

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **CLAY ELEMENTARY** SCHOOL

**2014-16**

37-68338-6039390

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:** Voss, Valerie

**Contact Person:** Voss, Valerie

**Position:** Principal

**Telephone Number:** 619/583-0690;

**Address:** 6506 Solita Ave, Clay Elementary, San Diego, CA, 92115-4244,

**E-mail Address:** vvoss@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.*



RECEIVED APR 0 2 REC'D

Attachment 2  
Modification of SPSA

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

RECEIVED APR 0 2 REC'D



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

SCHOOL NAME: Clay Elementary School

**DUE March 13, 2015**

SITE CONTACT PERSON: Valerie Voss

PHONE: 619-344-5700

FAX: 619-344-5749

E-MAIL ADDRESS: vvoss@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: 3/6/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/6/15
- Site Governance Team (SGT) Date of presentation: 3/12/15
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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.

\_\_\_\_\_  
Valerie Voss  
Type/Print Name of School Principal

\_\_\_\_\_  
*Adrienne*  
Signature of School Principal

March 13, 2014  
Date

\_\_\_\_\_  
Marjorie Bautista  
Type/Print Name of SSC Chairperson

\_\_\_\_\_  
*Marjorie*  
Signature of SSC Chairperson

March 13, 2014  
Date

\_\_\_\_\_  
Fabiola Bagula  
Type/Print Name of Area Superintendent

\_\_\_\_\_  
*Fabiola*  
Signature of Area Superintendent

March 13, 2014  
Date

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

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

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

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

**SCHOOL VISION AND REALITY**

**Clay Elementary School is a small, very diverse school nestled in the heart of the Rolando Community. Our population is approximately 330 students. In addition we have two half day preschool classes, two half day pre-kindergarten SEEC classes, and a Moderate/Severe Special Day Class. The mission of Clay Elementary School is to ensure that our children are supported to sustain a life-long desire for learning and to become positive successful contributing members of a global society. Our single Plan for Achievement (SPSA) fulfills this goal by preparing fully literate students through rigorously demanding learning experiences that promote academic, social and emotional growth. We encourage students to share ideas, learn from others, and become independent thinkers with high expectations for themselves. The School Site Council at Clay Elementary School, with input from all stakeholders, based the present Single Plan for Student Achievement on our current enrollment of students. Our English Learners make up approximately 20% of our STAR testing population. Clay Elementary has identified the development of reading comprehension connected to writing , mathematics number sense and collaborative conversations in all content areas as three particular areas in which our Single Plan for Student Achievement focuses resources to increase student achievement. Teachers provide additional supports through before school tutoring or small group push in/pull out in English Language Arts or Mathematics. 8% of our STAR testing population/students are identified with special needs. We have included these students in general education classrooms and are providing teachers with opportunities to attend professional development that will enhance the instruction of all students. The last year of STAR testing (2012) 50% of our students were Proficient or Advanced in ELA and 58% of students grades 2-5 were Proficient or Advanced in Mathematics. We are an API 4 school and are in the first year of Program Improvement.**

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:22
Grades K-3 with CSR:	1:24

## Clay Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Grade 4-5: 1:32.13

### NURSE:

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

#### Enrollment/Days Per Week

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

### COUNSELOR

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

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

### HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

### **PROFESSIONAL DEVELOPMENT**

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

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

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

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

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

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

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

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

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

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

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Valerie Voss	Principal
Linda Boswell	Classroom Teacher
Sonia Lunceford	Classroom Teacher
Barbara Tucker	Classroom Teacher
Denice Bernetsky	Other School Personnel
Rosalinda Cano-Hays	DAC Representative
Liana Gaia	Parent
Valencia Rodriguez	Parent
Marjorie Batista	Chairman
Lynda Judson	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/12/2016, 65 % of Clay Elementary Students will meet or exceed Common Core Grade Level Standards in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/12/2016, 60 % of SDUSD Black or African American will meet or exceed Common Core grade-level standards in Site Developed or PLC Common Assessment(s)

\* By 06/12/2016, 60 % of SDUSD Hispanic or Latino will meet or exceed Common Core Grade level Standards in Site Developed or PLC Common Assessment(s)

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

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

**Other Assessments (Please Specify):**

DRA, ARI and/or WRAP

Baseline SBAC goals

**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 06/12/2016, 68 % of Clay Elementary Students will achieve a meet or exceed Common Core grade-level standards in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/12/2016, 65 % of Clay Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics  
 \* By 06/12/2016, 68 % of Clay Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in Mathematics

