

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **CARVER ELEMENTARY** SCHOOL

2014-16

37-68338-6039358

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: Vera, Maria

Contact Person: Vera, Maria

Position: Principal

Telephone Number:

Address: 3251 Juanita St, Carver Elementary, San Diego, CA, 92105-3807,

E-mail Address: mvera@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



San Diego Unified SCHOOL DISTRICT

Attachment 2 Modification of SPSA



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

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

SCHOOL NAME: Carver Elementary SITE CONTACT PERSON: Elba Vera

DUE March 13, 2015

PHONE: (619) 344-6600 FAX: (619) 344-6648 E-MAIL ADDRESS: mvera@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: Site Governance Team (SGT) Date of presentation: 3-11-15 Other (list): Family Friday Parent Meeting Date of presentation: 3-6-15 Staff Meeting Date of presentation: 3-2-15

- 4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan. 5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. 6. The site plan or revisions to the site plan were adopted by the SSC on: 3-11-15

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

Elba Vera Type/Print Name of School Principal Monica Martinez Type/Print Name of SSC Chairperson Fabiola Bagule Type/Print Name of Area Superintendent

Elba Vera Signature of School Principal Signature of SSC Chairperson Signature of Area Superintendent

3-12-15 Date 3-13-15 Date 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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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**VISION**

My vision is to have Carver be an awarded school and be recognized as an NCUST and Distinguished school. I see Carver as a school that holds high expectations for all stakeholders. I believe that all stakeholders including: principal, teachers, supporting staff, clerical, custodial team, students, and parents should work together as team in order to transform Carver to an awarded school.

I see Carver as a community of professionals that do not give up on their students and believe that all children can learn to the highest potential and as a community that instill in their students the passion for learning, creativity, and challenge. In my mind, I see Carver as a place where all students are successful in their academic, social, emotional life; where students feel empower to communicate in a global citizenship that meets the challenges of a cultural diverse society.

I picture teachers implementing rigorous common core standards based instruction/assessments, where they are creative and use 21st century instructional strategies. I see teachers engaged in strong and productive PLC, collaborating with each other in developing rigorous and standards based lesson plans, analyzing data to monitor student progress, and committed, determined with a sense of urgency to move instruction to higher levels of teaching and learning. At the same time, I picture students engaged in collaborative cognitive tasks, helping each other to make sense of the material they are learning. I imagine all school staff members: teachers, counselor, psychologist, speech language pathologists, clerks, custodians, and the administrative team conducting themselves in a professional manner to create a positive supportive learning environment and strong community of teaching and learning.

I also envision Carver as a place where every employee respect and nurture the wellbeing of every student regardless of religion, race, gender, culture, social economic status, language, and physical and/or mental disability. All students have the right to free education and the liberty to pursuit their dreams and happiness. I believe as educators we have a moral and civil obligation to make this happen. As a team of educators, we need to take a pledge to commitment to every student's positive self-image, while ensuring social justice and equal access to resources. This could be accomplished with a sincere and profound intension.

REALITY

Current reality reveals all stakeholders are developing toward the ideal state. Not all teachers set high expectations and use best practices all of the time. Further professional learning grounded in the 5Ds (Purpose, Student Engagement, Classroom Environment and Culture) will improve instructional practice. Some lessons are aligned to Common Core Standards. Most lessons are not rigorous and lack student access and/or do not provide enough scaffolding/graphic organizers. In many classrooms, teachers will do more of the talking than students thus not allowing students to grapple with the problem to make sense or meaning of what the task is asking (ask questions, justify, explain, cite evidence, choose their own strategy, etc.).

Our school community has struggled this year with the late start of a permanent administrator. Our community is craving direction and is lacking support for the social and emotional need students. We are starting by developing a very narrow area of instructional focus: PURPOSE. The understanding of a PLC was lacking, thus, we spent some time discussing this. We still have to work to do on this. Teachers need to understand that PLC time must be protected and sacred. I have co-developed norms for the two PLC groups in order to make the PLC teams stronger.

With regards to our staff, they seem to be a strong cohesive group with the exception of the three new first year teachers. The first year teachers do not seek help from the more experienced teachers. The kinder team, do not seem to be interested in what is happening to the upper grades. But they work very well together and deliver standards based instruction. There seems to be no cohesiveness and/or consistency with the upper grades levels as far the material covered in class and the school-wide focus.

Data is used to inform instruction to a certain extent, but not systematically. Most lessons are not aligned to CCSS, and most learning tasks are not rigorous. A sense of urgency around teaching and learning is apparent most of the time, but my teachers need more support on developing rigorous tasks. Utilizing our co-constructed observation tool and engaging on one-one observation feedback will address some of these issues.

