

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BALBOA ELEMENTARY** SCHOOL

2014-16

37-68338-6039168
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: Bravo, Hector

Contact Person: Bravo, Hector

Position: Principal

Telephone Number:

Address: 1844 S 40th St, Balboa Elementary, San Diego, CA, 92113-4017,

E-mail Address: hbravo1@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.



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Attachment 2
Modification of SPSA

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: Balboa Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Hector Bravo

PHONE: 619-362-4101

FAX: 619-4149

E-MAIL ADDRESS: hbravo1@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:

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/9/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): Staff Date of presentation: 3/10/15

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: 3/10/15

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.

Hector Bravo

Type/Print Name of School Principal

Signature of School Principal

3/19/15

Date

Erica L. Herrera

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3-19-2015

Date

Shirley Wilson

Type/Print Name of Area Superintendent

Signature of Area Superintendent

3-19-15

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: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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**Personal vision for Balboa is:**

- Create a clean, safe and orderly environment for students, teachers and parents through the development of systems.
- Expand the leadership to include grade level and special education teachers
- Support teachers through daily walkthroughs with specific feedback based on five areas of the California Standards for the Teaching Profession
- Develop strong parent involvement
- A strong community/organization partnership

The ideal state for Balboa's culture is:

- Students are treated with dignity in a rigorous and enriching academic environment that is safe, clean and orderly
- Students have access to the material, equipment, technology and grade level education
- Students are exposed to outside organizations and services
- Parents are drawn to Balboa seeking a variety of support services and parents feel comfortable seeking information about community programs at Balboa
- Teachers are engaged and feel valued and they understand the importance of developing solid lessons and student engagement on a consistent basis

The ideal state for academic press at Balboa is:

- Classroom teachers reflect on their teaching practices and develop purposeful lesson by planning and incorporating components from the Common Core
- Daily implementation of academic objectives
- Bringing the outside world into the classroom through project base education and concepts of flipping the classrooms 21st Century Learning methods
- School wide support for Dual Language starting at Kinder and next year 1st grade

Current reality:

What is your school's current reality in relation to your vision?

In the area of clean, safe and orderly school some systems are present the school other systems the school have been created and supported. Staff was open, supportive and ready for implementation of new systems

Clean

This system requires full participation from the custodial staff to maintain the school

Teachers report daily incidents from accidents to maintenance requests

Periodic morning announcements to encourage students to keep the school clean

Garbage cans are strategically placed for students and staff

Messages and verbal praise, via emails, loud speaker, flyers and Coffee with the Principal session with the same message to keep Balboa clean

Beautify Balboa Days are scheduled for October 26 (Sunday) and another one March 7th with over 50 volunteers from UCSD, NAVY, parents and students

Safe

Gates are closes daily at 8:00 am and re-open 10 minutes before the end of the school.

Parents are issued a visitor's pass to visit the classrooms

Messages about school safety, news and to check in the front office are shared during Coffee Time with the Principal, home flyers and phone messages

Parents wanting to communicate with teachers are encourage to make an appointment with 24hr. notice to avoid interruptions to the academic schedule

Parent calls are serviced in the front office only emergency calls are transferred

Campus police and principal work jointly promoting safe crossing practices at all times

Orderly

All students to attend class on time walked by their instructor supporting existing routines

Teachers are encouraged to employ a variety of interventions before sending students to the office for discipline

In the area of equitable education Balboa staff is knowledgeable, well trained, and capable of molding and implementing any initiative for the benefit of students. Teachers develop sounded solutions to pressing academic matters, for example the re-classification of EL students teachers are on board ready to continue with the implementation of Focused ELD for 45 minutes daily, attending CCSS trainings and getting ready to implement QTEL lessons. Furthermore, teachers are supported by two intervention/resource teachers an ELST teacher and grade level teachers. Together they collaborate to provide equal access to academics, they will begin isolating 32 students that need to be reclassified and will continue to offer quality instruction and services to Balboa students

Describe your current school culture and social environment.

