THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CARSON ELEMENTARY SCHOOL

2014-16

37-68338-6039341
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: Frescatore, Joseph
Contact Person: Frescatore, Joseph
Position: Principal
Telephone Number:
Address: 6905 Kramer St, Carson Elementary, San Diego, CA, 92111-7021,
E-mail Address: jfrescatore@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
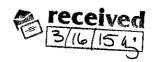☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

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 Unified
SCHOOL DISTRICT

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

ORIGINAL

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

SCHOOL NAME: Carson Elementary School

SITE CONTACT PERSON: Joe Frescatore

> **DUE March 13, 2015**

PHONE: 858-397-6900   FAX: 858-397-6949   E-MAIL ADDRESS: jfrescatore@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: 3/3/15

   ☐ 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: 3/3/15

   ☐ Other (list): _____   Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: March 3, 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.

Joe Frescatore	Signature of School Principal	03-06-2015
Type/Print Name of School Principal		Date
Nina Podhorsky	Signature of SSC Chairperson	03-06-2015
Type/Print Name of SSC Chairperson		Date
Kimie Lochtefeld	Signature of Area Superintendent	4-7-15
Type/Print Name of Area Superintendent		Date

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

Updated 02.12.15mdj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

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

SCHOOL VISION AND REALITY

Carson Elementary is to create and maintain Common Core Ready classrooms where teachers are facilitators of learning and students are learning by doing, engaged in high-cognitive tasks that include critical thinking and problem solving. *Access and Equity* is the cornerstone of the positive cultures for learning, including individual and group accountability with structures that ensure success for all students.

CORE AND SUPPLEMENTAL SUPPORTS

Supplemental supports will be provide for students in the area of Mathematics

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
1,186-1,77	=	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 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 (+)

All cycles of continuous improvement (described in and copied below from the Professional Development section) will address the needs of our English Learner population:

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

Content-Specific Focus Walls/Areas

Student Centered: Clutter Free, Organized/Accessible

Community of Learners

Routines/Procedures: Foster Student Success

Learn by DOING: *Authentic Engagement*

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

Collaborative Conversations: Building students' ability to build a conversation with an emphasis on listening and speaking.

    Sentence frames provided to support student talk.

    Communication/Reflection

    Partner and Group Accountability

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

'Checks for Understanding' throughout each lesson: *How do we know students understand?*

Student Self-Assessment

Concept-Based Learning Targets/Objectives:

What will we understand as a result of the lesson? (*Understandings/Outcomes*)

How will we be engaged? What will we be able to do and explain at the end of the lesson? (Success Criteria)

Why are we learning this? (Relevance)

Explicit:

Referenced throughout the lesson

Connected to Formative Assessment

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

Individual and Group Accountability

Student Self-Assessment

Formative Assessment - Specific Feedback

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
Julee Houser	Parent
Young Ho	Parent
Carol Parkhurst	Community Representative
Adam Armas	Community Representative
Adam Osorio	Community Representative
Angie Nolting	DAC Rep
Julie Wong	Teacher
Nina Podhorsky	Teacher
Teri Ponder	Teacher
Joe Frescatore	Principal

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/21/2016, 75 % of Carson Elementary Students, Grades 3-5 will perform at an average increase of 150 points in their Lexile level in English/Language Arts , increasing from 0 % to 75 % , a gain of 75.00 %

Closing the Gap SMART Goal:
* By 07/21/2016, 75 % of Carson Elementary English Learner, Students, Grades 3-5 will perform at an average increase of 150 points in their Lexile level in English/Language Arts , increasing from 0 % to 75 % , a gain of 75.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):
Achieve 3000/KidBiz Pre Test Level Set

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).

