

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CHAVEZ ELEMENTARY SCHOOL

2014-16

37-68338-6114300
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: Santos, Francisco

Contact Person: Santos, Francisco

Position: Principal

Telephone Number:

Address: 1404 S 40th St, Chavez Elementary, San Diego, CA, 92113-4037,

E-mail Address: fsantos@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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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: **Cesar Chavez Elementary**

DUE March 13, 2015

SITE CONTACT PERSON: Francisco Santos

PHONE: 619 362-33200

FAX: 619 362-3249

E-MAIL ADDRESS: fsantos@sandi.net

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

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

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 3/03/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/13/15
- Other (list): PTO Date of presentation: 3/05/15

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.

<u>Francisco Santos</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3/12/15</u> Date
<u>Ben Good</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/12/15</u> Date
<u>Shirley Wilson</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3/19/15</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: INTRODUCTION

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

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

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

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

SCHOOL VISION AND REALITY

Cesar Chavez Elementary is a collaborative learning community that embraces diversity by nurturing, motivating and empowering all students to progress and develop emotionally, socially and academically. Chavez students are encouraged to become critical thinkers who are independent, resourceful, collaborative and academically resilient. All students are given access to a balanced curriculum and technology to be college and career ready for the 21st century. Cesar Chavez is a Learning Community that strives to create collaboration between all members; students, parents, teachers, administration, staff, and the local community. The classroom learning environments are active, engaging, rigorous and equipped with technology. The stakeholders at Chavez Elementary have identified the need to focus on the development, support, and improvement on reading and mathematics skills. Our staff is highly motivated and committed, in partnership with parents, to develop life-long learners who are leaders, resilient, independent, problem solvers, confident, and respectful of others.

Our current reality is that all teachers, and support staff are working towards their developing an ideal state. All teachers are working towards setting high expectations on students and best first instruction. We are currently working with NCUST to develop a high performing learning community that focuses on effective teaching practices and student mastery of the objectives. PLCs are essential structure that allows for teachers to collaborate with grade level teachers and develop lessons that allow all students access to common core standards. The consistency of PLCs is an on-going issue due to the shortage of substitutes.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

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

Cycle 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.

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 49 % of Chavez Elementary Students will achieve a meet Common Core grade level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 07/21/2016, 69 % of Chavez Elementary Black or African American, Students will achieve a meet Common Core grade level standards on site-developed/identified common formative assessments

* By 07/21/2016, 47 % of Chavez Elementary English Learner, Students will achieve a meet Common Core grade level standards on site-developed/identified common formative 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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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, 67 % of Chavez Elementary Students will achieve a meet Common Core Grade level standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 07/21/2016, 70 % of Chavez Elementary Black or African American, Students will achieve a meet Common Core grade level standards on site-developed/identified common formative assessments

* By 07/21/2016, 61 % of Chavez Elementary English Learner, Students will achieve a meet Common Core grade level standards on site-developed/identified common formative 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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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, 40 % of Chavez Elementary English Learners Enrolled in School in the United States 12 Months or More, Grades K-5 will improve performance from one proficiency level to another proficiency level in California English Language Development Test
- * By 07/21/2016, 14 % of Chavez Elementary English Learner in ELD will meet reclassification level in California English Language Development Test

Closing the Gap SMART Goal:

- * By 07/21/2016, 10 % of Chavez Elementary English Learners Enrolled in School in the United States Less Than 12 Months will score one proficiency level as measured in California English Language Development Test

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

NONE

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, 58 % of Chavez Elementary Grade 03 will perform at 3.9 reading grade level equivalent to 38 level in DRA
 * By 07/21/2016, 58 % of Chavez Elementary Grade 05 will perform at 5.9 reading grade level equivalent to 44 level in DRA

Closing the Gap SMART Goal:
 * By 07/21/2016, 30 % of Chavez Elementary English Learner, Grade 03 will perform at 3.9 reading grade level equivalent at level 38 level in DRA
 * By 07/21/2016, 57 % of Chavez Elementary English Learner, Grade 05 will perform at meet or exceed 5.9 reading grade level equivalent to 44 level 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):

Progress and Growth Monitoring:

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

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

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

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

* By 07/21/2016, increase in Parent and Community Engagement of Chavez Elementary Parents/Guardians to 85% in attendance in two-three school events.