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:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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 (+)

Five major goals for 2012–2013 around which Carver Elementary restructuring strategies are organized are listed below and continue to be embedded in the Single Plan for Student Achievement.

- 1) Create opportunities for academic connections with Carver families, to support student achievement by strengthening the home/school relationship.
- 2) Carver family participation in Parent Institute Quality Education (PIQE) will increase from 21 families to 50 families as measured by signatures on sign in sheets. PIQE is a workshop series that provides parents with an understanding of the educational system and tools to support their children’s learning from elementary school through college.
- 3) Increase the number of students performing at proficiency and advanced levels in ELA, schoolwide in all grades and in all student groups by 10 percentage points.
- 4) Increase the number of students performing at proficiency and advanced levels in mathematics, schoolwide in all grades and in all student groups by 10 percentage points.
- 5) Increase student attendance from 94.5 to 96.0 percent.

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
Elba Vera	Principal
Rochelle Groth	Classroom Teacher
Kimberly Maddox	Classroom Teacher
Rhonda Sloan	Classroom Teacher
Martha Garcia	Other School Personnel
Monica Martinez	Parent
Ashley Spence	Parent
Maria Juarez	Parent
Carlos Caballero	Parent
Asiyah Samsudeen	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/11/2016, 41 % of Carver Elementary Students will meet common core grade level standards as measured in SBAC

Closing the Gap SMART Goal:

* By 07/11/2016, 35 % of Carver Elementary Black or African American, Grades 3-5 will meet common core grade level standards as measured in SBAC

* By 07/11/2016, 35 % of Carver Elementary English Learner, Grades 3-5 will meet common core grade level standards as measured in SBAC

* By 07/13/2016, 30 % of Carver Elementary Students with Disability, Grades 3-5 will meet common core grade level standards as measured in SBAC

* By 07/13/2016, 35 % of Carver Elementary Hispanic or Latino, Students, Grades 3-5 will meet common core grade level standards as measured 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):

Progress and Growth Monitoring:

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

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

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

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

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:

* By 07/11/2016, 36 % of Carver Elementary Students will meet grade level standards as measured in SBAC

Closing the Gap SMART Goal:

* By 07/11/2016, 30 % of Carver Elementary Black or African American, Grades 3-5 will meet common core grade level standards as measured in SBAC

* By 07/11/2016, 30 % of Carver Elementary English Learner, Students, Grades 3-5 will meet common core grade level standards as measured in SBAC

* By 07/13/2016, 30 % of Carver Elementary Hispanic or Latino, Students, Grades 3-5 will meet common core grade level standards as measured in SBAC

* By 07/13/2016, 30 % of Carver Elementary Students with Disability, Students, Grades 3-5 will meet common core standards as measured 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):

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 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 3: English Learner

English Learner SMART Goal:
 * By 07/11/2016, 70 % of Carver Elementary English Learner will achieve at or above expected levels that put them on target for reclassification in California English Language Development Test

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):

DRA, ARI

Progress and Growth Monitoring:

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

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/11/2016, 55 % of Carver Elementary Students, Grade 03 will improve performance from current reading level to read at grade level of 38 or above in DRA

Closing the Gap SMART Goal:
 * By 07/11/2016, 55 % of Carver Elementary Black or African American, Grade 03 will meet reading grade level of 38 or above in DRA
 * By 07/11/2016, 55 % of Carver Elementary Hispanic or Latino, Grade 03, Students will meet reading grade level of 38 or above in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA

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 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 07/11/2016, 50 % of Carver Elementary Parents/Guardians will improve parent participation in school events as measured by parent attendance sign in sheet Attendance

Targeted Population:

Parents of Hispanic/Latino and African/African American students.

What data did you use to form these goals?:

Input from parents at Family Fridays, SSC, and curriculum themed nights/community school events.

Progress and Growth Monitoring:

Parent sign in sheet for our school events.

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

All teachers will use the units of study in English Language Arts, 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.

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

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

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.

