

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ADAMS ELEMENTARY** SCHOOL

2014-16

37-68338-6039101

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: McGrade, Sylvia

Contact Person: McGrade, Sylvia

Position: Principal

Telephone Number:

Address: 4672 35th St, Adams Elementary, San Diego, CA, 92116-3536,

E-mail Address: smcgrade@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

Board Approval: June 23, 2015



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



**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Adams Elementary DUE March 13, 2015
 SITE CONTACT PERSON: Sylvia Ferrer-McGrade
 PHONE: (619) 362-4200 FAX: (619) 362-4249 E-MAIL ADDRESS: smcgrade@sandi.net

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

- Quality Education Investment Act (QEIA) Title 1 Schoolwide Programs (SWP) Program Improvement (PI)
 Y1 Y2 Y3 Y4 Y5 Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan. *3 meetings held to construct SPSA with SSC.*
 CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:
 English Learner Advisory Committee (ELAC) @ SSC Date of presentation: 2/25/15; 3/4/15
 Community Advisory Committee for Special Education Programs (CAC) Date of presentation: 3/11/15
 Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
 Site Governance Team (SGT) 3/4/15 Date of presentation: _____
 Other (list): all parents included at Family Wednesday (about 90); had discussion and took survey. Staff also had survey for input. Date of presentation: _____
- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/11/15

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.

<u>Sylvia Ferrer-McGrade</u> Type/Print Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Michael Martin</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>3/16/15</u> Date
<u>Fabiola Bagnoli</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>3/20/15</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

School Vision: Adams Elementary

Is a cutting-edge school whose mission is to celebrate each student as a unique person with strengths, passions, challenges and individual learning style
Offers a well-rounded curriculum that includes strong literacy work, STEAM (Science, Technology, Engineering, Arts, Mathematics), Multiple Language opportunities, and is focused on an appreciation of diversity and culture, creativity and innovation.

Is a place where students, staff, and families outwardly value and demonstrate kindness, respect, and encouragement towards one another

Is an environment of inquiry that engages students and staff in project-based learning towards solving real world problems in order to meet and exceed Common Core Standards

Has an emphasis on the Health and Wellness of each individual (students, staff, and families) in terms of social, physical, and emotional well-being

Is an integral part of the neighborhood community (acts as a hub for after-school clubs and events for students, staff, families and community)

Values and promotes strong family engagement and active participation in shared decision-making to positively affect school climate and student achievement

Current Reality at Adams

Staff is transitioning to teaching towards Common Core Standards

Beginning shifts in collaborative conversations, mathematical practices, and rigor in reading and writing are evident

Further work is needed to establish a clearly structured monitoring system to measure student progress

Further work is needed to establish effective intervention strategies for struggling students

Further work is needed to establish rigor, purpose, creativity, innovation that gets students to academic achievement

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3: 1:22

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Grades K-3 with CSR: 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
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1-493	1	.2
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494-726	1.5	.3
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727-960	2.0	.4
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961-1,195	2.5	.5
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1,196-1,429	3.0	.6
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HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
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1-374	1
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375-1511	2
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1512-2267	3
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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. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Program Improvement

Four strong strategies exist to improve student achievement at Adams:

“Smarter teachers mean smarter students”:

Professional Learning for teachers that includes the monitoring of student achievement through analysis of student work, strategic planning and implementation of research-based instructional strategies.

2. “Catch kids up during school”:

Intervention teachers work with the classroom teacher to determine and implement short-term goals and interventions to improve achievement for focus students. Literacy goals are customized to student need and may include fluency, sight words, reading strategies, comprehension practice and/or writing. Mathematics goals may include fluency of math facts, extra practice or re-teaching of grade level standards.

3. “Catch kids up before and after school”:

Tutoring sessions are provided for students who need extra support before and after school hours. Specific short-term goals will be determined for focus students in Literacy and/or Math and monitored by the classroom teacher and/or tutor.