Targeted Population:

In addition to maintaining the same level of parent outreach, priority will be placed to target the families whose students are absent more than five days. The Principal, Counselor, and the Project Resource Teacher will target parents of struggling students in 3rd grade and will work with them at least 3 times a year.

What data did you use to form these goals?:

Parent sign in sheets from Family Fridays, Coffee with the Principal, SSC and ELAC meetings, Parent/teacher Conferences, Back to School Night, Open House, and PTO meetings. CST, CELDT, Benchmarks 1, 2, and 3 were also used.

Area 6: Additional Site Identified Area (Optional)

Additional Site Identified SMART Goal:

By 07/21/16, Chavez's attendance rate will improve on an average from 96% to 97% attendance rate.

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):

Will use pupil account data and PowerSchool.

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).

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, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, 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)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- ELST will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

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- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

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

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.4000	\$30,197.60	0060-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	Additional counseling time to support students social emotional needs so they are prepared to learn.
Supplies	-	\$15,470.00	0060-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental instructional supplies such as math manipulates, graph papers, charts paper, and note books
Interprogram Svcs/Field Trip	-	\$5,000.00	0060-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Academic fieldtrips to make connections from real world and curriculum.
Prof&Curriclm Dev Vist Tchr	-	\$63,000.00	0060-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Visiting teachers to support teachers to collaborate and plan together in Literacy and Math during Professional Learning Communities .
Interprogram Svcs/Paper	-	\$3,000.00	0060-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper materials for common core in Literacy and Math
Retired Clsrn Teacher Hrly	-	\$9,265.00	0060-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Retired hourly for Reading Recovering to support Long Term English Learners.
Admission/Entry Tickets	-	\$2,000.00	0060-30100-00-5859-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Academic fieldtrips to make connections from real world and curriculum.
Supplies	-	\$6,205.00	0060-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Supplemental Supplies for EL support.
Interprogram Svcs/Duplicating	-	\$600.00	0060-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	04, 05	Duplication materials for flyers to parents.

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Supplies	-	\$1,511.00	0060-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and in service materials for parent events and meetings.
Other Nonclsrn PARAS Hrly	-	\$300.00	0060-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	Provide translations support and child care for parent meeting and events.
Retired Clsrn Teacher Hrly	-	\$9,265.00	0060-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 03, 04	Retired hourly for Reading Recovering to support Long Term English Learners.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

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

Intervention Support Goal:

Push-in/Push-out support is provided to increase the number of students meeting grade level standards as evidenced by DRA and site Developed assessments. Increase in Counselor time is provided to support the students in their emotional and social needs so they are able to access the core instruction.

Identified Need:

There are students at all grade levels who are not meeting grade level standards. Students will benefit from the push-in/pull-out support.

Target Group:

Students not meeting grade level standards.

Monitoring:

DRA scores and site developed assessments.

Personnel Responsible:

Principal, ILT, Classroom Teachers, Push-in/Pull-out teachers

Goal 2: Classroom Supports

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

Classroom Support Goal:

Increase the level of access to grade level standards and improve learning, basic supplies are necessary.

Identified Need:

All students are in need of basic academic supplies.

Target Group:

All students are in need of basic academic supplies for learning.

Monitoring:

Administrative approval of instructional request will be based on academic rationale provided

Personnel Responsible:

Principal, ILT, classroom teachers

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site based assessment.

Identified Need:
Teachers benefit from additional PD and PLC time to analyze student performance and collaboratively plan instruction.

Target Group:
All students

Monitoring:
Monitoring of progress is conducted through the PLCs notes produced by the teachers. Additional monitoring will occur during evaluation and observation processes by the Administrator.