Title 1 Arts Grant (Award Sites ONLY):

Carson Elementary School will use the Art Grant to integrate visual arts, dance and theater with ELA programs. Students will experience art classes led by artists in residence, who will collaborate with the classroom teachers to plan lessons that integrate ELA and visual arts, theater or dance. The funds from this grant will support professional development for teachers and artists, collaboration time, art supplies, arts based fieldtrips and assemblies and artists in residence salaries. The effectiveness of integrating art and ELA will be monitored by increasing student proficiency rate using the DRA, site created formative assessments and district Interim assessments, increasing student attendance rate using Power School attendance data and by reducing student referral and suspension rate also using Power School data from the baseline April 2015 to the conclusion of the program June 2017. Data will be reviewed through progress monitoring three times per year to revise the implementation of the program if necessary.

Carson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 2: Mathematics

Mathematics SMART Goal:
* By 07/21/2016, 81 % of Carson Elementary Students, Grades 2-5 will perform at proficient or advanced level in Interim Assessments , increasing from 71 % to 81 % , a gain of 10.00 %
Closing the Gap SMART Goal:
* By 07/21/2016, 72 % of Carson Elementary English Learner, Students, Grades 2-5 will perform at or above proficient level in Mathematics , increasing from 62 % to 72 % , a gain of 10.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:
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Area 3: English Learner

English Learner SMART Goal:
* By 07/21/2016, 75 % of Carson Elementary English Learner, Students, Grades 3-5 will perform at an average increase of 150 points in their Lexile level in English/Language Arts , increasing from 0 % to 75 % , a gain of 75.00 %

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):
Achieve 3000/KidBiz Pre Test Level Set

Progress and Growth Monitoring:

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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 07/21/2016, 65 % of Carson Elementary Grade 03, Students will perform at proficient or advanced level in Interim Assessments , increasing from 55 % to 65 % , a gain of 10.00 %
Closing the Gap SMART Goal:

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:

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Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 07/21/2016, 75 % of Carson Elementary Parents/Guardians will achieve a participation in at least 3 school events as measured by   Attendance

Targeted Population:

Parents/caregivers of Hispanic students
Parents/caregivers of English learners
Parents/caregivers of all grade 3 students
What data did you use to form these goals?

Parent conferences and parent sign in at schoolwide events

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Family Fridays 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.

Title 1 Arts Grant (Award Sites ONLY):

Carson Elementary School will use the Art Grant to integrate visual arts, dance and theater with ELA and math programs.   Parent will be involved with their children at the site and experience art classes led by artists in residence, who will collaborate with the classroom teachers to plan lessons that integrate ELA and visual arts, theater or dance. The funds from this grant will support professional development for teachers and artists, collaboration time, art supplies, arts based fieldtrips and assemblies and artists in residence salaries. The effectiveness of integrating art and ELA will be monitored by increasing student proficiency rate using the DRA, site created formative assessments and district Interim assessments, increasing student attendance rate using Power School attendance data and by reducing student referral and suspension rate also using Power School data from the baseline April 2015 to the conclusion of the program June 2017. Data will be reviewed through progress monitoring three times per year to revise the implementation of the program if necessary.

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, 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers to support student understanding.

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.

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

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

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

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

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

Strategic Support (Tier 2)

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

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

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

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

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.

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.

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

Counselor and support mentors will provide 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 Guidance Asst.	0.3500	$9,868.25	0055-30100-00-2404-3110-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Provides for the social and emotional needs of students which will translate into positive outcomes for academic achievement. Works in collaboration with parents of students regarding social, emotional and academic concerns.
Position Inschool Resource Tchr	0.8000	$64,217.60	0055-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04, 05	Inschool resource teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition.
Prof&Curriclm Dev Vist Tchr	-	$8,219.00	0055-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provides release time for collaborative planning, lesson study and progress monitoring. Staff will work together on best practices strategies and lesson studies between grade level cohorts.
Inservice supplies	-	$6,610.00	0055-30100-00-4304-1000-1110-01000-0000	Title I Basic Program	01, 03	The additional amount needed to pay resource teacher her actual salary and benefits.
Software License	-	$5,245.00	0055-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Achieve 3000/KidBiz program provides English Language Arts supplemental instruction to aid in increasing Lexile levels.
Supplies	-	$780.20	0055-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Supplemental instructional materials to support all students including students performing below proficient in literacy and math.
Supplies	-	$1,423.14	0055-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 05	Provides instructional materials to support parent education for all students to support their proficiency in English Language Arts and Math
Other Support Prsnl OTBS Hrly	-	$450.00	0055-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	03, 04, 05	Provides support to enable parents to attend parent events.
Inservice supplies	-	$300.00	0055-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provides hospitality supplies for parent meetings and Family Friday.
Software License	-	$9,805.00	0055-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Achieve 3000/KidBiz program provides English Language Arts supplemental instruction to aid in increasing lexile levels. ST Math provides supplemental Math instruction.