The school treats students with love and dignity in an academic enriching, safe, clean and orderly environment. Students have access to the material, equipment, technology and grade level education. The school brings academic experiences to students through outside organizations and services such as UCSD, the US Navy, Boys and Girls Scouts of America, the office of Council Man David Alvarez and The Mexican Consulate

Parents seek services and supports provided by Balboa in a variety of ways from referrals to agencies and services, community programs, help with completing school forms, tutorial forms, trainings and a variety of workshops in the following areas:*Common Core Standards: What parents need to know: On Nov 17th: Monday*

The Keys to Reading: High Frequency Words or word families: Dec. 15th: Monday

21st Century Math Spanish: Jan12th: Monday
CCss-Standards for Mathematical Practice: Feb 23rd:Monday
Raising Skilled Readers: March 16th:Monday. May-June TBD

Teachers maintain healthy life styles in a familiar and supportive environment at Balboa, they understand the importance of developing lessons for student engagement focusing around **Common Core and 21st Century skills and they collaborate to achieve these goals.** They achieve this in a nurturing, loving and knowledgeable manner servicing and interacting with ethnically, social and academic diverse population of students
 Teachers are valued and supported through throughout the year in academics, student behavior, interventions, parent meetings and conferences as well as trainings and technology needs in a timely manner
 Teachers understand that the principal has an open door policy and welcomes mutual conversations around academics, students, school and family

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
Grades K-3 with CSR:	1:22
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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

Cycle I (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 (+)

We have been in Program Improvement Year 5 since 2005. Since 2005, our API has grown over 100 points. We believe it has to do with our Year 5 plan of continuous collaboration and study of our practice. This was detailed in our Program Improvement plan that was approved by the board in 2004. The push this next year is to carefully identify students in the cusp of being redesignated, follow the process to achieve this goal. Furthermore,

to implement interventions to fidelity and support teacher's planning to increase the rigor with all students and support those struggling with specific academic goals.

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
Hector Bravo	Principal
Faye Hollie	Classroom Teacher
Erica Herrera	Classroom Teacher
Ramiro Ramirez	Classroom Teacher
Juan Flores	Other School Personnel
Carmen Martinez	Parent
Diane Ovalle	Parent
Raul Guzman	Parent
Seferina Santiago	Parent
Monica Mendoza	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 07/22/2016, 50 % of Balboa Elementary Students will meet common core grade level standards in English/Language Arts

Closing the Gap SMART Goal:
 * By 07/22/2016, 40 % of Balboa Elementary English Learners Enrolled in School in the United States 12 Months or More, Basic 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):

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 I(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).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/22/2016, 50 % of Balboa Elementary All Grades will meet common core grade level standards in Mathematics

Closing the Gap SMART Goal:
 * By 07/22/2016, 30 % of Balboa Elementary All Grades 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):

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 3: English Learner

English Learner SMART Goal:
 * By 07/22/2016, 40.42 % of Balboa Elementary English Learners Enrolled in School 5 years or more will meet common core grade level standards in California English Language Development Test

Closing the Gap SMART Goal:
 * By 07/22/2016, 29.44 % of Balboa Elementary English Learners Enrolled in School less than 5 years will meet common core grade level standards 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):

ELD program data

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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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 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/22/2016, 38 % of Balboa Elementary Grade 03 will meet common core grade level standards in English/Language Arts

Closing the Gap SMART Goal:
 * By 07/22/2016, 35 % of Balboa Elementary All Grades 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):

Reading Levels

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

* By 07/22/2016, 80 % of Balboa Elementary Parents/Guardians will participation in at least 4 school events in Parent and Community Engagement

Targeted Population:

Parents of students in grade 5 and in our Special Education Classes are least represented at school events

What data did you use to form these goals?:

Prior participation rates as per sign in sheets.

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

- All teachers will use the Common Core units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction
- Every English Learner will receive 45 minutes of SELD instruction during Focused ELD 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, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and written expression tool and provide students with concrete feedback and direction as it relates to grade level writing standards
- Teachers will use graphic organizers and Thinking Maps to support student understanding
- ELST level of support to be determined
- All English learners will be assessed using CELDT and written expression tool
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs and carry on Student attendance Review Team evaluation and recommendation to Student Attendance review Board
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student as necessary, but if at risk frequently. This is logged by teacher
 - Teachers will provide targeted reading or writing interventions for three or more at risk students or LTEL's
- Educational specialist will provide push in supplemental small group instruction for targeted students in need