4. Materials to implement strategies 1-3:

Blended learning opportunities are provided through technology programs with a focus on reading and mathematics. Additional informational text is provided for all students. Word Study program is provided for all K-5 students. Study skills are taught through the use of planners for Grades 4 and 5.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sylvia McGrade	Principal
Colleen Gibbs	Teacher
Shelley Finn	Teacher
Carol Shirley	Teacher
Marina Falter	Other
Michael Martin	Parent co-chair
Maria Fernandez	Parent
Irisis Mendoza	Parent ELAC
Tracy Gabaldon	Parent
Erica Arevalo	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/30/2016, 52 % of Adams Elementary Students will meet Common Core grade level standards in English/Language Arts

Closing the Gap SMART Goal:

* By 06/30/2016, 42 % of Adams Elementary Hispanic or Latino, Students will meet Common Core grade level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Common assessments are used to measure student progress. These include Instructional Reading Level, Spelling Continuum, Writing Prompt, as well as end of unit assessments and exit slips.

Progress and Growth Monitoring:

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. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics

Mathematics SMART Goal:
 * By 06/30/2016, 46 % of Adams Elementary Students will meet Common Core grade level standards in Mathematics

Closing the Gap SMART Goal:
 * By 06/12/2016, 40 % of Adams Elementary Hispanic or Latino will meet Common Core grade level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

Common assessments are used to measure student progress. These include end of unit assessments and exit slips.

Progress and Growth Monitoring:

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. The cycles are:

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Area 3: English Learner

English Learner SMART Goal:
 * By 06/30/2016, 55 % of Adams Elementary English Learner, Students will make one year's growth in California English Language Development Test

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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. The cycles are:

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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/30/2016, 55 % of Adams Elementary Grade 03, Students will score 38 in DRA
 * By 06/30/2016, 50 % of Adams Elementary Hispanic or Latino will achieve a score 38 in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA (Developmental Reading Assessment)

Progress and Growth Monitoring:

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. The cycles are:

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

* By 06/20/2016, 95 % of Adams Elementary Parents/Guardians will attend at least 2 parent events, such as parent conferences, as measured by Attendance

Targeted Population:

All our subgroups will be targeted.

What data did you use to form these goals?:

Attendance records from Parent Teacher Conferences, Family Wednesday, Back to School Night, Spring Open House, Student Performances, PTCO events

Progress and Growth Monitoring:

Sign-in sheets are used to document events that parents attend, such as Parent Teacher Conferences, Family Wednesday, Back to School Night, PTCO events, etc. Each student has an individual sheet for parents to sign so that when compiling the data we can verify that at least 2 events were attended for every child.

Area 6: Additional Site Identified Area (Optional)**Additional Site Identified SMART Goal:**

* By 06/30/2016, 96 % of Adams Elementary Students will attend school daily as measured in Attendance

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Orbit Attendance records

Progress and Growth Monitoring:

Attendance will be monitored at weekly attendance meetings as well as Orbit reports will be referenced on a monthly basis.

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, grade level Common Core Standards in designing and differentiating instruction. Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit assessments in ELA and Mathematics, interim assessments, Common Writing Assessment, Spelling Inventory, 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Counselor, nurse, and health technician will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, attendance clerk, 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 and mathematics instruction

Students will have access to frequent use of technology to strengthen literacy and mathematics skills.

Strategic Support (Tier 2)

Teachers will address specific student needs, set short term goals, provide specific interventions, and measure student progress.

Targeted additional small flexible group and one-on-one instruction will be provided by the classroom teacher and intervention teacher, as funds permit, to address specific needs in literacy and mathematics.

Teachers will make a home contact (i.e. progress report, parent teacher conference, phone call, home visit, learning contract) to discuss the progress of their at risk student. This is documented by teacher.

