

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **CENTRAL ELEMENTARY** SCHOOL

**2014-16**

37-68338-6039366

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:** Castillo-Duvall, Elizabeth

**Contact Person:** Castillo-Duvall, Elizabeth

**Position:** Principal

**Telephone Number:**

**Address:** 4063 Polk Ave, Central Elementary, San Diego, CA, 92105-1436,

**E-mail Address:** [ecastillo-duvall@sandi.net](mailto:ecastillo-duvall@sandi.net)

**The following items are included:**

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

**Board Approval: June 23, 2015**



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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

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



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

SCHOOL NAME: Central Elementary School

**DUE March 13, 2015**

SITE CONTACT PERSON: Liz Duvall

PHONE: (619) 344-6100

FAX: (619) 344-6149

E-MAIL ADDRESS: ecastillo-duvall@sandi.net

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

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

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:**

- |   |                                      |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>2/24/15</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Other (list): Instructional Leadership Team (ILT)                 | Date of presentation: <u>2/18/15</u> |
| <input checked="" type="checkbox"/> Staff Meeting   | Date of presentation: <u>3/3/15</u>  |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/9/15

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

<u>Liz Castillo-Duvall</u> Type/Print Name of School Principal	<u>Liz Duvall</u> Signature of School Principal	<u>3/12/15</u> Date
<u>Kristen Stacy</u> Type/Print Name of SSC Chairperson	<u>Kristen Stacy</u> Signature of SSC Chairperson	<u>3/12/15</u> Date
<u>Fabiola Bagula</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>3/20/15</u> Date

**Submit Document With Original Signatures To:**

Financial Planning, Monitoring and Accountability Department Eugene Bruckner Education Center, Room 3126

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

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

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

**SCHOOL VISION AND REALITY**

What is your personal vision for your school?

My vision for Central...

Students are at the center of everything we do.

We learn from each other, collaborate, hold each other accountable, celebrate our accomplishments, take risks and believe that we can.

Families know they are important, appreciated and part of our team.

Describe your ideal state for school culture.

We encourage students to work hard, be kind, dream big and have no excuses.

Everyone is treated with respect.

Describe your ideal state for academic press.

All students receive daily instruction aligned with the Common Core State Standards.

Students know what they're learning and why it's important for them to learn it.

Students have collaborative conversations.

Teachers will know every student as a reader; what reading behavior they possess and what they need to focus on next.

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

Our goal is always to keep students at the center of every decision we make, but the reality is that we sometimes struggle and make decisions based on the wants of the adults rather than the needs of the students.

We have systems in place that foster collaboration, but we are working towards establishing a safe environment that truly allows for us to learn from one another, hold each other accountable and take risks.

We opened a parent room and have created opportunities for parents to take on leadership roles. We are still striving to have parents from different backgrounds involved and feeling valued.

Describe your current school culture and social environment.

We already encourage students to work hard, be kind, dream big and have no excuses, but we don't often discuss with students what those things mean or look or sound like—this year we're trying to make this come to life for students.

Central has a wonderful culture and for the most part we treat each other with respect, but there are moments of frustration when we can react negatively – we're

## Central Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

working on modeling patience, kindness, and always communicating your point in a respectful manner.

Describe your current reality in terms of academic press.

We are working on aligning our instruction to CCSS, but the reality is that we sometimes fall back on what feels comfortable—what we’ve always done. Keeping CCSS at the forefront of our instruction is a constant emphasis when planning. This year we are primarily focusing on ELA and trying on the new math concept units, but they are proving to be a challenge—we’re trying to figure it all out with the time we have.

We began last year with a focus on students knowing what they’re learning and why it’s important, but we found that students could tell you the “what” in terms of the task they were completing, but not what the learning work was. This year we will continue to go deeper in answering this question for ourselves and trying to pass that on to our students.

Systems for students to share their thinking are in place in every classroom so the challenge has become moving away from student-to-teacher “conversations” to student-to-student-to-student—more authentic conversations.

Teachers are meeting with students for guided reading and know the reading level of students—our goal this year is to really know what students are doing well and what they need next in terms of reading behaviors.