- ELST level of support to be determined
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher
- Intensive, focused, small group direct assistance will be provided to students at their point of need, by the counselor
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- ELST level of support to be determined
- Counselor and support mentors will provide daily/weekly or monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency
- Speech and language pathologist will provide supplemental support to English learners with language needs
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.3500	\$28,095.20	0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	LCFF 1, LCFF 2, LCFF 3	This push-in/Pull-out teacher will be instrumental in helping all students. A focus will be placed in support to students in the Dual Language.
Position Inschool Resource Tchr,	0.7000	\$56,190.40	0013-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	LCFF 1, LCFF 2, LCFF 3	This Push-in/Pull-out teacher will be focusing on all students at risk and English Language Learners. Furthermore, will collaborate with teachers and identify student's strengths and weaknesses in an effort to offer better overall services.
Position School Counselor	0.3000	\$22,648.20	0013-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	In addition to the normal assigned duties, the extra days of counseling will be needed to develop parent/student involvement, monitor student attendance, develop systems to keep students in school, monitor discipline and have daily sessions with students individually and in groups. Communicate with parents in an on-going basis.
Prof&Curriclm Dev Vist Tchr	-	\$20,708.00	0013-30100-00-1192-1000-	Title I Basic Program	01, 02, 03, 04, 05	Students benefit best when careful lessons are planned. To assist students teachers will meet ten times per year through Professional Learning Communities to identify and analyze student

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			1110-01000-0000			data, identify areas of strength and weakness to better serve student's needs. Analyze data will help the school to develop action plans involving administrators, resource, counseling, teachers, parents in meeting next steps for student growth.
Supplies	-	\$76.00	0013-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02	Supplemental supplies for for classroom to support Math and English.
Supplies	-	\$2,168.00	0013-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Supplies will be used to inform parents about school events via flyers sent home, posters and bulletins around the school.
Conference Local	-	\$600.00	0013-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	ELAC and other members of the community will be able to use this allocated money to attend a local parent involvement conference. Examples can be CAFE California Association for Bilingual Education, Love and Logic or any other available parent conference.
Prof&Curriclm Dev Vist Tchr	-	\$10,342.00	0013-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, 05	Students benefit best when careful lessons are planned. To assist students teachers will meet ten times per year through Professional Learning Communities to identify and analyze student data, identify areas of strength and weakness to better serve student's needs. Analyze data will help the school to develop action plans involving administrators, resource, counseling, teachers, parents in meeting next steps for student growth.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

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

Intervention Support Goal:

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

Identified Need:

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

Target Group:

Students not meeting grade level standards.

Monitoring:

DRA scores and results of site-developed assessments.

Personnel Responsible:

Principal, ILT, Grade Level Instructional Leaders, classroom teachers, Push-in/Pull-out teachers

Goal 2: Classroom Supports

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

Classroom Support Goal:

To increase access to grade level standards and improve learning, basic supplies are necessary.

Identified Need:

All students are in need of basic classroom supplies.

Target Group:

All students are in need of basic supplies for learning.

Monitoring:

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

Personnel Responsible:

Principal, classroom teachers, (ILT, GLILT).

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:

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Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

Identified Need:

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

Target Group:

All students.

Monitoring:

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative. Additional monitoring is conducted through the evaluation and observation process by the Administration.

Personnel Responsible:

Principal, ILT, GLILT, classroom teachers.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr, Em	0.3000	\$24,081.60	0013-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	This Push-in/Pull-out teacher will be focusing on all students at risk and English Language Learners. Furthermore, will collaborate with teachers and identify student's strengths and weaknesses in an effort to offer better overall services.
Prof&Curriclm Dev Vist Tchr	-	\$10,000.00	0013-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	CELDT Testing and support to Focused ELD lessons and teacher observations.
Supplies	-	\$13,831.00	0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplies are used to support all students in academics and school activities.
Conference Local	-	\$2,000.00	0013-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Conferences will be scheduled to increase the level of parental involvement and awareness regarding school systems and common core.
Supplies	-	\$14,708.00	0013-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplies are used to support all students in academics and school activities.

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

Balboa 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.

