THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CHOLLAS/MEAD ELEMENTARY SCHOOL

2014-16

37-68338-6039382
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: Bridi, Julia
Contact Person: Bridi, Julia
Position: Principal
Telephone Number:
Address: 545 45th St, Chollas/Mead Elementary, San Diego, CA, 92102-4732,
E-mail Address: jbridi@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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: Chollas Mead Elementary

SITE CONTACT PERSON: Julia M. Bridi

DUE March 13, 2015

PHONE: 619 362 33000   **FAX:**   **E-MAIL ADDRESS:** jbridi@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 X 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:

    X   English Learner Advisory Committee (ELAC)   Date of presentation: _2/27/15_

    ☒   Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

    ☒   Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

    X   Site Governance Team (SGT)   Date of presentation: _3/10/15_

    X   Other (list): _School Budget Committee_   Date of presentation: _3/6/2015_

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

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

6. The site plan or revisions to the site plan were adopted by the SSC on: _3/10/2015_

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

Julia M. Bridi _____   _____   3/11/2015_____
    Type/Print Name of School Principal   Signature of School Principal   Date

James Weisinger _____   _____   3/11/2015 3/11/15
    Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   Date

Shirley Wilson _____   _____   3/11/2015 3/1/15
    Type/Print Name of Area Superintendent   Signature of Area Superintendent   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
Chollas Mead Elementary is a collaborative urban school found in southeast San Diego that is committed to high achievement for ALL students. Weekly PLC/Collaboration meetings affords teacher release time to monitor learning objectives via common assessments and agreed upon DATA collection. Currently, students in all grades are making progress towards grade levels standards as measured by the foundational assessment, BPST, in grades K-3. Additionally, ongoing DRA assessments are collected monthly and DATA is landscaped and shared publicly. While DATA demomstratres increased levels of student proficiency, Chollas Mead students. including ELL's, still continue to struggle meeting grade level standards.

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

Title 1 and LCFF funding provide additional resources support in the form of two literacy specialists and additional counseling time to support students via enrichment and intervention groups. These specialists work to monitor and support student learning through ongoing collaboration with classroom teachers and public share outs of DATA. Additionally, these teachers work to plan and facilitate professional development opportunities, including but not limited to, 2 hour PD sessions on calendared minimum days, weekly PLC facilitation and support, and monthly grade level planning sessions. Lastly, Lesson Study opportunities are supported to model best research based practices and are facilitated by these content and pedagogy experts.

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

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in

their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

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

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

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

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Ongoing weekly and monthly monitoring of student performance levels are expected throughout the 2015-2016 school year. Public DATA displays will be utilized for both staff and community groups communicating ongoing student progress and achievement towards grade level goals and common core standards. 30% of Title 1 funds are allocated for specific professional development opportunities via purchased literacy specialists.

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
Maria Maldonaldo	Parent/Community
Ana Garduno	Parent/Community
Ines Garduno	Parent/Community
Roshaundra Griffin	Parent/Community
Maria Bridgewater	Parent/Community
Kim Zarkoski	Other School Personnel
James Weisinger	Classroom Teacher
Thomas Courtney	Classroom Teacher
Manuel Gomez	Classroom Teacher
Julia Bridi	Principal

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/21/2016, 62 % of Chollas/Mead Elementary Students, Grades K-5 will meet grade level district expectations in DRA

Closing the Gap SMART Goal:
* By 06/21/2016, 55 % of Chollas/Mead Elementary English Learner, Students, Grades K-5 will meet grade level expectations in DRA
* By 06/21/2016, 62 % of Chollas/Mead Elementary Hispanic or Latino, Students, Grades K-5 will meet grade level standards 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):

Grade level running record assessments
Teacher anecdotal conferring notes
Common grade level created formative assessments, grades K-5
K-3 BPST DATA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal: * By 06/21/2016, 35 % of Chollas/Mead Elementary Students, Grades K-5 will meet grade level standards in Interim Assessments **Closing the Gap SMART Goal**: * By 06/21/2016, 30 % of SDUSD English Learner, Students, Grades 2-6 will meet or exceed grade level mastery in Interim Assessments * By 06/21/2016, 30 % of SDUSD Hispanic or Latino, Students will meet or exceed grade level standards 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): Common formative grade level assessments- grades K-5 Student work samples Student math journals End of concept assessments

Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle I**(August-November) - How do we develop an academic, social and physical environment worthy of our children? **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations? **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners? **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others? Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
* By 06/21/2016, 30 % of Chollas/Mead Elementary English Learner, Students, Grades K-5 will have met their yearly English Language growth targets in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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 06/12/2014, 62 % of Chollas/Mead Elementary Grade 03, Grade 05, Students will meet grade level standards in English/Language Arts

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 06/21/2016, 100 % of Chollas/Mead Elementary Parents/Guardians will be offered opportunities to increase in Parent and Community Engagement

Targeted Population:

Latino/Hispanic Students
English Language Learners
3rd grade parents
What data did you use to form these goals?:

Parent Participation sign in sheets.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)
· All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
· Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
· Teachers will provide balanced literacy instruction including daily guided reading.
· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
· Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
· Teachers will use graphic organizers and Thinking Maps to support student understanding.
· ELST will work with targeted students to improve language development.
· All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
· 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)

· Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
· Targeted additional small flexible group instruction will be used to address specific needs in literacy
· Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
· Educational specialist will provide push in supplemental small group instruction for targeted students in need.

· ELST will consult with teachers to provide supports for targeted English Learners.
· Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
· Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
· Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
· Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
· Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)
· Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
· ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
· Counselor and support mentors will provide monthly check in with at risk students
· PAL will provide monthly check in with families of at risk students
· Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
· Speech and language pathologist will provide supplemental support to English learners with language needs.
· Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	0.7500	$60,204.00	0063-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03	Resource teacher will plan and facilitate schoolwide Professional Development opportunities to include topics such as common core mastery of standards, student progress and monitoring and DATA collection. She will also provide small group enrichment and intervention support.
Position Inschool Resource Tchr,	1.0000	$80,272.00	0063-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03	Resource teacher will plan and facilitate schoolwide Professional Development opportunities to include topics such as common core, student progress and monitoring and DATA collection. She will also provide small group enrichment and intervention support.
Supplies	-	$19.00	0063-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Supplemental instructional supplies will be purchased to support identified at risk students and support ccss.
Prof&Curriclm Dev Vist Tchr	-	$3,210.00	0063-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Visiting Teachers will be purchased to provide teacher release time for PLC/Collaboration with a focus on student achievement.

Supplies	-	$3,179.00	0063-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03	Supplies will be purchased to support parent events and meetings
Prof&Curriclm Dev Vist Tchr	-	$5,826.00	0063-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	Visiting Teachers will be purchased to provide teacher release time for PLC/Collaboration with a focus on student achievement.
Classroom Teacher Hrly	-	$5,000.00	0063-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	Targeted systematic After School Reading will be provided for identified 2nd and 3rd grade students.
Prof&Curriclm DevHrlyClsrmTchr	-	$1,050.00	0063-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	ILT retreat will convene in late August early September to review and analyze CASP DATA. ILT will also review and revise Chollas Mead classroom expectations.

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:
Grade level assessments will identify at risk students, skill by skill, deadlines and goals will be established and deployed differentiated instruction will occur at Tier 2 intervention levels.
Identified Need:
Foundational Skills as described in CCSS
Beginning ELL proficiencies as determined by CELDT
Target Group:
Grade level DATA to identify individual students.
Monitoring:
Weekly/Monthly grade level PLC/Collaboration will monitor grade level progress towards goals.
Personnel Responsible:
Classroom Teachers
Resource Staff

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:
Common texts allow for grade level agreed upon instructional techniques, lesson planning and assessments.
Agreed upon common grade level schedule that includes ILT created non negotaible daily instructional components.
Research based systematic practices to include focus walls, foundational skills lesson, number talks, collaborative conversations and reading response via writing.
Identified Need:
Pacing
Depth of understanding of CCSS, rigor and materials.
Target Group:
Teachers and students.
Monitoring:
Administrative walk throughs and observations.
ILT meetings and walk throughs

Public DATA displays
Personnel Responsible:
Principal
Vice Principal
Instructional Leadership Team
TK-5 Staff
SSC

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:
To maintain and deepen our understanding of a common viable curriculum grades TK-5. Specific practices to be studied include collaborative conversation and differentiated learning.
Identified Need:
Shift collaborative conversations to include teacher facilitation and increased student talk.
Shift whole group teacher planning and instruction to meet the needs of specific assessed learning style of the individual learner.
Target Group:
All students and staff
Monitoring:
Administrative walk throughs
Public DATA displays
Public sharing of practice
Personnel Responsible:
Principal
Vice Principal
Instructional Leadership Team
TK-5 Staff
SSC