### **CORE AND SUPPLEMENTAL SUPPORTS**

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

#### **TEACHER ALLOCATIONS:**

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

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

#### **NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

#### **COUNSELOR**

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

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4

961-1,195	2.5	.5
1,196-1,429	3.0	.6

### HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

### **PROFESSIONAL DEVELOPMENT**

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

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

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

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

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

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

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

### **SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
1. Liz Duvall	Principal
2. Cindy Robinson	Teacher
3. Jennifer Carpenter	Teacher
4. Jane Nguyen	Other
6. Kristen Stacy	Teacher - Chair
8. Yessenia Rodriguez	Parent Representative
9. Carlos Serna	Community Member
11. Guillermina Rice	Community Member
13. Maria Cantero	Parent Representative
14. Maria Chee Galvan	Parent Representative



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 07/21/2016, 28 % of Central Elementary Students, Grades 2-5 will meet common core grade level standards in ELA as measured in Interim Assessments

**Closing the Gap SMART Goal:**

\* By 07/21/2016, 23 % of Central Elementary Grades 2-5, English Learner will meet or exceed Common Core grade level standards in ELA as measured in Interim Assessments

**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 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 07/21/2016, 30 % of Central Elementary Students, Grades 2-5 will meet Common Core grade level standards as measured in Interim Assessments

**Closing the Gap SMART Goal:**  
 \* By 07/21/2016, 25 % of Central Elementary Students, English Learner, Grades 2-5 will meet Common Core grade level standards as measured in Interim Assessments

**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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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 07/21/2016, 10 % of Central Elementary English Learner, Students, Grades 3-5 will earn redesignation to Fluent English Proficient in California English Language Development Test

**Closing the Gap SMART Goal:**

Not Applicable

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 07/21/2016, 35 % of Central Elementary Grade 03, Students will meet or exceed reading level 38/P as measured in DRA

**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:**

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

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

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

\* By 07/21/2016, 25 % of Central Elementary Parents/Guardians will participate in school sponsored parent trainings as measured by actual Attendance

**Targeted Population:**

As we move towards preparing students for college and career, it is important that we offer workshops to prepare our parents to support their children. We will work to increase the involvement of upper grade parents through various means of communication, such as School Messenger, teacher phone calls, and notices.

**What data did you use to form these goals?:**

Sign- in sheets

**Progress and Growth Monitoring:**

**BUDGET: Resources Aligned to Area Goals****Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the District Developed Units in English Language Arts as well as the Common Core State 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 EL DPI 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 newcomer students to improve language development.

All English learners will be assessed using CELDT.

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

Counselor, nurse, health technician, 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 ELST and/or Resource Teacher will consult with teachers to provide supports for targeted students.

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 or support staff will provide a Double Dose of daily guided reading for targeted students.

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

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

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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  
 ELST and/or Resource Teacher will provide supplemental small group instruction to identified students.  
 Counselor will provide monthly check in with at risk students  
 Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.7000	\$56,190.40	0059-30100-00-1109-1000-4760-01000-0000	Title I Basic Program	01, 03, 04, 05	Resource teacher will support tier 1 instruction school wide as well as support primary teachers with planning and implementing interventions for struggling students.
Position Regular Teacher,	1.0000	\$74,403.00	0059-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Over formula teacher to reduce class size at upper grades.
Position Regular Teacher,	0.6000	\$44,641.80	0059-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Over formula teacher to reduce class size at upper grades.
Position School Nurse,	0.2000	\$14,023.40	0059-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Nurse to support health and wellness in order to ensure students are at school.
Prof&Curriclm DevHrlyClstrmTchr	-	\$7,000.00	0059-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teachers will be paid hourly to plan & collaborate outside of the instructional day.
Prof&Curriclm Dev Vist Tchr	-	\$7,500.00	0059-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to cover classrooms while classroom teachers plan & collaborate on instruction.
Supplies	-	\$135.55	0059-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies to support instruction.
Interprogram Svcs/Paper	-	\$500.00	0059-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Paper to run copies to support parent involvement.
Clerical OTBS Hrly	-	\$500.00	0059-30103-00-2451-2700-0000-01000-0000	Title I Parent Involvement	05	Hourly pay for office staff to provide translation/interpretation services.
Clerical Substitute Hrly	-	\$500.00	0059-30103-00-2456-2495-0000-01000-0000	Title I Parent Involvement	05	Hourly pay for office staff to provide translation/interpretation services.
Other Support Prsnl PARAS Hrly	-	\$500.00	0059-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Hourly pay for staff to provide translation/interpretation services.
Postage Expense	-	\$200.00	0059-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to mail letters and/or documents to parents, as needed.
Inservice supplies	-	\$1,589.50	0059-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies & food for parent room, inservices, trainings, Family Friday, special events, etc.
Supplies	-	\$17,819.00	0059-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Supplies to support instruction.

