.9	-9.7	-9.2	62	67.7	58	69.0	56	71.4	3.7	2.4
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
	12	83.3	10	80.0	5	-	-	-	11	54.5	10	50.0	4	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Tierrasanta**  
**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	67	71.6	64	85.9	68	83.8	12.2	-2.1	67	56.7	63	73.0	69	75.4	18.7	2.4
Female	30	70.0	29	86.2	31	93.5	23.5	7.3	31	54.8	29	72.4	31	83.9	29.1	11.5
Male	37	73.0	35	85.7	37	75.7	2.7	-10.0	36	58.3	34	73.5	38	68.4	10.1	-5.1
African American	2	-	4	-	6	-	-	-	2	-	4	-	6	-	-	-
Asian	4	-	4	-	2	-	-	-	4	-	4	-	3	-	-	-
Filipino	2	-	0	-	3	-	-	-	2	-	0	-	3	-	-	-
Hispanic	24	62.5	19	73.7	20	80.0	17.5	6.3	23	39.1	19	63.2	20	65.0	25.9	1.8
Indochinese	6	-	1	-	3	-	-	-	6	-	1	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	20	75.0	24	87.5	23	87.0	12.0	-0.5	20	75.0	23	78.3	23	82.6	7.6	4.3
Multiracial	8	-	12	100.0	11	90.9	-	-9.1	9	-	12	83.3	11	63.6	-	-19.7
English Learner	9	-	2	-	0	-	-	-	9	-	2	-	1	-	-	-
English-Speaking	58	74.1	62	87.1	68	83.8	9.7	-3.3	58	60.3	61	75.4	68	75.0	14.7	-0.4
Reclassified†	11	90.9	10	80.0	11	90.9	0.0	10.9	10	60.0	10	70.0	11	81.8	21.8	11.8
Initially Eng. Speaking	47	70.2	52	88.5	57	82.5	12.3	-6.0	48	60.4	51	76.5	57	73.7	13.3	-2.8
Econ. Disadv.*	28	67.9	24	79.2	26	84.6	16.7	5.4	27	37.0	23	47.8	27	63.0	26.0	15.2
Non-Econ. Disadv.	39	74.4	40	90.0	42	83.3	8.9	-6.7	40	70.0	40	87.5	42	83.3	13.3	-4.2
Gifted	24	87.5	25	96.0	26	96.2	8.7	0.2	24	87.5	24	95.8	26	84.6	-2.9	-11.2
Not Gifted	43	62.8	39	79.5	42	76.2	13.4	-3.3	43	39.5	39	59.0	43	69.8	30.3	10.8
With Disabilities	10	20.0	3	-	4	-	-	-	10	10.0	3	-	4	-	-	-
WO Disabilities	57	80.7	61	86.9	64	87.5	6.8	0.6	57	64.9	60	75.0	65	78.5	13.6	3.5
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	14	78.6	5	-	10	90.0	11.4	-	14	57.1	5	-	10	80.0	22.9	-

\* 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.



**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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**TIERRASANTA 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.

*Tierrasanta Elementary* has developed a written Title I parental involvement policy with input from Title I parents. ***This policy was developed with the assistance of the SSC.***

It has distributed the policy to parents of Title I students.

***The policy is distributed in Monday folders, reviewed at the annual Title I meeting, and is posted on our website.***

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 **Tierrasanta 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. ***This meeting occurs at the first Principal's Chat of the year.***
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Foundation meetings are held monthly in the evenings, Serra cluster meetings are monthly in the evenings, and Principal Chats are held quarterly in the mornings. Our SSC and SGT meetings are held in the afternoon.***
- 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. ***\*\* Parents are involved through SSC, Foundation, and Governance meetings.***
- The school provides parents of Title I students with timely information about Title I programs. ***This occurs through e-blasts, at SSC, Governance, and Foundation meetings, Monday Folders, Wednesday Anuncios from the Principal, Peach Jar, and the marquee.***
- 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. ***This occurs at Back to School Night and throughout the year at SSC, Governance, and Foundation meetings as well as Principal Chats and Parent Teacher Conferences.***
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***This includes Principal Chats, SSC and Governance meetings, and Parent Teacher Conferences.***

**APPENDIX C**

**HOME/SCHOOL COMPACT**



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

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## TIERRASANTA ELEMENTARY

### HOME/SCHOOL COMPACT

*Tierrasanta 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

Tierrasanta Elementary School 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:  
*Our school has adopted the Lucy Calkins Reader's and Writer's Workshop Units for our ELA curriculum. Teachers follow the CA Common Core State Standards, and the Math units (created by the district and based on Envision 2.0 math). Teachers engage in monthly Professional Learning Communities and Professional Development to continuously improve their practice.*
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.  
*Parent teacher conferences will be held the week before Thanksgiving break and the week before Spring break.*
3. Provide parents with frequent reports on their child's progress.  
*This is done at Parent Teacher Conference time as well as throughout the school year. Teachers communicate children's progress through emails, work sent home, Class Dojo and more.*
4. Provide parents reasonable access to staff.  
*Staff will be available for consultation with parents. Parents can request a conference and schedule an appointment at any time.*

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

*There are many volunteer opportunities including; volunteering in the classroom, chaperoning on field trips, leading art corps or garden lessons, attending classroom events (such as publishing parties or performances) and more.*

### **PARENT RESPONSIBILITIES**

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

- Ensuring my child is on time and present every day.
- Making sure that homework is completed (provide a consistent time, location, routine)
- Providing a healthy environment for my child (good nutrition, exercise, monitoring screen/television time, promoting positive use of my child's extracurricular time).
- Volunteering in my child's classroom (if possible).
- Participating, as appropriate, in decisions relating to my child's education.
- 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 (SSC), the District Advisory Council for Compensatory Education (DAC), the School Site Governance Team (SGT), or other school advisory groups.

### **Optional additional provisions**

### **STUDENT RESPONSIBILITIES**

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

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read every day outside of school time (times vary by grade level)
- ✓ 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.
- ✓ Be on time to school each day.
- ✓ Be kind and respectful towards others

This Home/School Compact is **NOT** an official document.

**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
Tierrasanta Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.2500	\$ 22,234.50
		1192	Prof&Curriclm Dev Vist Tchr			\$ 3,464.00
		3000	Employee Benefits			\$ 5,481.16
		4301	Supplies			\$ 356.00
	<b>09800 Total</b>				<b>0.2500</b>	<b>\$ 31,535.66</b>
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.1500	\$ 13,340.70
		1192	Prof&Curriclm Dev Vist Tchr			\$ 2,482.00
		3000	Employee Benefits			\$ 3,370.99
	<b>30100 Total</b>				<b>0.1500</b>	<b>\$ 19,193.69</b>
	30103	4301	Supplies			\$ 1,304.00
		4304	Inservice supplies			\$ 1.00
	<b>30103 Total</b>					<b>\$ 1,305.00</b>



SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

School Name: Tierrasanta Elem.  
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Focus on common assessments (across grade level) and entry diagnosis assessments in order to monitor S. throughout year (in ways other than DRA)
CLOSING THE ACHIEVEMENT GAP	In-School resource teachers are working to provide Tier 2/3 instruction and close the gap.
PROFESSIONAL DEVELOPMENT	Focus on assessments and strengthening PLC's (including a focus on student work)
GRADUATION/PROMOTION	In-sch. resource teachers continue to focus on struggling students (across sub-groups) in order for students to reach proficiency.
PARENT ENGAGEMENT	Very strong here. Continue to engage parents through events & activities throughout the year. Welcome classroom support as well.