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.2000	$15,098.80	0063-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	The school counselor will work to provide preventative social emotional lessons via whole group and small group as directed by PBIS and Chollas Mead dive team. He/She will act as a liaison to outside agencies.
Position Inschool Resource Tchr,	0.2500	$20,068.00	0063-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Resource teacher will plan and facilitate schoolwide Professional Development opportunities to include topics such as common core mastery of standards, student progress and monitoring and DATA collection. She will also provide small group enrichment and intervention support.
Position Health Technician,	0.1500	$5,016.75	0063-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Health tech will provide nursing care and act as a liaison to outside healthcare agencies such as but not limited to San Diego Food Bank and Operation School Bell.
Prof&Curriclm Dev Vist Tchr	-	$11,400.00	0063-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting Teachers will be purchased to provide teacher release time for PLC/Collaboration with a focus on student achievement.
Supplies	-	$17,875.00	0063-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplies will be purchased to support identified at risk students and support ccss.

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)

Chollas Mead 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.

- *Chollas Mead Elementary* will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:

  ➢ Improving communication between the school and home.

  ➢ Discussing current student assessment data and student progress.

  ➢ Providing information about school and district resources for student academic improvement.

  ➢ Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.

  ➢ Conferencing with teachers.

  ➢ Providing training programs to help parents support and work with their children at home and at school.

  ➢ Advocating for teachers and parents.

  ➢ Valuing cultural diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- The schoolwide parent newsletter is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at Chollas Mead Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

San Diego Unified School District
Chollas-Mead Elementary

HOME/SCHOOL COMPACT

Chollas-Mead 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

The Home/School Compact is in effect during school year 2014-15

School Responsibilities

Chollas-Mead Elementary School staff 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:
   -Accelerate learning through well-planned vigorous instruction
   -Literacy Resource Teachers to provide accelerated instruction co-teaching and professional
    development

2. High behavioral expectation through PBIS strategies.

3. Hold parent-teacher conferences during which this compact will be discussed as it
   relates to the individual child's achievement. Parent conferences will be held
   November 17-21, 2014 and March 23-27, 2015.

4. Provide parents with frequent reports on the child's progress through possible home visits, marquee,
   Family Friday, Parent Coffees, Parent Communication Folders, and other school sponsored family
   events and Connect Ed.

5. Provide parents reasonable access to staff before and after school, on minimum days,
   (Tuesdays).

6. Provide parents opportunities to volunteer and participate in their child's class, and to
   observe classroom activities such as, but not limited to: Classroom observations, Back to School
   Night, Family Friday, Open House, Harvest Festival, Holiday Program, Bus Evacuation Drill,
   Talent Show, Individual classroom celebrations, Family Movie Nights, and other school sponsored
   events.

Parent Responsibilities

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

- Monitoring and ensuring consistent and regular attendance
- Making sure that homework is completed and returned to school
- Monitoring amount of television, video games, and outside school activities and ensuring these activities are secondary to academic and citizenship performance
- Volunteering in my child's classroom
- Attending conferences in the fall and spring
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for compensatory Education, the English Learner Advisory Committee, and other school advisory groups.
- Planning and participating in school sponsored events

Student Responsibilities

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

- Doing my homework every day and asking for help when I need it.
- Reading outside of school time as designated by my teacher
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arriving at school on time, in my school uniform, prepared to learn.

I have read the Home/School Compact:

Teacher Signature _____ Date _____

Parent Signature _____

Student's Name _____ Room # _____

Date _____

San Diego Unified School District
Chollas-Mead Elementary

Común acuerdo Casa/Escuela

La escuela primaria Chollas-Mead y los padres de los estudiantes participando en actividades, servicios y programas con fondos por Titulo1 parte A del decreto sobre la educación primaria y secundaria (ESEA) (Niños participantes) están de acuerdo que este común acuerdo esquema como los padres, la totalidad del personal de la escuela y los estudiantes compartirán la responsabilidad para mejorar el logro académico de los estudiantes y las maneras por la que la escuela y los padres construirán y desarrollaran una asociación que ayudara a los niños alcanzar los altos niveles de conocimientos de California.