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

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Intensive Intervention (Tier 3)
 Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Resource teacher will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
 Counselor and guidance assistant will provide monthly check in with at risk students
 Resource teacher 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.4000	\$32,108.80	0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Inschool resource teacher to provide push in/ pull out support to EL students and other struggling students with ELA and Math proficiencies
Position Guidance Asst,	0.3750	\$10,573.13	0057-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04, 05	Provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops. This is above the district allocation.
Interprogram Svcs/Duplicating	-	\$100.00	0057-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	To be able to order copies of ELA or Math units from the district that are not part of the core provision of materials.
Software License	-	\$500.00	0057-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Software License to support targeted instruction for EL students and/or students below proficient levels in ELA and Math
Prof&Curriclm Dev Vist Tchr	-	\$10,000.00	0057-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum and assessment to enhance the instructional program with a focus on struggling students.
Supplies	-	\$1,000.00	0057-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	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.)
Classroom Teacher Hrly	-	\$2,411.00	0057-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Classroom Teacher hourly to provide tutoring for students struggling to reach proficiency.
Interprogram Svcs/Field Trip	-	\$3,000.00	0057-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide opportunities to promote and develop background knowledge and vocabulary/language skills as well as making connections with the real world
Postage Expense	-	\$100.00	0057-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to increase home/ school communication with parents to support their students

Carver Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Conference Local	-	\$500.00	0057-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	PD through local conferences to improve skills to support student achievement and social emotional needs.
Supplies	-	\$495.00	0057-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Supplies for PD, PLC and parent involvement activities to promote student achievement
Inservice supplies	-	\$100.00	0057-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	To purchase materials and supply paper to support student learning.
Classroom PARAS Hrly	-	\$1,203.00	0057-30106-00-2151-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	To support with the planning, organization and administration of test: CELDT, Home Survey, and SBAC as well as the planning of reclassification of students
Supplies	-	\$500.00	0057-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Supplies for PD, PLC and parent involvement activities to promote student achievement. 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.)
Classroom Teacher Hrly	-	\$1,200.00	0057-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Classroom Teacher hourly to provide enrichment after school program for gate students
Interprogram Svcs/Paper	-	\$50.00	0057-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03	To be able to order paper for teacher lesson planning and student support material
Prof&Curriclm Dev Vist Tchr	-	\$1,500.00	0057-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04, 05	Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum and assessment to enhance the instructional program with a focus on struggling students.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Support will be provided to teachers to support strengthening their pedagogy and content knowledge.

Identified Need:

Provide graphic organizers to scaffold lessons for subgroups to provide access to the task

Target Group:

Students not meeting grade level standards.

Monitoring:

Lessons plans and classroom observations

Personnel Responsible:

Principal, ILT, Classroom Teachers, SEA, SET, Push-in/Pull out teachers, and Sp Ed resource teachers

Goal 2: Classroom Supports**Classroom Support Goal:**

Counseling support in order to provide a positive learning environment.

Identified Need:

Students in need of social, emotional, and attendance support.

Target Group:

Students with attendance issues, emotional needs, and social needs

Monitoring:

Attendance and student incident reports as well as support referrals

Personnel Responsible:

Principal, ILT, Classroom Teachers, SEA, SET, Push-in/Pull out teachers, Sp Ed resource teachers, guidance assistance and counselor

Goal 3: Professional Development

Professional Development Goal:

Classroom Teacher Hourly - Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum, instructional strategies, and assessment to enhance the instructional program with a focus on struggling students in order to improve student achievement.

Identified Need::

ELA and Math Common Core standards based instruction

Target Group::

All students K-5

Monitoring::

DRI, ARI scores as well as results of site/district developed assessments

Personnel Responsible::

Principal, ILT, Classroom Teachers, SEA, SET, Push-in/Pull out teachers, and Sp Ed resource teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.2000	\$15,098.80	0057-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
Prof&Curriclm Dev Vist Tchr	-	\$5,000.00	0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum and assessment to enhance the instructional program with a focus on struggling students.
Supplies	-	\$500.00	0057-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	To provide after school enrichment for GATE students.
Classroom Teacher Hrly	-	\$2,113.00	0057-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Classroom teacher hourly pay to in-school resource teacher to support EL students and students performing below grade level

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)



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

Carver Elementary

TITLE I PARENT INVOLVEMENT POLICY

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

Carver Elementary has developed a written Title I parental involvement policy with input from Title I parents. The principal reached out for support and input from parents and teachers during School Site Council and Family Friday Parent Meeting. Carver has distributed the policy to parents of Title I students during a Family Friday and copies have been sent home to each student. All newly enroll parents also receive the policy when they register their child at Carver. 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 Carver Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents meet in the auditorium in the morning to discuss Title I money and a power-point presentation was presented in Spanish and English.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. There are many ways parents can become involved at Carver. There are opportunities before school, after school, and evenings.
- 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.
- The school provides parents of Title I students with timely information about Title I programs.
- 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. Student data analysis on the trends with students' performances with regard to literacy, mathematic, and science is shared with parents during SSC, SGT, and Parent Workshops, at least three times a year, depending of the assessment cycle driven by the state and district.