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:
To support students' preforming below grade level proficiency in Reading/English Language Arts through small group instruction and push-in/pull-out assistance as an additional learning opportunity.
Identified Need:
Support for students performing below grade level proficiency in Reading/English Language Arts.
Target Group:
Grade 1-4 students performing below grade level proficiency in Reading/English Language Arts.
Monitoring:
Monthly progress monitoring with Literacy Support Teacher to determine need and refine support, accordingly.
Personnel Responsible:
Classroom Assistants

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:
Library Assistant: To support students' proficiency in English Language Arts, the Library Assistant provides access/support to books and Internet that supports language development.
Health Tech: To support students' academic and social development through health screenings to ensure optimal student health and consistent daily attendance.
Identified Need:
Library Assistant: Support an increase in schoolwide proficiency in English Language Arts.
Health Tech: Students' ongoing need for monitoring of health and welfare to support consistent attendance and academic and social development. Communicates information and referrals regarding students' health and welfare to Spanish speaking parents/families.
Target Group:
Schoolwide population of students.
Monitoring:
Regularly scheduled monitoring meetings with Principal and Library Assistant/Health Tech related to student needs, plans of action, and outcomes.
Personnel Responsible:
Library Assistant

Health Technician

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:
Focusing on the new California Common Core State Standards, Professional Development will be provided by the experts of reading strategies that work to all CPE teachers and administration. Trained teachers attended the Lucy Calkin's CCSS Writer's Workshop on strategies in writing will impact student achievement in the new Common Core State Standards. The training will take place at the school site throughout the year and all teachers and staff will be attending. 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

Identified Need:
CCSS Writing is the focus of the year. Student will be working diligently on the CCSS writing process

Target Group:
All students not meeting grade level standards.

Monitoring:
Classroom teachers will attend professional development

Personnel Responsible:
Principal and teachers focusing on the yearly PD plans and site vision.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Classroom Asst.	0.4250	$10,486.88	0055-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1	Classroom Asst to provide additional support for struggling students in the classroom.
Position Health Technician	0.5750	$19,230.88	0055-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	03, 05, LCFF 2	Health Tech to provide health and emotional support for struggling students and work with the family to increase student attendance.
Position Classroom Asst.	0.4250	$10,486.88	0055-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1	Classroom Asst to provide additional support for struggling students in the classroom.
Position Library Asst.	0.5250	$13,183.28	0055-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 2	Library Asst to provide additional support for struggling students in the library to work with small group.

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)

Carson 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.

- Carson Elementary School has developed a written Title I parental involvement policy with input from Title I parents, through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings.

It has distributed the policy to parents of Title I students on the first day of each school year in the packet of forms sent home for parent signature and information.

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 Carson Elementary School, the following practices have been established:

- The school convenes an annual meeting on the first Friday of October or November during Family Friday from 7:45 – 8:30 am, 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.

- The school offers a flexible number of meetings for Title I parents, such as Family Friday parent meeting and a weekly parent class each Wednesday providing practices for student improvement.

- 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 through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings.

- The school provides parents of Title I students with timely information about Title I programs, through stakeholder information gathering meetings, including monthly Family Friday, weekly parent classes and School Messenger.

- 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 at Back to School night and during 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, through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings.

