

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CADMAN ELEMENTARY SCHOOL

2014-16

37-68338-6039309

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: Ballard, Elizabeth

Contact Person: Ballard, Elizabeth

Position: Principal

Telephone Number:

Address: 4370 Kamloop Ave, Cadman Elementary, San Diego, CA, 92117-4543,

E-mail Address: eballard@sandi.net

The following items are included:

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

Board Approval: 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: Cadman Elementary
SITE CONTACT PERSON: Elizabeth Ballard
PHONE: 858-397-6500 FAX: 858-397-6540

DUE March 13, 2015

E-MAIL ADDRESS: eballard@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:
Community Advisory Committee for Special Education Programs (CAC) Date of presentation:
Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/4/2015
Site Governance Team (SGT) Date of presentation: 3/10/2015
Other (list): staff Date of presentation: 3/4/2015

- 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: 3/10/2015

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.

Elizabeth Ballard (School Principal)
Elizabeth Ballard (Signature of School Principal) 3/12/2015 (Date)
Diannal Holmes (SSC Chairperson)
Diannal Holmes (Signature of SSC Chairperson) 3-12-15 (Date)
Sofia Freire (Area Superintendent)
Sofia Freire (Signature of Area Superintendent) 3/13/15 (Date)

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

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 - D. 2014-15 SPSA Addendum
 - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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

"Cadman is a little school where big things happen. Our mission is to help and encourage staff and students to become lifelong learners, who can envision accomplishments that will astound the world. Structure, dedication and unity of purpose open every mind and heart to a lifetime of unlimited possibilities."

We at Cadman know that as we welcome, nurture, motivate and inspire young minds; we will develop members of society who will impact the whole world for the better. Seeking out and showing every student how to study, grow and expand their learning capability is our mission and purpose.

We are endeavoring to create a culture in which discourse and actions between all stakeholders reflect high expectations and beliefs that, "I can do this," are prevalent. The sense of urgency is felt by all, realizing that time is precious in these children's lives. Inclusivity, equity, respect for diverse perspectives, and accountability for learning are the core values of staff members, scholars, and parents.

Instruction and assessments are aligned to Common Core State Standards (CCSS) and students are cognitively engaged in rigorous tasks. Instructional decisions are based upon ongoing and regular assessments, both formal and informal. Data analysis takes place on a regular basis, and learners take part in setting goals for their academic growth.

Current reality reveals all stakeholders are developing toward the ideal state. The teachers set high expectations and use best practices in their instruction. Further professional learning grounded in the 5Ds continues to improve instructional practice. Lessons are rigorous and are aligned to Common Core Standards. Eighty to ninety percent of students are engaged in the lesson/activity but further analysis needs to be done on determining cognitive engagement. Our goal is allow students to do more of the talking and allow them to experience intellectual struggle (ask questions, justify, explain, cite evidence, choose their own strategy, etc.).

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

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 TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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).

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
1. Joseph Witkowski	Parent
2. Elizabeth Ballard	Principal
3. Heather Mollica	Classroom Teacher
4. Susan Yates	Classroom Teacher
5. Dianna Holmes	Classroom Teacher
6. Rosa Iniguez	Other Staff
7. Jennifer Lentsch	Parent/Community Member
8. Teresa Ortiz	Parent/Community Member
9. Erica Strauss	Parent/Community Member
10. Martha Farmer	Parent/Community Member

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/15/2016, 41 % of Cadman Elementary Grades 3-5 will achieve a level of proficiency that meets or exceeds Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:

* By 06/15/2016, 41 % of Cadman Elementary English Learner, Students, Grades 3-5 will achieve a level of proficiency that meets or exceeds Common Core grade level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

These goals were based on analysis of field test data based on 21 states.

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?