Educational specialist will provide push in/pull out supplemental small group instruction for targeted students in need.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas, by classroom teacher and intervention teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Classroom and intervention teacher will provide a double dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Adams Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Counselor and counselor interns (Project Impact) will provide counseling with at risk students
 Support by intervention teacher, as feasible, to address literacy needs of students who are one 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl OTBS Hrly	-	\$500.00	0003-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Translation is provided for parents for parent teacher conferences, Family Wednesday, Student Study Team, School Site Council meetings.
Inservice supplies	-	\$607.40	0003-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies and light refreshments are provided for parent gatherings such as Family Wednesday, Meet and Greet, Volunteer Recognition in order to welcome parents and give them a forum for their input and engagement for the benefit of their child's achievement.
Postage Expense	-	\$200.00	0003-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage is used for parent communication such as attendance letters.
Supplies	-	\$143.00	0003-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01	Writing supplies are provided to enhance and motivate students to achieve Common Core Standards in writing.
Classroom Teacher Hrly	-	\$3,197.00	0003-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 04	Before and after school tutoring is provided to struggling students in order to assist in achieving grade level standards in English Language Arts and mathematics.
Retired Clsrn Teacher Hrly	-	\$1,000.00	0003-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 04	Before and after school tutoring is provided to struggling students in order to assist in achieving grade level standards in English Language Arts and mathematics.
Prof&Curriclm Dev Vist Tch	-	\$1,000.00	0003-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	03, 04	Visiting teachers will assess English Learners on CELDT in order to provide current data on their yearly progress and areas of need.

SUPPLEMENTAL SUPPORTS						
Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$6,001.00	0003-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01	Instructional materials include informational text (Grades TK-5), word study (Grades K-5), and study skills (Grades 4-5). These materials directly support Common Core Standards.
Software License	-	\$14,795.00	0003-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Technology supports include informational and narrative text reading, support for English Language Learners, and mathematics.
Interprogram Svcs/Paper	-	\$3,000.00	0003-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 05	Paper will be used to provide additional reading text, customized mathematics work, and family communication from classroom teacher and administration.
Prof&Curriclm Dev Vist Tchr	-	\$26,400.00	0003-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Release time is provided for classroom teachers and Education Specialists to monitor student progress through work analysis, determine instructional next steps, and plan strategic lessons across content areas toward Common Core Standards based on student needs, including English Language Learners.
Retired Clsrm Teacher Hrly	-	\$12,908.00	0003-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Intervention teachers provide Tier 2 supports to identified focus students, establish short term goals with classroom teacher, monitor progress with classroom teacher, and document results of interventions.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Intervention Support Goal::

Tier 2 supports will be provided to identify focus students in English Language Arts and/or mathematics. Short term goals and target dates will be co-constructed with teacher, grade level colleagues, and intervention teacher. Documentation and monitoring will be completed by classroom teacher and intervention teacher.

Identified Need:

Approximately 46% of grade 1 and 3 students are reading below grade level. Targeting students who are close to grade level, interventions will be implemented to support their achievement. Strategies include: double guided reading, fluency work, and sight word recognition.

Target Group:

Target group includes students who are 1-2 reading levels below grade level.

Monitoring:

Short term goals (approximately 2-4 weeks) are determined based on baseline data in areas such as reading behaviors, fluency, sight words, writing, and/or spelling. Mathematics skills include grade level standards practice and fluency of operation facts. Teacher, intervention teacher, principal meet monthly to determine achievement of goals and next steps for target students

Personnel Responsible:

Classroom teacher, intervention teacher, grade level colleagues with direction from principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$1,000.00	0003-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Intervention teachers provide Tier 2 supports to identified focus students, establish short term goals with classroom teacher, monitor progress with classroom teacher, and document results of interventions.
Retired Clsrm Teacher Hrly	-	\$14,602.00	0003-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Intervention teachers provide Tier 2 supports to identified focus students, establish short term goals with classroom teacher, monitor progress with classroom teacher, and document results of interventions.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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

Adams Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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

Adams Elementary has developed a written Title I parental involvement policy with input from Title I parents. ***Presentation by principal at Family Wednesday, October 1, 2014 included powerpoint with all aspects of Title I components; Further discussion occurred at School Site Council Meeting, October 22, 2014 and revisions were made based on input from both stakeholders.***