School-Parent Compact
Carson Elementary School 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

Carson Elementary provides opportunities for regular meetings that allow the parents to develop the policy and participate in decisions relating to the education of their children, through stakeholder information gathering meetings and School Site Council and Site Governance Team meetings. Carson has distributed the policy to parents of Title I students on the first day of each school year in the packet of forms sent home with information and for parent signatures.

Building Capacity for Involvement
Carson Elementary School 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 at Back to School night and during parent/teacher conferences.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement during weekly parent classes and monthly Family Fridays.
- 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 during weekly parent classes and monthly Family Fridays.
- Carson coordinates and integrates the Title I parental involvement program with other programs, and conducts weekly parent meetings to encourage and support parents in more fully participating in the education of their children.
- The school distributes written information related to school and parent programs, meetings, and other activities to Title I parents in both English and Spanish and through School Messenger automated phone calls.
- The school provides support for parental involvement activities requested by Title I parents, through stakeholder information gathering meetings, School Site Council and Site Governance Team meetings.

Accessibility
Carson Elementary School 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 is shared in English, Spanish and Vietnamese and school reports are provided in a format and language that parents understand.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

Carson Elementary School
HOME/SCHOOL COMPACT

Carson Elementary School and the parents of the students participating in all 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

Carson 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:
Ensuring that all Carson Teachers base daily lesson plans and instruction on the California State Standards and adjust these teaching methods to meet individual student needs to the greatest extent possible.

2. Hold formal parent-teacher conferences at least twice annually during which this compact will be discussed as it relates to the individual child's achievement.
Formal Parent-Teacher conferences are scheduled for November 16 - 20 and March 21 – 25.

3. Provide parents with frequent reports on their child's progress.
Carson teachers will send home written notes or make phone calls to parents on a regular basis so that parents are apprised of their child's successes and areas for improvement.

4. Provide parents reasonable access to staff.
Carson staff members are available to parents and community throughout the day. Office staff can assist parents/community members from 7:00 am to 3:00 pm Monday through Friday. Carson Administration is also available at these times or by appointment. Teachers are available 7:30am-7:45 am and 2:15 – 2:30 pm daily. All parents and community members are invited to make an appointment with Carson teachers if other times are needed.

5. Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows:
Carson parents are always welcome to support their child's education by volunteering, chaperoning or assisting the teacher as appropriate. Parents are encouraged to meet with their child's teacher to schedule volunteer opportunities or to observe classroom activities.

Parent Responsibilities

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

• *Monitoring attendance.*
• *Making sure that homework is completed.*
• *Monitoring amount of television my child watches.*
• *Volunteering in my child's classroom whenever possible*
• *Participating, as appropriate, in decisions relating to my child's education.*
• *Promoting positive use of my child's extracurricular time.*
• *Staying informed about my child's education and communicating with the school by promptly*
  reading all notices from the school or the school district either received by my child or by mail
  and responding, as appropriate.
• *Serving, to the extent possible, on advisory groups, such as the School Site Council,*
  the District Advisory Council for Compensatory Education, the English Learner Advisory
  Committee, or other school advisory groups.

Student Responsibilities
(as appropriate to grade level)

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

1. *Complete my work at school and ask for clarification when I need it.*
2. *Do my homework every day and ask for help when I need it.*
3. *Read at least 30 minutes every day outside of school time.*
4. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from the school.*

APPENDIX C

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

San Diego Unified School District
Site: 0055 Carson Elementary
As of Date 04-01-2015
Extended Summary