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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 06/15/2016, 36 % of Cadman Elementary Students, Grades 3-5 will achieve a level of proficiency that meets or exceeds Common Core grade-level standards in mathematics in SBAC

Closing the Gap SMART Goal:
 * By 06/15/2016, 36 % of Cadman Elementary English Learner, Students, Grades 3-5 will achieve a level of proficiency that meets or exceeds Common Core grade-level standards in mathematics in SBAC

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 Core standards

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 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 58 % of Cadman Elementary English Learner, Students will improve performance from their current overall proficiency level to one level of proficiency higher as measured in California English Language Development Test

Closing the Gap SMART Goal:
 * By 06/15/2016, 58 % of Cadman Elementary English Learner will improve performance from over proficiency level to one level of proficiency higher as measured 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):
 Reclassification

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 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 06/15/2016, 64 % of Cadman Elementary Grade 03 will improve performance from their current level of independent reading to level 38 in DRA , increasing from 60 % to 64 % , a gain of 4.00 %

Closing the Gap SMART Goal:
 * By 06/15/2016, 56 % of Cadman Elementary English Learner, Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA , increasing from 51 % to 56 % , a gain of 5.00 %

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 scoring forms
 End of unit tests

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

* By 06/15/2016, 82.5 % of Cadman Elementary Parents/Guardians will improve performance from their current level of attendance at school functions to a minimum of two school events during the year in an effort to increase in Parent and Community Engagement , increasing from 81 % to 82.5 % , a gain of 1.50 %

Targeted Population:

The parents of our VEEP and English Learner students are the least represented at parent activities, but, we are targeting all of our parents at Cadman.

What data did you use to form these goals?

Attendance sheet will be required for each event to measure progress.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction 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 Inquiry assessments, Benchmarks, 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.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

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

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

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

Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist and SEA will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

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

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

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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 will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
 Counselor and support mentors will provide monthly check in with at risk students
 PAL will provide monthly check in with families of 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 Library Asst	0.1549	\$3,889.69	0043-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1, LCFF 2	Support for ELA for English Language Learners
Conference Local	-	\$300.00	0043-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	conference & registration fees
Prof&Curriclm Dev Vist Tchr	-	\$2,100.00	0043-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Substitutes to cover classroom teachers attending professional dev.
Supplies	-	\$5,677.00	0043-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to support students' needs
Non Clsrm Tchr Hrly	-	\$4,000.00	0043-30100-00-1957-2100-0000-01000-0000	Title I Basic Program	01, 03, 04	Help with Celdt and SBAC testing. Work with EL students.
Classroom Teacher Hrly	-	\$2,000.00	0043-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Extra time for teachers to support students' needs
Interprogram Svcs/Field Trip	-	\$200.00	0043-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 03	Enrichment to support academic instruction
Supplies	-	\$600.00	0043-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Instructional supplies to support students' needs
Postage Expense	-	\$35.00	0043-30103-00-5920-1000-1110-01000-0000	Title I Parent Involvement	04, 05	postage to cover important documents to parents

Local Control Funding Formula Goals
<p>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?</p>
<p>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.</p> <p>Identified Need: There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support.</p> <p>Target Group: Students not meeting grade level standards.</p> <p>Monitoring: DRA scores, end of unit assessment and results of site-developed assessments</p> <p>Personnel Responsible: Principal, ILT, Library Assistant, Classroom Teachers, Push-in/Pull out teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: To increase access to grade level standards and improve learning, basic supplies are necessary.</p> <p>Identified Need: All students are in need of basic classroom supplies.</p> <p>Target Group: All students are in need of basic classroom supplies for academic learning.</p> <p>Monitoring: Administrative approval of instructional requests will be based on academic rational provided.</p> <p>Personnel Responsible: Principal, Classroom teachers, and Library Assistant</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>
<p>Professional Development Goal: Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.</p> <p>Identified Need: Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.</p>

<p>Target Group: All students</p>
<p>Monitoring: Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative. Additional monitoring is conducted through the evaluation and observation processes by the Administration.</p>
<p>Personnel Responsible: Principal, ILT, classroom teachers and special education teachers</p>

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst	0.0701	\$1,760.28	0043-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support for ELA for English Language Learners
Supplies	-	\$6,299.00	0043-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies to support academic instruction
Non Clsrm Tchr Hrly	-	\$3,000.00	0043-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support with standardized testing and students at risk.
Classroom Teacher Hrly	-	\$2,000.00	0043-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Time for teachers to work for students at risk.