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

Interventions will be provided in the following ways:

resource teacher will plan for and support primary students who are struggling with reading using reading recovery strategies

resource teacher will support tier 1 instruction and tier 2 interventions by planning with teachers

resource teacher will provide professional development

over formula teacher will lower class size at upper grades

health technician and nurse will support all stakeholders in the area of health and wellness in order to ensure students are at school

instructional supplies will be used in order to support tier 1, 2 & 3

visiting teachers will be used in order to release classroom teachers for professional development, planning/collaboration, assessing of students, etc.

**Identified Need:**

As we continue to increase our understanding of common core standards, it is necessary for teachers to continue to have opportunities to plan, collaborate, observe each other, attend professional development, etc. in order to support student learning at all levels.

**Target Group:**

Long term English learners, Kinder and 1st grade students not reading at grade level, and newcomers.

**Monitoring:**

Interim assessments as well as DRA levels will be used to monitor student progress. CELDT will be used to determine LTELs and Newcomers.

**Personnel Responsible:**

Administration, ILT, classroom teachers and resource teacher

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

Classrooms will be supported in the following ways:

resource teacher will plan for and support primary students who are struggling with reading using reading recovery strategies

resource teacher will support tier 1 instruction and tier 2 interventions by planning with teachers

resource teacher will provide professional development

over formula teacher will lower class size at upper grades

instructional supplies will be used in order to support tier 1, 2 & 3

visiting teachers will be used in order to release classroom teachers for professional development, planning/collaboration, assessing of students, etc.



**Identified Need:**

To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies, professional development and collaboration time for teachers.

**Target Group:**

All students need effective tier 1 instruction.

**Monitoring:**

Instructional supplies will be monitored to ensure the expense is aligned with academic goals. Professional development and collaboration time will be provided to ensure tier 1 instruction is aligned to Common Core.

**Personnel Responsible:**

Administration, ILT, classroom teachers and resource teacher

**Goal 3: Professional Development****Professional Development Goal:****Identified Need:**

Professional Development aligned to Common Core Standards, tier 1 instruction as well as tier 2 supports.

**Target Group:**

All staff

**Monitoring:**

Focused Instructional walkthroughs

**Personnel Responsible:**

Administrators, resource teacher, instructional leadership team

**LCFF INTERVENTION SUPPORTS**

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Area Goal(s)</b>	<b>Rationale</b>
Position Health Technician,	0.5300	\$17,725.85	0059-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	To support students, parents and staff with health and wellness in order to positively impact student attendance.
Position Inschool Resource Tchr,	0.1000	\$8,027.20	0059-09800-00-1109-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Will support teachers with tier 1 instruction as well as planning and implementation of supports for struggling students.
Position Regular Teacher,	0.4000	\$29,761.20	0059-09800-00-1107-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Lower class size at upper grades.
Position School Nurse,	0.2000	\$14,023.40	0059-09800-00-1240-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	To support students, parents and staff with health and wellness in order to positively impact student attendance.
Prof&Curriclm Dev Vist Tchr	-	\$5,500.00	0059-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting teachers to cover classrooms for professional development, assessing students and extra support for students.
Admission/Entry Tickets	-	\$1.00	0059-09800-00-5859-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Line item so if funds become available, students are able to benefit from field trips.
Contracted Svcs Less Than \$25K	-	\$5,100.00	0059-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide dance instruction to all students in order to support "finding the genius" in all students.
Interprogram Svcs/Paper	-	\$3,000.00	0059-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Paper for professional development and classroom instruction.
Supplies	-	\$7.13	0059-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	supplies for classroom instruction.