Balboa has developed a written Title I parental involvement policy with input from Title I parents. ***Before our Back to School Night the Title I policy was presented to the SSC where parent input was solicited.***

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

The policy was presented in via documents distributed at our Back to School Night. Copies were available for parents to take with them. Also on our first Family Fridays/Principal Coffee copies were available for parents to take. Copies of the policy are available in the main office for anyone that wants one.

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 *Balboa* 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.
- ***Flyers are sent home advertising the Back to School Night***
- ***The Principal uses the School Messenger phone system to advertise the meeting***
- ***Principal uses the first Family Fridays/Principal Coffee to inform parent if they missed Back to School Night***
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Yes, Back to School night is in the evening and Family Fridays are in the morning. The administration will always meet with parents if they cannot make it to a meeting.***
- 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. ***Sometime between the end of January and the end of February parents are surveyed on what their priorities are for the school. Parents on the SSC and ELAC are given surveys directly to them for their input.***
- The school provides parents of Title I students with timely information about Title I programs. ***Through the SSC, Back to School Night and Family Fridays/Principal Coffee***
- 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.
- ***Back to School Night***

- ***Family Fridays/Principal Coffee***
- ***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.
- ***SSC Meetings***
- ***Family Fridays/Principal Coffees***
- ***ELAC Meetings***

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

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

School-Parent Compact

Balboa 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

Before our Back to School Night the Title I policy was presented to the SSC where parent input was solicited. The policy was distributed and explained at our Back to School Night. Copies were available for parents to take with them. Also on our first Family Fridays/Principal Coffee copies were available for parents to take. Copies of the policy are available in the main office for anyone that wants one.

Building Capacity for Involvement

Balboa 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.
- ***SSC Meetings***
- ***Family Fridays/Principal Coffees***
- ***ELAC Meetings***
- ***Parent University on site classes from UCSD***

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- *Family Fridays/Principal Coffees*
- *Parent University on site classes from UCSD*
- *Parent teacher Conferences*
- 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.
- *First Staff Meeting of the year Teachers, Parent/Volunteer, Principal and office staff encourages staff to seek out parent volunteers*
- *Provides volunteer applications*
- *Administration encourages staff to build the home school relationship*
- *Research articles provided to staff promoting parent involvement*
- 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.
- *We provide a Parent room*
- *Family Fridays/Principal Coffees*
- 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.
Flyers and phone calls are often sent in two languages
- The school provides support for parental involvement activities requested by Title I parents.
- *SSC Meetings*
- *Parent University on site classes from UCSD*

Accessibility

Balboa 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. ***Translators are used during large meetings (Back to School Night) Flyers sent home are translated too.***

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District

BALBOA ELEMENTARY
1844 South 40th Street, San Diego, CA 92113

(619) 362-4100
Fax: (619) 362-4149

HOME and SCHOOL COMPACT

Balboa 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 and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the 2014-2015 school year.

School Responsibilities

Balboa Elementary will:

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:

“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.”

Balboa Elementary has an expert and talented teaching staff. As part of the San Diego Unified School District, we have educational standards and objectives in all curriculum areas. The standards for each curriculum area at each grade level are provided by the state of California. Our students are consistently exposed to extensions of curriculum and enrichment experiences on a daily basis.

Hold Parent-Teacher conferences to discuss each child's academic achievement and provide frequent reports on their child's progress.

Teachers expect to meet with every parent to establish the communication between home and school to better meet the needs of each student. Parent- Teacher conferences are held twice a year to discuss student progress and establish academic goals. The first conference, is held in December and the second conference is in March. There are three report cards per year, but both parents and teachers can call a meeting to discuss academic performance at any time by making an appointment in advance.

Provide parents reasonable access to staff.

It is always our intent to resolve concerns at the lowest possible level. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern by meeting with the classroom teacher at an agreed upon time before or after school. If the concern is not resolved, the principal

may be contacted and a meeting between the parties involved will be arranged in an effort to resolve the issue.

Provide parent opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

Research shows that children do better in school when parents communicate often with teachers and become involved at school. At Balboa Elementary, there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic programs, such as participation in governance committees, special events, fundraising, parent organization, parent-teacher meetings and classrooms.