Name	00000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmnt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		39,692.00		86,556.35		131,630.00		2,278.00		9,805.00
		39,692.00		86,556.33		131,630.01		2,278.00		9,805.00
		-		0.02		(0.01)		-		-
2040 Inschool Resource Tchr	-	-	-	-	0.80	64,217.60	-	-	-	-
6410 Health Technician	-	-	0.58	19,230.88	-		-	-	-	-
6425 Guidance Asst	-	-	-	-	0.35	9,868.25	-	-	-	-
6472 Library Asst	-	-	0.53	13,183.28	-		-	-	-	-
6481 Classroom Asst	-	-	0.85	20,973.75	-		-	-	-	-
1192 Prof&Curriclm Dev Vist Tchr		5,195.00		-		8,219.00		-		-
1957 Non Clsrm Tchr Hrly		1,000.00		-		-		-		-
2282 Other Support Prsnl OTBS Hrly		-		-		-		450.00		-
2451 Clerical OTBS Hrly		1,000.00		-		-		-		-
2955 Other Nonclsrm PARAS Hrly		130.00		-		-		-		-
Employee Benefits		1,206.80		33,168.43		36,689.96		104.86		-
4301 Supplies		12,260.20		-		780.20		1,423.14		-
4304 Inservice supplies		-		-		6,610.00		300.00		-
5209 Conference Local		1,000.00		-		-		-		-
5614 Lease of Printer/Duplicator		12,000.00		-		-		-		-
5721 Interprogram Svcs/Duplicating		100.00		-		-		-		-
5733 Interprogram Svcs/Paper		3,800.00		-		-		-		-
5841 Software License		2,000.00		-		5,245.00		-		9,805.00

APPENDIX D

2014-15 SPSA ADDENDUM

Carson							

Area Goals for 2014-15 SY							
English Language Arts:	By 07/21/2015, 75 % of Carson Elementary Students, Grades 3-5 will perform at an average increase of 150 points in their Lexile level in English/Language Arts , increasing from 0 % to 75 % , a gain of 75.00 %						
Mathematics	By 07/21/2015, 81 % of Carson Elementary Students, Grades 2-5 will perform at proficient or advanced level in Interim Assessments , increasing from 71 % to 81 % , a gain of 10.00 %						
English Language Development	By 07/21/2015, 75 % of Carson Elementary English Learner, Students, Grades 3-5 will perform at an average increase of 150 points in their Lexile level in English/Language Arts , increasing from 0 % to 75 % , a gain of 75.00 %						
Graduation/Promotion Rate	By 07/21/2015, 65 % of Carson Elementary Grade 03, Students will perform at proficient or advanced level in Interim Assessments , increasing from 55 % to 65 % , a gain of 10.00 %						
Parent Involvement and Community Engagement	By 07/21/2015, 75 % of Carson Elementary Parents/Guardians will achieve a participation in at least 3 school events as measured by attendance						

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.**						

* 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	FTE	TOTAL	Rationale
		139,460.00		2,068.00		10,331.00	
2040 Inschool Resource Tchr	1.15	91,910.30	-	-	-	-	Inschool resource teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition.
2282 Other Support Prsnl OTBS Hrly		-		100.00		-	Provides translation in Vietnamese for parents at parent meetings
2955 Other Nonclsrm PARAS Hrly		-		130.00		-	Provides childcare for parents to attend volunteer appreciation event
Employee Benefits		36,272.32		50.59			Benefits for staff providing targeted support for students

				Description
4301 Supplies	7,277.37	1,487.41	31.00	Provides instructional materials to support parent education for all students to support their proficiency in English Language Arts and Math
4304 Inservice supplies	-	300.00	-	Provides hospitality supplies for parent meetings and Family Friday.
5801 Consultants <=$25K	4,000.00	-	-	San Diego Area Writing Project Professional Development
5841 Software License	-	-	10,300.00	ST Math program provides academic support in Math

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

San Diego Unified SCHOOL DISTRICT

APPENDIX E

School Name: Carson Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	$131,630.00
Enter Total Allocation: Resource 30106	$9,805.00
Sum or Resources 30100 & 30106	$141,435.00
10% allocation needed for PD	$14,143.50

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
☑ 30100 ☐ 30106	1109	Inschool resource teacher provides Common Core aligned teacher professional development through modeling planning and co-teaching classroom lessons to foster student achievement.	$14,150.00
☐ 30100 ☐ 30106		This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition. Minimum 15% of the resource teacher's work week will be dedicated to professional development.	$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☑ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$14,150.00
		10 % allocation has been met	**YES**