## 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)*

**AND**

**APPENDIX B**  
**HOME/SCHOOL COMPACT**  
*(Provided by the School Site)*



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

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*Central 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.

Central Elementary School has developed a written Title I parental involvement policy with input from Title I parents. An annual meeting is held to share with parents our Title I Program and its requirements and an opportunity for input is given. Parent input from the various meetings are shared with the School Site Council to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.

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

School-wide parent communication is utilized to inform parent/community of school information, programs and meetings of interest. For special meetings, our parents receive notice in their language. Our school website, marquis, parent flyers and parent bulletin board advertise parent meetings and training sessions offered at Central Elementary, the Harold J. Ballard Parent Center, and throughout the district.

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Central Elementary School, 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. We also provide monthly Family Fridays to allow for parent involvement. These monthly meetings, combined with Parent Teacher Conferences held throughout the year, are conducted in English, Spanish and Vietnamese.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. The school offers opportunities for information and input during Title I parent meetings, Family Fridays and other parent meetings. Meetings are held at various times over several days.
- 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. During our parent meetings, opportunities are provided for parental suggestions and input. These are reviewed in a timely fashion and, if possible, responses are given by the next scheduled meeting. Topics that are appropriate for SSC review/section are placed on the agenda for the next regular scheduled meeting by the school administration.
- The school provides parents of Title I students with timely information about Title I programs. Parents are updated throughout the year about Title I programs at Central Elementary. More detailed information is provided at School Site Council Meetings.

- 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. Parents are updated throughout the year about the curriculum used, the assessments used, the expected proficiency levels as well as the most current data based on those assessments. More detailed information is provided at School Site Council Meetings.
- 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. Central Elementary provides various trainings and meetings throughout the school year via Family Fridays, English Learner Advisory Committee meetings, parent potlucks, Parent Academy as well as School Site Council Meetings where parents have opportunities to receive information and give input.

### **School-Parent Compact**

Central 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
- School-wide parent communication is utilized to inform parent/community of school information, programs and meetings of interest. For special meetings, our parents receive notice in their language. Our school website, marquis, parent flyers and parent bulletin board advertise parent meetings and training sessions offered at Central Elementary, the Harold J. Ballard Parent Center, and throughout the district.

### **Building Capacity for Involvement**

Central 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. The school provides monthly Family Fridays, committee meetings, and parent teacher conferences to allow for meaningful parent interactions throughout the year.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. The school offers trainings during Family Fridays and Parent Academy.
- 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. This happens via staff meetings, professional learning communities or during professional development opportunities.
- 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. Parent potlucks, parent academies, and other parent trainings as well as a parent room encourage parents to participate.
- 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. School-wide parent communication is utilized to inform parent/community of school information, programs and meetings of interest. For special meetings, our parents receive notice in their language. Our school website, marquis, parent flyers and parent bulletin board advertise parent meetings and training sessions offered at Central Elementary, the Harold J. Ballard Parent Center, and throughout the district.
- The school provides support for parental involvement activities requested by Title I parents. Parents have opportunities to request activities and/or trainings based on their interests. Due to parent input we have hosted Parent Academies, Multi-cultural potlucks and an Academic Fair as well as other opportunities.