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

Through presentation and discussion at Family Wednesday, SSC, and on school 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 [*School Name*], 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. ***Annual meeting occurs as part of the agenda on Family Wednesday and continues for further discussion at School Site Council.***
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Family Wednesday occurs in the morning and School Site Council is scheduled 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. ***Monthly Family Wednesday sessions provide Title I parents with information and input about budget, programs, curriculum, and other pertinent issues.***
- The school provides parents of Title I students with timely information about Title I programs. ***Monthly Family Wednesday sessions provide Title I parents with information and input about budget, programs, curriculum, and other pertinent issues. Documents, such as the School Site Council meeting agendas and minutes are posted on the school website.***
- 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. ***Monthly Family Wednesday sessions provide Title I parents with information and input about data of student progress, proficiency levels, attendance, and encourages all parents to attend parent teacher conferences. Learning sessions about Common Core Standards and how to help your child with homework is also provided.***
-

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***Parents are welcome and encouraged to attend Family Wednesday, School Site Council, ELAC, Parent Teacher Community Organization meetings to participate in decisions relating to the education of their child. Parents are always welcome to schedule an appointment with the principal with any concerns.***

School-Parent Compact

Adams Elementary distributes to parents of 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 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

Adams Elementary co-constructs the School-Parent Compact with our School Site Council. It is discussed at Family Wednesday and distributed during parent-teacher conferences. Parents are always welcome to ask questions, make suggestions, or address concerns.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During Family Wednesday, the principal presents and discusses the California Common Core Standards as well as distributes parent informational handouts on Common Core.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This year, parents requested Spelling and Mathematics workshops which were provided by the principal at Family Wednesday. Parents of Preschool, Transitional Kindergarten, and Kindergarten are also provided with weekly training on various parenting topics.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Through professional development and weekly bulletins the principal presents information on the value of working with parents as equal partners, especially during parent teacher conferences and other interactions throughout the year.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. At Adams, parents are encouraged to attend Parent Teacher Conferences, Parent Teacher Community Organization meetings and events, as well as volunteering opportunities.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. At Adams, correspondence is presented in English and Spanish. Our school website contains up-to-date information about all events and parent opportunities. Translation is provided at Parent Teacher Conferences, Family Wednesdays, and PTCO meetings.
- The school provides support for parental involvement activities requested by Title I parents. At Adams, our Family Wednesday serves as one forum for parents to request activities, trainings, or other suggestions. The principal attempts to implement these requests as much as possible. Examples of these requests include...how to help your child at home with the new Common Core mathematics, spelling tips when working with your child and after school clubs. PTCO works closely with the principal to provide family events on a monthly basis.

Accessibility

[School Name] provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *[Briefly describe or bullet how this happens at your school.]*

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Accessibility

Adams Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Adams Elementary distributes correspondence in Spanish and English. Translation is provided at parent meetings including Individualized Education Plan (IEP) meetings, Parent Teacher Conferences, Family Wednesday, monthly newsletters, and other notices.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

**John Adams Elementary
2014-2015 Home-School Compact**

Adams 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), 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

As staff of John Adams Elementary School, we agree to:

- Provide a safe and orderly school environment.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment by:
 1. Aligning and pacing instruction to enable students to meet grade expectations and California Common Core Standards in all core-content areas.
 2. Using state adopted materials.
 3. Utilizing District Balanced Literacy & Mathematics Frameworks.
 4. Differentiating curriculum based on student need.
- Hold Parent-teacher conferences during reporting periods to discuss individual student achievement and provide frequent and continuous feedback on how your child is progressing.
- Provide parents with frequent reports throughout the year on their child's progress via progress reports, parent/teacher conferences, phone calls, and electronically.
- Schedule meetings, upon request, with teachers, support staff, and administration before and after school.
- Keep our parents informed via school newsletters, School Messenger, Facebook page, school marquee and Family Wednesdays.
- Seek your cooperation to work as partners in your child's education by providing volunteer opportunities in class and celebrating your child's learning at school activities and family nights.
- Provide support for attendance improvement.
- Provide information on Common Core Standards and current unit of study.

As a parent of John Adams Elementary School, I will support my child's learning by:

- Making sure my child is on time and prepared every day for school. (i.e., wearing appropriate school clothing, join in walking before school, library book returned, homework completed, permission slips, etc.)
- Aiming for perfect attendance.
- Monitoring my child's homework.
- Reading together daily with my child (i.e., books, articles, internet, etc.)
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and progress by communicating with my child's teacher and school.
- Checking with my child daily for information sent home from school.
- Serving on school committees when possible and attending meetings and activities when time permits.