- 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. At Carver, we are very responsive to the needs of our school community. We offer opportunities for parents to participate in learning about Carver's data, and become an active participant in their child's education.

School-Parent Compact

Carver 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

At Carver Elementary, input is given from our SSC members, and parents and staff are invited to attend via school marquee and School Messenger. During the SSC, the members were given the compact policy to add suggestions and make revisions of the plan. The SSC approved the School Compact, when they collectively agreed upon the policy. At Carver, we are a collective group that is centered around respect and students' needs at the forefront.

Building Capacity for Involvement

Carver 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. Data is presented by the school principal during SSC, monthly Family Fridays, and parent conferences. SSC training will be available to parents annually.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This may include the following:

*Monthly Parent Workshops around Common Core in mathematics and literacy.

*Literacy workshops for primary parents

*Parent Conferences with teacher

*English Learner strategies workshops during English Language Acquisition committee monthly meetings.

*Annual workshop on healthy living presented by school nurse and physical education

teacher

*Annual presentation to parents by school counselor on bully blocker techniques and strategies.

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.

***Staff Meetings**

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. Nurse, health technician, and counselor meet with parents to provide resource opportunities to support their children is an on-going commitment. It is a priority at Carver that our families have the adequate resources they need to be healthy and emotionally ready for the academic program at Carver.

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. (Fliers, monthly calendars, weekly all-call updates via School-Messenger [phone and email], website and school marquee.)

The school provides support for parental involvement activities requested by Title I parents. Requests and suggestions are made during monthly Family Fridays, SSC, and Focus Parent Meetings.

Accessibility

Carver 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. Information is translated in various languages to address the needs of the parents' primary language written and orally. For example, messages from Carver to parents are translated via school messenger or in-person orally and written. Translators are available during SSC, Parent Conferences, and Family Fridays.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

Carver Elementary School

Home/School Compact 2014-2015

Mission:

Our children will use literate power for social action and contribution. Students will learn to read, write and compute and will use these skills to actively participate and contribute to a democratic society.

School Responsibilities

Carver Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows: All students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.
- Hold parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress.
Parent-teacher conversations are part of Carver's first and second student progress reporting periods. Scheduled Parent/Teacher conferences. November, 17,18,19,20,21, 2014 and March 23-24-25-26,27, 2015.
- Provide parents reasonable access to staff.
Communication between home and school is tremendously important; meetings may be arranged by note or telephone.
The school also communicates with school messenger and post information on website.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parent Responsibilities

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

- Assuring that my child comes to school on time every day.
- Picking up my child promptly when school ends, including minimum days.
- Checking to be sure my child's homework is done correctly and completed each day. I will also help explain any concepts to my child when s/he does not understand.
- Assuring that my child reads a book at their level for at least 20 minutes each day at home. If I am unsure of my child's reading level, I will ask his/her teacher.
- Taking advantage of any/all parent involvement activities that Carver Elementary School offers. Examples of such activities include Family Fridays, Parent Workshops, Classroom Publishing Parties, Special Focus Meetings, etc.
- Limiting the amount of television that my child watches every day.
- Participating whenever possible, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail, and responding as appropriate.
- Volunteering my time at my child's school or in his/her classroom whenever possible.
- Serving, to the extent possible on advisory groups, such as the School Site Council, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

standards.

- Promise to always work hard and be kind.

The school provides parents of Title I students with timely information about Title I programs.

*Content area (mathematic and literacy) Common Core Workshops

*Literacy Parent Workshops

*Second Language Acquisition strategies

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. Student data analysis on the trends with students' performances with regard to literacy, mathematic, and science is shared with parents during SSC, SGT, and Parent Workshops, at least three times a year, depending of the assessment cycle driven by the state and district.

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. At Carver, we are very responsive to the needs of our school community. We offer opportunities for parents to participate in learning about Carver's data, and become an active participant in their child's education.