El común acuerdo casa/escuela esta en efecto durante el año escolar 2014-2015

Responsabilidades de la escuela

El personal de la escuela Chollas-Mead:

1. Proveerá un programa de estudios e instrucción de alta calidad en un medio ambiente que apoya un aprendizaje efectivo y permita a los niños alcanzar y lograr los niveles de conocimientos de California de la siguiente manera:

-Acelerar el aprendizaje con la instrucción vigorosa bien planeada
-Maestros de Recursos para proporcionar instrucción acelerada, ensenando en manera cooperativa y desarrollo profesional

2. Mantener en alto las expectativas de comportamiento a través de estrategias PBIS

3. Tener conferencias de padres durante este común acuerdo en el cual se hablara en referencia al niño/a en sus logros individuales. Conferencias con los padres se llevaran a cabo noviembre 17-21 del 2014 y marzo 23-27, 2015.

4. Proveer a los padres informes frecuentes sobre el progreso del niño a través de visitas domiciliarias que sea posible, bulletin eletronico, Viernes Familiar, Cafecitos, Sobres de comunicación, y otros eventos patrocinados por la escuela y Connect Ed.

5. Proveerá a los padres razonable acceso al personal antes y después de la escuela, en días mininos (martes),

6. Proveerá a los padres oportunidades pare ser voluntarios y participar con sus niños en la clase y observar las actividades en el salón tales como pero no limitadas a:

Observaciones de clases, Noche de Regreso a La Escuela Viernes familiar, Casa Abierta, Festival de cosecha, programa de fiestas navideñas, practica para evacuar un autobús, el programa de talento, celebraciones individuales en los salones, noche de películas para la familia, y otros eventos patrocinados por la escuela.

Responsabilidades de los padres

Nosotros como padres apoyaremos el aprendizaje de nuestros niños haciendo:

- Comprobando y asegurándonos que haya una asistencia a la escuela constante y regular
- Asegurándonos que la tarea este completa y que se entregue a la escuela.
- Controlando la cantidad de televisión, juegos de vídeo, y actividades fuera de la escuela y asegurándonos que estas actividades sean secundarias a sus actividades escolares y su desempeño como ciudadanos.
- Ser voluntario en el salón de mi hijo/a
- Asistencia a conferencias en el otoño y la primavera
- Participando cuando sea apropiado en las decisiones relacionadas con la educación de mi hijo/a
- Promoviendo que el uso que hace mi hijo/a del tiempo fuera de la escuela sea positivo.
- Manteniéndome informado/a acerca de la educación de mi hijo/a y comunicándome con la escuela leyendo prontamente todas las noticias de la escuela o del distrito escolar recibidas a través de mi hijo/a o por correo y respondiendo como sea apropiado.
- Sirviendo lo mas que me sea posible en grupos consultivos tales como el School Site Council, The District Advisory Council for Compensatory Education, The English Learner Advisory Committee y otros grupos consultivos de la escuela
- Planear y participar en eventos patrocinados por la escuela

Responsabilidades del Estudiante

Nosotros como estudiantes compartiremos la responsabilidad de mejorar nuestros logros académicos y alcanzar los altos niveles de conocimientos de California. haciendo:
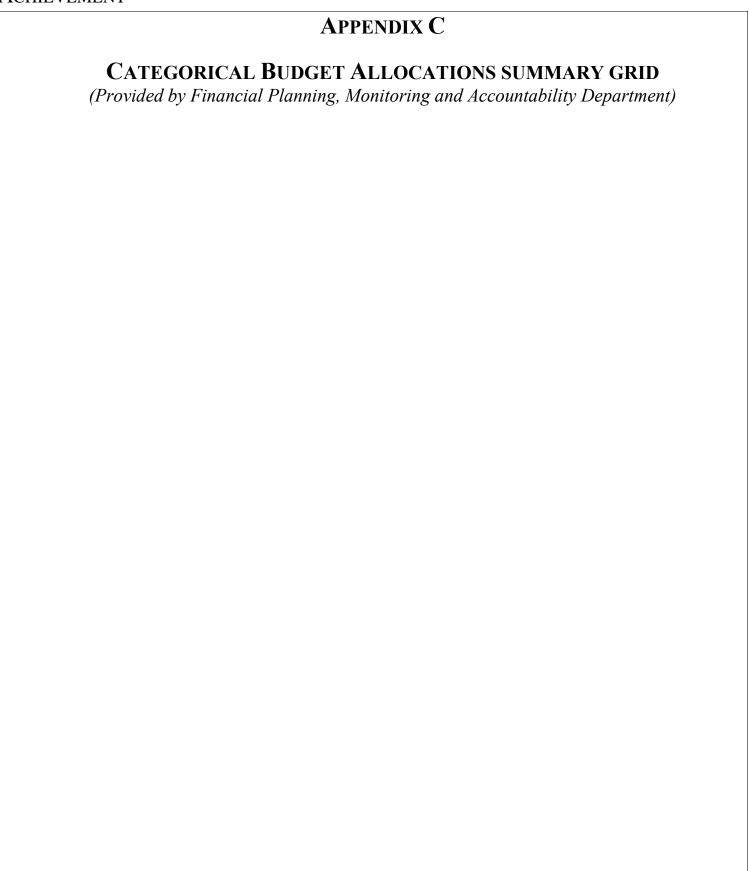
- Haciendo toda mi tarea todos los días y pedir ayuda si la necesito