**APPENDIX C**

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



San Diego Unified School District  
 Site: 0059 Central Elementary  
 As of Date 04-03-2015  
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$277,628.00		\$4,139.00		\$17,819.00
		\$277,627.99		\$4,139.00		\$17,819.00
		\$0.01		\$0.00		\$0.00
<b>Certificated Salaries / Monthly</b>	<b>2.5000</b>	<b>\$189,258.60</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.0000</b>	<b>\$0.00</b>
2000 Regular Teacher	1.6000	\$119,044.80	0.0000	\$0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	0.7000	\$56,190.40	0.0000	\$0.00	0.0000	\$0.00
2500 School Nurse	0.2000	\$14,023.40	0.0000	\$0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>\$14,500.00</b>		<b>\$0.00</b>		<b>\$0.00</b>
1170 Prof&Curriclm DevHrlyClstrmTchr		\$7,000.00		\$0.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$7,500.00		\$0.00		\$0.00
<b>Classified Salaries</b>		<b>\$0.00</b>		<b>\$1,500.00</b>		<b>\$0.00</b>
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$500.00		\$0.00
2451 Clerical OTBS Hrly		\$0.00		\$500.00		\$0.00
2456 Clerical Substitute Hrly		\$0.00		\$500.00		\$0.00
<b>Employee Benefits</b>		<b>\$73,733.84</b>		<b>\$349.50</b>		<b>\$0.00</b>
<b>Books and Supplies</b>		<b>\$135.55</b>		<b>\$1,589.50</b>		<b>\$17,819.00</b>
4301 Supplies		\$135.55		\$0.00		\$17,819.00
4304 Inservice supplies		\$0.00		\$1,589.50		\$0.00
<b>Services and Other Operating</b>		<b>\$0.00</b>		<b>\$700.00</b>		<b>\$0.00</b>
5733 Interprogram Svcs/Paper		\$0.00		\$500.00		\$0.00
5920 Postage Expense		\$0.00		\$200.00		\$0.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Central Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	55 % of Central Elementary Students will meet common core grade level standards in ELA as measured on the common formative assessment
<b>Mathematics</b>	69 % of Central Elementary Students will score proficient on Common Core grade level standards in Math as measured on site-developed/identified common formative assessments, increasing from 59 % to 69 %, a gain of
<b>English Language Development</b>	55 % of Central Elementary English Learner will perform at Proficient or Advanced English language Arts level on site-developed/identified common formative assessments, increasing from 34 % to 55 %, a gain of 21.00 %
<b>Graduation/Promotion Rate</b>	55 % of Central Elementary Grade 03, Students will meet or exceed grade level in reading as measured by on site-developed/identified common formative assessments
<b>Parent Involvement and Community Engagement</b>	25 % of Central Elementary Parents/Guardians will participate in school sponsored parent trainings as measured by actual Attendance

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model in the following pages.</b>
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\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		<b>272,934.00</b>		<b>3,472.00</b>		<b>17,344.00</b>	
2000 Regular Teacher	1.60	120,649.60	-	-	-	-	Class size reduction at 4th & 5th grade
2040 Inschool Resource Tchr	0.63	50,169.38	-	-	-	-	Supports tier 2 and provides prof. dev. Release time for planning instruction & supports
1192 Prof&Curriclm Dev Vist Tchr		28,000.00		-		-	Childcare for parent workshops, translation services for parents.
2281 Other Support Prsnl PARAS Hrly		-		750.00		-	
<b>Employee Benefits</b>		<b>65,075.49</b>		<b>164.96</b>		-	
4301 Supplies		6,040.00		-		17,344.00	Supplies that support instruction
4304 Inservice supplies		-		2,057.00		-	Supplies for parent workshops & trainings
5735 Interprogram Svcs/Field Trip		3,000.00		-		-	Enrichment opportunities for students
5920 Postage Expense		-		500.00		-	Communication with parents

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

**APPENDIX E**

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



## APPENDIX E

School Name: Central Elementary School

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$277,628.00
Enter Total Allocation: Resource 30106	\$17,819.00
Sum of Resources 30100 & 30106	\$295,447.00
10% allocation needed for PD	\$29,544.70

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	Teacher release for Professional Development to plan assessment & drive standards-based instructional approaches aligned to our school, grade level and student goals.	\$7,500.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1170	Teacher hourly for Professional Development outside of the instructional day in order to plan assessments and drive standards-based instructional approaches aligned to our school, grade level and student goals.	\$7,000.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	4301	Materials, supplies or programs used for Professional Development that will support standards-based instructional approaches and strategies aligned to our school, grade level and student goals.	\$7,819.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	2040	Resource Teacher to provide Professional Development to teachers.	\$7,226.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$29,545.00
10 % allocation has been met			<b>YES</b>