Personnel Responsible: Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.4000	\$30,197.60	0060-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Additional Counseling time to support the student's social and emotional needs so they are ready to learn.
Position Library Asst,	0.2209	\$5,547.02	0060-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1	Additional time to support research and exploration of literature through read aloud.
Prof&Curriclm Dev Vist Tchr	-	\$12,000.00	0060-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Visiting teachers to support teachers to collaborate and plan together in Literacy and Math during Professional Learning Communities
Supplies	-	\$9,886.00	0060-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Supplemental Supplies for EL students.

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)



Cesar Chavez Elementary
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.

Cesar Chavez Elementary has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with the input of the parents during Family Fridays, Back to School, training sessions and English Learner Advisory Council.

Cesar Chavez has distributed the policy to parents of Title I students.

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 Cesar Chavez, 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. This occurs on Back to School Night and on Family Friday.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include Back to School night, Family Fridays, ELAC meetings and an even parent meeting.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. The parents are given a survey on what their priorities are for the school. This survey is also given to ELAC and PTO members. This information is reported to SSC.
- The school provides parents of Title I students with timely information about Title I programs. Through Family Fridays, Back to School Night, and SSC.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This information is share during Family Fridays, Back to School and Parent Conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This occurs during SSC meetings, SGT Meetings, Family Fridays, and ELAC meetings.

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

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

School-Parent Compact

Cesar Chavez 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



The policy was presented at SSC, Back to School and Family Friday. The presentation was done on a power point and a hard copies were available for the parents. A copy of the policy was sent to all the parents. San Diego Unified School District



Cesar Chavez Elementary School

HOME/SCHOOL COMPACT

Chavez Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

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

SCHOOL RESPONSIBILITIES

Chavez Elementary will:

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

- Providing instruction that is designed to enable students to become critical thinkers across domains.

- Instill in our students, a) a lifelong love of reading, b) a facility and joy of communicating through language, and c) a deep appreciation of literary and informational texts and the ways in which print expands our universe and our understanding of history and humanity.
- Provide teachers with professional development that will increase their knowledge of curriculum, instruction, and assessment to enhance student learning.
- Instill in our students the ability to think mathematically through a balanced instructional program designed to help students become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

November 17, 18, 19, 20, 21, 2014
 March 23, 24, 25, 26, 27, 2015

3. Provide parents with frequent reports on their child's progress at parent-teacher conferences, SSST meetings, or weekly progress reports provided by teachers.

4. Provide parents reasonable access to staff at Back-to-School Night, Parent Conferences, Open House, at SST meetings, or through one-on-one parent meetings.

5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as coordinated through our PTO.

Parent Responsibilities

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

1. Ensuring that my child is in school every day, on time, ready to learn
2. Making sure that homework is completed
3. Monitoring the amount of television my child watches
4. Volunteering in my child's classroom
5. Promoting positive use of my child's extracurricular time
6. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
7. Serving to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Students Responsibilities

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

1. Commit to being a responsible, respectful, caring participant in my classroom community

2. Take responsibility for my own learning and strive to meet grade-level expectations
3. Do my homework every day and ask for help when I need it.
4. Read at least 30 minutes every day outside of school time.
5. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Student

Teacher

Parent

Building Capacity for Involvement

Chavez 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. ***This information is provided during the following meetings; SSC, SGT, ELAC, Parent classes and Family Fridays.***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***This occurs during Family Fridays, Parent Conferences, and Parent Classes.***
- 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 takes place during staff meetings, and weekly operational 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. ***We provide a parent room and Family Fridays.***
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. ***Flyers, letters and phone calls are sent in two languages.***
- The school provides support for parental involvement activities requested by Title I parents.
 - ***SSC meetings***
 - ***Parent Classes***
 - ***Translation***
 - ***Child Care***

Accessibility

Chavez provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand.