- Leyendo la lectura fuera del horario escolar, designados por mi maestro
- Dándole a mis padres o al adulto que es responsable de mi bienestar todas las noticias e información recibida por mi en la escuela todos los días.

- Llegando a tiempo, en mi uniforme escolar, preparado/a para aprender

Firma del padre/madre _____

Nombre de estudiante _____ **Salón** _____

Fecha _____

APPENDIX C

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

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmnt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		193,562.00		3,179.00		13,685.00
		193,562.54		3,179.00		13,684.73
		(0.54)		-		0.27
Certificated Salaries / Monthly	**1.75**	**140,476.00**	**-**	**-**	**-**	**-**
2040 Inschool Resource Tchr	1.75	140,476.00	-	-	-	-
Classified Salaries / Monthly	**-**	**-**	**-**	**-**	**-**	**-**
Certificated Salaries		**3,210.00**		**-**		**11,876.00**
1157 Classroom Teacher Hrly		-		-		5,000.00
1170 Prof&Curriclm DevHrlyClsrmTchr		-		-		1,050.00
1192 Prof&Curriclm Dev Vist Tchr		3,210.00		-		5,826.00
Classified Salaries		**-**		**-**		**-**
Employee Benefits		**49,857.54**		**-**		**1,808.73**
Books and Supplies		**19.00**		**3,179.00**		**-**
4301 Supplies		19.00		3,179.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Chollas Mead Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By June 2015, 62% of students in grades K-3 will be reading at grade level according to the DRA.
Mathematics	By June 2015, 30% of students in graders K-5 will score at 60% or higher as determined by the districct interim assessmetns.
English Language Development	By June 2015, a minimum of 30 students will be reclassified from EL status to EO status.
Graduation/Promotion Rate	
Parent Involvement and Community Engagement	By June 2015, 100% of parents will be invited to a minimum of one monthly event. Sign in sheets will be used to monitor parent participation and attendance.

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

* 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.

	30100 Title I Basic		30103 Title I		30106 Title I		
Name	**FTE**	**TOTAL**	**FTE**	**TOTAL**	**FTE**	**TOTAL**	**Rationale**
		189,078.00		**2,657.00**		**13,274.00**	
2040 Inschool Resource Tchr	1.75	140,474.25	-	-	-	-	Resource teachers will plan and faciliate monthly professional development sessions. Resource teachers will support student achievement via weekly PLC meetings. Resource teachers will provided pull out and push in support in order to close the gap withat risk students.
1157 Classroom Teacher Hrly		3,410.00		-		-	After school reading opportunities will be made availabe for at risk 3rd grade students for a 10 week session.
Employee Benefits		**45,193.05**		**-**		**-**	Fixed costs
4301 Supplies		-		2,657.00		13,274.00	Supplemental materials will be ordered to support at grade level reading in grades K-5.

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 TECHNCIAN
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

San Diego Unified SCHOOL DISTRICT

APPENDIX E

School Name: **Chollas Mead Elementary**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	$193,562.00
Enter Total Allocation: Resource 30106	$13,685.00
Sum or Resources 30100 & 30106	$207,247.00
10% allocation needed for PD	$20,724.70

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
☑ 30100 ☐ 30106	2040	Inschool Resource Teachersi will plan and facilitate schoolwide Professional Development opportunities to include topics such as common core mastery of standards, student progress and monitoring and DATA collection. IRT will also provide small group enrichment and intervention support.	$140,476.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$140,476.00
		10 % allocation has been met	**YES**