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. 2015-16 SPSA Addendum
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APPENDIX A

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



Cadman Elementary School
TITLE I PARENT INVOLVEMENT POLICY
2015 - 2016

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

Cadman Elementary has developed a written Title I parental involvement policy with input from Title I parents. ***A Title I parent meeting was held in the fall in conjunction with a Family Thursday to discuss this policy and to seek input from parents.***

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

Cadman sent this policy home to parent attached to the Cadman Scoop

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 **Cadman**, 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. ***A parent meeting was held in the fall in conjunction with Family Thursday to explain Title I to interested parents and to get their feedback.***
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Family Thursdays and Principal Teas are held at 9:30 a.m. monthly and the meetings have been offered in the evenings at 6:30 periodically throughout the year.***
- 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. ***** This is done through SGT and through informal meetings to discuss the school.***
- The school provides parents of Title I students with timely information about Title I programs. ***The Cadman Scoop is sent home weekly. All information regarding any information for parent involvement and information is sent home attached to or typed into the Cadman Scoop.***
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ***This information is on the Cadman Website. It is also presented to all parents at Parent/Teacher conferences, individual conferences, and in the Cadman Scoop.***
- 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. *The Principal has an “open door” policy. Parents at Cadman feel comfortable calling the Principal or talking to staff members to give input or ask questions. The Principal and one member of the office staff are bilingual in Spanish. One of the kitchen staff is bilingual in Arabic. Having staff that are bilingual helps in communicating with and meeting the needs and concerns of our Title I population.*

**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

Cadman 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

A parent meeting was held in the fall in conjunction with Family Thursday to explain Title I to interested parents and to get their feedback.

Building Capacity for Involvement

Cadman 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. *A parent meeting was held in the fall in conjunction with Family Thursday to explain Title I to interested parents and to get their feedback.*
- The school provides Title I parents with materials and training to help them work with their children to improve their children’s achievement. *Family Thursdays and Principal Teas are held at 9:30 a.m. monthly and the meetings have been offered in the evenings at 6:30 periodically throughout the year.*
- 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.

Family Thursdays and Principal Teas are held at 9:30 a.m. monthly and the meetings have been offered in the evenings at 6:30 periodically 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.

Family Thursdays and Principal Teas are held at 9:30 a.m. monthly and the meetings have been offered in the evenings at 6:30 periodically throughout the year.

- 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.

Family Thursdays and Principal Teas are held at 9:30 a.m. monthly and the meetings have been offered in the evenings at 6:30 periodically throughout the year.

- The school provides support for parental involvement activities requested by Title I parents.

Family Thursdays and Principal Teas are held at 9:30 a.m. monthly and the meetings have been offered in the evenings at 6:30 periodically throughout the year.

Accessibility

Cadman 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. ***Cadman sent this policy home to parent attached to the Cadman Scoop in multiple languages.***

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

Cadman Elementary School

Home/School Compact

2015 - 2016

Cadman Elementary School 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 school year 2015-2016.

School Responsibilities

Cadman Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

The teachers and Principal at Cadman meet in planning teams (Professional Learning Communities) on a monthly basis. These scheduled meetings provide all of the teachers with an opportunity to plan and discuss grade level curriculum that is aligned to the California Common Core Standards. These meetings also provide teachers with an opportunity to discuss their students' academic progress and plan for instituting successful teaching strategies and effective learning environments that best support our students' individual needs. Teachers have incorporated "the arts" into their daily instruction to meet all students' needs.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which the compact will be discussed as it relates to the individual child's achievement.

During the 2014-2015 school year, Cadman will hold parent-teacher conferences in November and March. Student progress will be discussed and a plan for student success will be presented to each parent.

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

Report cards are sent home to parents three times a year (November, March and June). Teachers also provide parents with information about student progress through: notes sent home, telephone calls, home visits, e-mails, U.S. mail and conferences at school.

4. Provide parents reasonable access to staff.

Parents are informed at the beginning of the year that they are always welcome to call the school and schedule an appointment to meet with their child's teacher. Parent and community volunteers are on our campus daily.

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

Parents are informed at the beginning of the school year, and throughout the school year about the variety of opportunities our school offers for volunteering. The procedures for observing in the classroom and volunteering at our school are outlined in the Parent Handbook which is distributed at the beginning of the school year.