As a student of John Adams Elementary School, I will share the responsibility for my learning by:

- Following the Adams Attitude: Work hard. Be kind. Dream big. Make it happen!
- Attending school on time each day.
- Come to school prepared to learn (homework completed, permission slips and paperwork signed, wearing appropriate school clothes and shoes, walking in the morning, etc.)
- Doing my homework every day.
- Reading at least 30 minutes every day outside of school time.
- Sharing papers with my parents and returning signed papers to my teacher.
- Leaving toys, phones, electronics, and "junk" food at home.

Principal Sylvia McGrade

Teacher _____

Parent _____

Student: _____

Phone number _____

Grade: _____

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0003 Adams Elementary
 As of Date 04-03-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$69,091.00		\$1,424.00		\$6,131.00
		\$69,090.61		\$1,423.90		\$6,131.51
		\$0.39		\$0.10		-\$0.51
Certificated Salaries		\$39,308.00		\$0.00		\$5,197.00
1157 Classroom Teacher Hrly		\$0.00		\$0.00		\$3,197.00
1189 Retired Clsrm Teacher Hrly		\$12,908.00		\$0.00		\$1,000.00
1192 Prof&Curriclm Dev Vist Tchr		\$26,400.00		\$0.00		\$1,000.00
Classified Salaries		\$0.00		\$500.00		\$0.00
2282 Other Support Prsnl OTBS Hrly		\$0.00		\$500.00		\$0.00
Employee Benefits		\$5,986.61		\$116.50		\$791.51
Books and Supplies		\$6,001.00		\$607.40		\$143.00
4301 Supplies		\$6,001.00		\$0.00		\$143.00
4304 Inservice supplies		\$0.00		\$607.40		\$0.00
Services and Other Operating		\$17,795.00		\$200.00		\$0.00
5733 Interprogram Svcs/Paper		\$3,000.00		\$0.00		\$0.00
5841 Software License		\$14,795.00		\$0.00		\$0.00
5920 Postage Expense		\$0.00		\$200.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Adams Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By June 30, 2015, 62% of Adams students will meet Common Core standards in English Language Arts.
Mathematics	By June 30, 2015, 73% of Adams students will meet Common Core standards in Mathematics.
English Language Development	By June 30, 2016, 52% of English Language Learners will make one year of growth based on CELDT.
Graduation/Promotion Rate	By June 30, 2015, 78% of Grade 3 students will score 38 on DRA.
Parent Involvement and Community Engagement	By June 30, 2016, 100% of parents will attend at least 4 school events.

Academic Program Description:	The budget listed below is supplemental to the base program.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		\$70,006.00		\$1,244.00		\$6,217.00	
2040 Inschool Resource Tchr	0.4700	\$37,727.37	0.0000	\$0.00	0.0500	\$4,013.55	Provide an ELST position to increase student achievement for our English Language Learners.
2451 Clerical Hourly				\$875.00			Translation for parent teacher conferences, Family Wednesday, and other meetings so that parents feel welcomed and that they have a voice in school decision-making.
Employee Benefits		\$12,022.17		\$192.44		\$1,278.96	These benefits were originally aligned with the ELST position.
4301 Supplies		\$1,256.46		\$0.00		\$924.49	These funds are used to purchase additional informational text for TK-5 students.

4304 Inservice supplies	\$19,000.00	\$0.00	\$0.00	These funds were reserved to pay for the difference between the average salary and benefits for the ELST and the actual salary and benefits.
5920 Postage Expense	\$0.00	\$176.56	\$0.00	Postage is used for parent communication including attendance letters.

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

APPENDIX E

School Name: Adams Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$69,091.00
Enter Total Allocation: Resource 30106	\$6,131.00
Sum of Resources 30100 & 30106	\$75,222.00
10% allocation needed for PD	\$7,522.20

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Release time is provided for teachers and Education Specialists to work in Professional Learning Communities in order to monitor student progress through analyzing student work, planning and implementing research-based instructional strategies based on student need towards Common Core State Standards.	\$26,400.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$26,400.00
10 % allocation has been met			YES