Parent Responsibilities

I, as parent, will support my child’s learning by

- ***Committing to continued enrollment in Balboa’s Dual Language Program through fifth grade***
- Monitoring attendance to make sure my child arrives to school on time
- Making sure that homework is completed and that my child reads daily in both English and Spanish
- Staying informed about my child’s education and communicating with the school promptly
- Attending School events
- Volunteering in my child’s classroom

I have read and understand the above stated Parent responsibilities and will do my part to fulfill these duties to the best of my ability.

Parent Signature _____ Date: _____

Print Name: _____



San Diego Unified School District

BALBOA ELEMENTARY
1844 South 40th Street, San Diego, CA 92113

(619) 362-4100
Fax: (619) 362-4149

COMPACTO de Hogar y Escuela

Balboa Primaria y los padres de los estudiantes que participan en las actividades , servicios y programas financiados por el Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA) están de acuerdo en que este pacto se describe cómo los padres, todo el personal de la escuela , y los estudiantes compartirán la responsabilidad de mejorar el logro académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares de California.

Este compacto Hogar / escuela es, en efecto, durante el año escolar 2014-2015 .

Responsabilidades de la escuela

Balboa Primaria hará lo siguiente:

Proveer un currículo de alta calidad e instrucción en un ambiente de aprendizaje propicio y eficaz que permite a los niños participantes para cumplir con los estándares estatales de aprovechamiento académico de California de la siguiente manera :

" Todos los alumnos de San Diego se graduarán con las habilidades , la motivación, la curiosidad y la capacidad de recuperación para tener éxito en la elección de la universidad y la carrera con el fin de participar y dirigir la sociedad del mañana . "

Balboa Elementary tiene un profesorado experto y talentoso . Como parte del Distrito Escolar Unificado de San Diego , tenemos estándares y objetivos educativos en todas las áreas del currículo. Las normas para cada área del currículo en cada grado son proporcionados por el estado de California. Nuestros alumnos están expuestos constantemente a las extensiones de plan de estudios y experiencias de enriquecimiento en una base diaria .

Realizar conferencias de padres y maestros para discutir el rendimiento académico de cada niño y proporcionar informes frecuentes sobre el progreso de sus hijos .

Los maestros esperan reunirse con todos los padres para establecer la comunicación entre el hogar y la escuela para satisfacer mejor las necesidades de cada estudiante . Las conferencias de padres y maestros se llevan a cabo dos veces al año para discutir el progreso del estudiante y establecer metas académicas. La primera conferencia , se llevó a cabo en diciembre y la segunda conferencia es en marzo. Hay tres tarjetas de calificaciones por año, pero los padres y los maestros pueden llamar a una reunión para discutir el desempeño académico en cualquier momento al hacer una cita con anticipación .

Proveer a los padres acceso razonable al personal .

Siempre es nuestra intención de resolver los problemas en el nivel más bajo posible . Si un padre tiene una preocupación salón de clases, se espera que él / ella va a tratar de resolver la

preocupación por la reunión con el maestro de la clase a tiempo acordado un antes o después de la escuela . Si no se resuelve, el director puede contactarse y una reunión entre las partes involucradas se organizará en un esfuerzo por resolver el problema.

Proporcionar oportunidades de padres para ser voluntarios y participar en su clase del niño , y para observar las actividades de clase .

Las investigaciones muestran que los niños les va mejor en la escuela cuando los padres se comunican frecuentemente con los maestros y se involucren en la escuela. En Balboa Primaria , hay muchas oportunidades para que los padres participen en el proceso de tomar de decisiones , así como voluntarios para apoyar a los programas académicos, como la participación en comités de gobierno , eventos especiales, recaudación de fondos, organizaciones de padres , reuniones y aulas de padres y maestros .

Responsabilidades de los Padres

Yo , como padre , voy a apoyar el aprendizaje de mi hijo/a

o Compromiso con la inscripción continua en el Programa de Lenguaje Dual de Balboa hasta el quinto grado

o Supervisión de la asistencia para asegurar que mi hijo llegue a la escuela a tiempo

o Asegurarse de que la tarea se ha completado y que mi hijo lea todos los días , tanto en Inglés y Español

o Mantenerse informado sobre la educación de mi hijo y la comunicación con la escuela inmediatamente

o Asistir eventos escolares

o ser voluntario/a en la clase

He leído y entendido las responsabilidades de los padres anteriormente indicadas y haré mi parte para cumplir con estos deberes a lo mejor de mi capacidad.