Parent Responsibilities

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

- ☆ Ensuring that my child gets a nutritious breakfast every morning or that I have my child at school in time for breakfast in the school cafeteria
- ☆ Ensuring that my child gets adequate sleep every night (10-12 hours)
- ☆ Making sure that my child gets to school on-time everyday
- ☆ Making sure that my child's homework and daily reading is completed
- ☆ Limiting the amount of television my child watches and video games that are played
- ☆ Monitoring the content of television, movies, and video games
- ☆ Volunteering at Cadman when available
- ☆ Participating, as appropriate, in decisions relating to my child's education
- ☆ Promoting positive use of my child's extracurricular time
- ☆ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate (and looking in their backpacks every night)
- ☆ Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Committee for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups
- ☆ Ensuring that the school office has current contact information (phone numbers, address, etc.) in case of an emergency

APPENDIX C

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

San Diego Unified School District								
Site: 0043 Cadman Elementary								
As of Date 03-30-2015								
Extended Summary								
	00000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement	
Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		16,974.00		14,237.16		20,321.00		635.00
		16,974.30		14,237.66		20,321.46		635.00
		(0.30)		(0.50)		(0.46)		-
6472 Library Asst	-	-	0.07	1,760.28	0.15	3,889.69	-	-
1157 Classroom Teacher Hrly		-		2,000.00		2,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		1,000.00		-		2,100.00		-
1957 Non Clsrn Tchr Hrly		-		3,000.00		4,000.00		-
2251 Custodian Hrly		500.00		-		-		-
2451 Clerical OTBS Hrly		1,500.00		-		-		-
Employee Benefits		618.30		1,178.38		2,154.77		-
4301 Supplies		4,856.00		6,299.00		5,677.00		600.00
4302 Custodial Supplies		-		-		-		-
4310 Software Purchase		1,800.00		-		-		-
5209 Conference Local		-		-		300.00		-
5614 Lease of Printer/Duplicator		6,000.00		-		-		-
5721 Interprogram Svcs/Duplicating		300.00		-		-		-
5735 Interprogram Svcs/Field Trip		400.00		-		200.00		-
5920 Postage Expense		-		-		-		35.00

APPENDIX D

2014-15 SPSA ADDENDUM

Cadman

Area Goals for 2014-15 SY	
English Language Arts:	By 06/14/2015, 62 % of Cadman Elementary Grades 2-5 will achieve a level of proficiency that meets or exceeds Common Core grade-level standards in Site Developed or PLC Common Assessment(s), increasing from 58 % to 62 %, a gain of 4.00 % points
Mathematics	By 06/14/2015, 73% of Cadman Elementary Students, Grades 2-5 will achieve a level of proficiency that meets or exceeds Common Core grade-level standards in mathematics in PLC Common Assessment(s), increasing from 70% to 73%, a gain of 3.00%
English Language Development	By 06/14/2015, 58 % of Cadman Elementary English Learner, Students will improve performance from their current overall proficiency level to one level of proficiency higher as measured in CELDT, increasing from 53 % to 58 %, a gain of 5.00 % points
Graduation/Promotion Rate	By 06/14/2015, 64 % of Cadman Elementary Grade 03 will improve performance from their current level of independent reading to level 38 in DRA, increasing from 60 % to 64 %, a gain of 4.00 % points
Parent Involvement and Community Engagement	By 06/14/2015, 82.5 % of Cadman Elementary Parents/Guardians will improve performance from their current level of attendance at school functions a minimum of two school events during the year in an effort to increase in Parent and Community Engagement.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four 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	FTE	TOTAL	FTE	TOTAL	Rationale
		20,960.00		523.00	
6472 Library Asst	0.16	3,944.91	-	-	Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
1157 Classroom Teacher Hrly		2,000.00		-	Classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA
1192 Prof&Curriclm Dev Vist Tchr		2,100.00		-	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
1957 Non Clsrm Tchr Hrly		4,000.00		-	Non-classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA

Employee Benefits		1,905.33			Benefits for staff providing targeted support for students
4301 Supplies		5,409.76		253.00	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
4307 Outside Printing/Pmt Supplies		800.00		-	Duplicating to create materials (handbooks, brochures, flyers, etc.) for family involvement activities to support strategies that develop academic skills.
5209 Conference Local		350.00		225.00	Local conference for staff and parents to provide PD on common core strategies to support instructional program
5735 Interprogram Svcs/Field Trip		450.00		-	Field Trips for students to promote educational opportunities and support to promote academics
5920 Postage Expense		-		45.00	Postage to increase home/ school communication with parents to support their students

APPENDIX E

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

APPENDIX E

School Name: CADMAN

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$20,321.46
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$20,321.46
10% allocation needed for PD	\$2,032.15

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	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.	\$2,100.00
<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			\$2,100.00
10 % allocation has been met			YES