Translators are provided during meetings and information that is sent out is translated.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



The policy was presented at SSC, Back to School and Family Friday. The presentation was done on a power point and a hard copies were available for the parents. A copy of the policy was sent to all the parents. San Diego Unified School District



Cesar Chavez Elementary School

HOME/SCHOOL COMPACT

Chavez Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

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- Provide teachers with professional development that will increase their knowledge of curriculum, instruction, and assessment to enhance student learning.
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3. Do my homework every day and ask for help when I need it.
4. Read at least 30 minutes every day outside of school time.
5. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Student

Teacher

Parent

APPENDIX C

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

San Diego Unified School District
 Site: 0060 Chavez Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmnt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		156,132.00		2,480.00		10,677.00
		156,132.30		2,480.90		10,676.05
		(0.30)		(0.90)		0.95
Certificated Salaries / Monthly	0.40	30,197.60	-	-	-	-
2605 School Counselor	0.40	30,197.60	-	-	-	-
Classified Salaries / Monthly	-	-	-	-	-	-
Certificated Salaries		72,265.00		-		9,265.00
1189 Retired Clsrm Teacher Hrly		9,265.00		-		9,265.00
1192 Prof&Curriclm Dev Vist Tchr		63,000.00		-		-
Classified Salaries		-		300.00		-
2955 Other Nonclsrm PARAS Hrly		-		300.00		-
Employee Benefits		21,994.70		69.90		1,411.05
Books and Supplies		21,675.00		1,511.00		-
4301 Supplies		21,675.00		1,511.00		-
Services and Other Operating		10,000.00		600.00		-
5721 Interprogram Svcs/Duplicating		-		600.00		-
5733 Interprogram Svcs/Paper		3,000.00		-		-
5735 Interprogram Svcs/Field Trip		5,000.00		-		-
5859 Admission/Entry Tickets		2,000.00		-		-

APPENDIX D

2014-15 SPSA ADDENDUM

Chavez Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015 45 % of Chavez Elementary Students will meet Common Core grade level standards on site-developed/identified common formative assessments.
Mathematics	07/21/2015, 65% of Chavez Elementary Students will meet Common Core Grade level standards on site-developed/identified common formative assessments.
English Language Development	By 07/21/2015, 35 % of Chavez Elementary English Learners Enrolled in School in the United States 12 Months or More, Grades K-5 will improve performance from one proficiency level to another proficiency level in California English Language Development Test. By 07/21/2016, 14 % of Chavez Elementary English Learner in ELD will meet reclassification level in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2015, 55 % of Chavez Elementary Grade 03 will meet or exceed 3.9 reading grade level equivalent to 38 in DRA. By 07/21/2015, 55 % of Chavez Elementary Grade 05 will meet or exceed 5.9 reading grade level equivalent to 44 in DRA
Parent Involvement and Community Engagement	By 07/21/2015, increase in Parent and Community Engagement of Chavez Elementary Parents/Guardians to 80% in attendance in two-three school events.

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

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		143,497.00		1,949.00		9,734.00	
2040 Inschool Resource Tchr	0.25	20,067.75	-	-	-	-	ELST will support the English Learners and teachers.
2605 School Counselor	0.40	30,844.40	-	-	-	-	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
2720 Project Resource Teacher	0.50	41,653.50	-	-	-	-	In school resource teachers will lead PLC and co-plan professional development.
1192 Prof&Curriclm Dev Vist Tchr		6,217.00		-		6,217.00	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.
2955 Other Nonclsrn PARAS Hrly		-		200.00		-	Provide translation and childcare for parent involvement events and activities to support student achievement.
Employee Benefits		30,232.49		43.98		783.34	Fixed Cost
4301 Supplies		10,481.86		1,205.02		2,733.66	Supplemental Instructional supplies to support teaching and learning such as journals, math manipulatives, chart paper, toner, etc...
4304 Inservice supplies		-		500.00		-	Materials for parents conferences and meetings and refreshment.
5735 Interprogram Svcs/Field Trip		4,000.00		-		-	Academic fieldtrips to make connections from real world and

APPENDIX E

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



APPENDIX E

School Name: Chavez Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$156,132.00
Enter Total Allocation: Resource 30106	\$10,677.00
Sum or Resources 30100 & 30106	\$166,809.00
10% allocation needed for PD	\$16,680.90

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

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

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers to support teachers to collaborate and plan together in Literacy and Math during Professional Learning Communities .	\$63,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$63,000.00
10 % allocation has been met			YES

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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