APPENDIX C

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

San Diego Unified School District
 Site: 0057 Carver Elementary
 As of Date 04-14-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$69,052.00		\$1,195.00		\$5,144.00
		\$69,051.70		\$1,195.00		\$5,144.51
		\$0.30		\$0.00		-\$0.51
Certificated Salaries / Monthly	0.4000	\$32,108.80	0.0000	\$0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	0.4000	\$32,108.80	0.0000	\$0.00	0.0000	\$0.00
Classified Salaries / Monthly	0.3750	\$10,573.13	0.0000	\$0.00	0.0000	\$0.00
6425 Guidance Asst	0.3750	\$10,573.13	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$12,411.00		\$0.00		\$2,700.00
1157 Classroom Teacher Hrly		\$2,411.00		\$0.00		\$1,200.00
1192 Prof&Curriclm Dev Vist Tchr		\$10,000.00		\$0.00		\$1,500.00
Classified Salaries		\$0.00		\$0.00		\$1,203.00
2151 Classroom PARAS Hrly		\$0.00		\$0.00		\$1,203.00
Employee Benefits		\$9,358.77		\$0.00		\$691.51
Books and Supplies		\$1,000.00		\$595.00		\$500.00
4301 Supplies		\$1,000.00		\$495.00		\$500.00
Services and Other Operating		\$3,600.00		\$600.00		\$50.00
5209 Conference Local		\$0.00		\$500.00		\$0.00
5721 Interprogram Svcs/Duplicating		\$100.00		\$0.00		\$0.00
5735 Interprogram Svcs/Field Trip		\$3,000.00		\$0.00		\$0.00
5841 Software License		\$500.00		\$0.00		\$0.00
5920 Postage Expense		\$0.00		\$100.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Carver Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/11/2015, 50% of Carver Elementary Students will achieve a meet common core grade level standards as measured on site-developed/identified common formative assessments Elementary - Instructional Reading Levels (DRA, WRAP, ARI), Baseline SBAC goals.
Mathematics	By 07/11/2015, 60 % of Carver Elementary Students, Grades 3-6 will meet common core grade level standards on site-developed/identified common formative assessments Elementary - Baseline SBAC Goals.
English Language Development	By 11/01/2015, 47 % of Carver Elementary English Learner will meet common core grade level standards on site-developed/identified common formative assessments CELDT and meet Reclassification criteria.
Graduation/Promotion Rate	By 07/11/2015, 50 % of Carver Elementary Grade 03, Students will improve performance from current level to read at comprehension grade level of 38 or above in DRA.
Parent Involvement and Community Engagement	By 07/11/2015, 40 % of Carver Parents/Guardians will participate in school events as measured by attendance sign in sheet.

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	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		62,115.00		921.00		4,602.00	
2040 Inschool Resource Tchr	0.25	20,067.75	-	-	-	-	Push-In/Push-Out resource teacher to support second language learner students and students that are reading below grade level.
6425 Guidance Asst	0.38	10,641.38	-	-	-	-	Guidance assistance to support students with attendance, social, and emotional issues and support the counselor with attendance letters.
1192 Prof&Curriclm Dev Vist Tchr		9,000.00		-		1,000.00	Provide teachers with visiting teachers while they attend professional learning community meetings and extra visiting teachers to support with the administration is the CELDT testing.
2281 Other Support Prsnl PARAS Hrlly		-		300.00		-	Support school site with SBAC preparation and administration, administer the Home Language Survey, and student reclassification. Also, provide professional development.
Employee Benefits		11,171.48		65.98		126.00	Mandated Cost.
4301 Supplies		8,734.00		355.00		476.00	Provide supplemental supplies and materials for teachers' lesson planning. 30103 funds provide materials for parent involvement activities.
4304 Inservice supplies		-		200.00		-	Materials and supplies are needed for professional development and parent meetings.
5209 Conference Local		1,000.00		-		-	Provide teachers with opportunities to attend conference to improve teaching and learning.
5735 Interprogram Svcs/Field Trip		-		-		3,000.00	Provide students opportunities to connect academics with real life experiences.
5801 Consultants <=\$25K		1,000.00		-		-	Provide professional development for principal and teachers.
5841 Software License		500.00		-		-	Support students with additional materials to approximate and/or meet grade level standards.

Core Elementary Supports

TEACHER ALLOCATIONS:

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

Grades K-3: 01:25.5

Grades K-3 with CSR: 1:24

Grade 4-5: 01:32.1

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	0.2
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
1,196-1,429	3	0.6

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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

School Name: Carver Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$69,052.00
Enter Total Allocation: Resource 30106	\$5,144.00
Sum of Resources 30100 & 30106	\$74,196.00
10% allocation needed for PD	\$7,419.60

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

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

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Release time for visiting teacher for general ed teachers to engage in PLC	\$10,000.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Release time for visiting teacher for general ed teachers to engage in PLC	\$1,500.00
<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			\$11,500.00
10 % allocation has been met			YES