Firma _____ Fecha: _____

Imprimir Nombre: _____

APPENDIX C

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

San Diego Unified School District
 Site: 0013 Balboa Elementary
 As of Date 04-14-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		174,264.00		2,768.00		11,917.00
		174,264.04		2,768.00		11,917.09
		(0.04)		-		(0.09)
Certificated Salaries / Monthly	1.35	106,933.80	-	-	-	-
2040 Inschool Resource Tchr	1.05	84,285.60	-	-	-	-
2605 School Counselor	0.30	22,648.20	-	-	-	-
Certificated Salaries		20,708.00		-		10,342.00
1192 Prof&Curriclm Dev Vist Tchr		20,708.00		-		10,342.00
Employee Benefits		46,546.24		-		1,575.09
Books and Supplies		76.00		2,168.00		-
4301 Supplies		76.00		2,168.00		-
Services and Other Operating		-		600.00		-
5209 Conference Local		-		600.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Balboa Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/22/2015, 47 % of Balboa Elementary Students will meet common core grade level standards in English/Language Arts. By 07/22/2015, 38 % of Balboa Elementary English Learners Enrolled in School in the United States 12 Months or More, Basic will meet common core grade level standards in English/Language Arts
Mathematics	By 07/22/2015, 48 % of Balboa Elementary All Grades will meet common core grade level standards in Mathematics. By 07/22/2015, 50 % of Balboa Elementary All Grades will meet common core grade level standards in Mathematics
English Language Development	By 07/22/2015, 39-41 % of Balboa Elementary English Learners Enrolled in School 5 years or more will meet common core grade level standards in California English Language Development Test. By 07/22/2015, 29% of Balboa Elementary English Learners Enrolled in School less than 5 years will meet common core grade level standards in California English Language Development Test
Graduation/Promotion Rate	
Parent Involvement and Community Engagement	By 07/22/2015, 78 % of Balboa Elementary Parents/Guardians will participation in at least 4 school events in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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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	
		171,871.00		2,334.00		11,659.00	
2040 Inschool Resource Tchr	1.30	104,352.30	-	-	0.10	8,027.10	Literacy Resource Teachers will co-plan, co-teach, lead lesson study facilitation and provide PLC support in order to achieve school goals.
1192 Prof&Curriclm Dev Vist Tchr		24,500.00		-		-	Teachers will have PLC/PD time to work together to examine data, plan, and create lessons.
Employee Benefits		36,339.78		-		2,557.90	Plan activities for poarent in vovlement including translation for parent meetings and events.
4301 Supplies		-		134.00		1,074.00	Supplemental instructional materials to assist students in all academic areas and activities.
4304 Inservice supplies		-		1,200.00		-	To provide light snacks for parents during school events.
5733 Interprogram Svcs/Paper		2,678.00		1,000.00		-	To provide staff opportunities to plan materials to distribute to students
5735 Interprogram Svcs/Field Trip		4,000.00		-		-	To communicate with our families about the importance of exposing students through fieldtrips.

2014-15 Elementary Core

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: Balboa Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$174,264.00
Enter Total Allocation: Resource 30106	\$11,917.00
Sum of Resources 30100 & 30106	\$186,181.00
10% allocation needed for PD	\$18,618.10

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	Students benefit best when careful lessons are planned. To assist students teachers will meet ten times per year through Professional Learning Communities to identify and analyze student data, identify areas of strength and weakness to better serve student's needs. Analyze data will help the school to develop action plans involving administrators,resource, counseling, teachers, parents in meeting next steps for student growth	\$20,708.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Students benefit best when careful lessons are planned. To assist students teachers will meet ten times per year through Professional Learning Communities to identify and analyze student data, identify areas of strength and weakness to better serve student's needs. Analyze data will help the school to develop action plans involving administrators,resource, counseling, teachers, parents in meeting next steps for student growth	\$10,342.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
			\$0.00
			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$31,050.00
10 % allocation has been met			YES