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

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

**Other Assessments (Please Specify):**

Site developed assessments  
 Baseline SBAC goals

**Progress and Growth Monitoring:**

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

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/12/2016, 68 % of Clay Elementary English Learner, Grades 2-5, Students will perform at growth of one Proficiency Level In English Language Development as measured level in California English Language Development Test

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

DRA, ARI and/or WRAP  
 Reclassification

**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 06/12/2016, 68 % of Clay Elementary Grade 05, Students will read at or above level 50 in DRA as measured by in English/Language Arts  
 \* By 06/11/2016, 68 % of Clay Elementary Grade 03, Students will read at or above level 38 in DRA as measured by 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):**

Baseline SBAC goals

**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 06/12/2016, 80 % of Clay Elementary Parents/Guardians will attend at a minimum two school events in Parent and Community Engagement

**Targeted Population:**

Parents of students in grades 4 & 5 are least represented at school events.

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

Sign-In sheets at parent meetings and events.

**Progress and Growth Monitoring:**

Parents are encouraged to attend Parent Conferences, Open Houses, Parent Trainings, Family Fridays and other school-wide or classroom activities/events.

**Area 6: Additional Site Identified Area (Optional)****Additional Site Identified SMART Goal:**

Attendance goal

**Closing the Gap SMART Goal:**

By June 12, 2016, Clay students' attendance will improve to a cumulative rate of 96% by the end of the year.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?** API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams**Other Assessments (Please Specify):**

Monthly District Reports

**Progress and Growth Monitoring:**

Monitoring student attendance and reports

**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 EL DPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers to support student understanding.

All English learners will be assessed using CELDT.

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.

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

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers will 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

## Clay Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intensive Intervention (Tier 3)  
Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers  
Counselor will provide monthly check in with at risk students

### SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.2000	\$6,689.00	0065-30100-00-2236-3140-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Additional Health Technician time (.2 fte) will provide additional time in order to conduct vision tests, physicals, linking families to community supports, etc.
Prof&Curriclm Dev Vist Tchr	-	\$13,000.00	0065-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for teachers to collaborate and plan in PLCs, attend JTL literacy training, attend district trainings, participate in cross-site visitations, etc.
Retired Clsrn Teacher Hrly	-	\$1,500.00	0065-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide push in/pull out small group instruction.
Classroom Teacher Hrly	-	\$6,306.00	0065-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Extended Day tutoring, Saturday school instruction for Literacy enrichment for targeted students, etc.
Contracted Svcs Less Than \$25K	-	\$18,000.00	0065-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Hire JTL consultant to work alongside classroom teachers in implementing literacy strategies to increase reading comprehension and writing.
Supplies	-	\$15,374.00	0065-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide supplies for PD and PLC activities, small group and individual literacy and/or math enrichment support and continued Common Core implementation.
Prof&Curriclm DevHrlyClsrnTchr	-	\$4,500.00	0065-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide time for staff to plan and work on PD, PLC, JTL, CELDT administration and scoring, Common Core Standards, etc.
Interprogram Svcs/Paper	-	\$3,000.00	0065-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide paper for PLC planning and Common Core.
Interprogram Svcs/Duplicating	-	\$2,000.00	0065-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Printing costs for additional resources to support Common Core Math Concepts curriculum to support under achieving students.
Interprogram Svcs/Duplicating	-	\$350.00	0065-30103-00-5721-1000-1110-01000-0000	Title I Parent Involvement	05	Printing costs to provide parents with current educational resources, etc.
Clerical OTBS Hrly	-	\$250.00	0065-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Provide translation at parent trainings.
Supplies	-	\$101.00	0065-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Purchase additional leveled texts, professional books, educational software programs, etc.
Inservice supplies	-	\$681.00	0065-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Provide materials for parent trainings.

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

Extended Day tutoring and push-in/pull out support is provided to increase the number of students meeting grade level standards as evidenced by DRA and site developed assessments.

**Identified Need::**

There are students at all grade levels who are not meeting grade level standards. These student would benefit from tutoring or push-in/pull-out support.

**Target Group::**

Students not meeting grade level standards

**Monitoring::**

Monitoring DRA, Interim Assessments and site Developed Assessments, End of Concept/Unit Assessments

**Personnel Responsible::**

Principal, ILT, Classroom Teachers and push in/pull out teachers

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

To increase access to grade level standards and improve learning, basic supplies are necessary.

**Identified Need::**

All students are in need of basic classroom supplies.

**Target Group::**

All students are in need of basic supplies for learning.

**Monitoring::**



Administrative approval of instructional requests will be based on academic rationale provided.

**Personnel Responsible:**

Principal, ILT, classroom teachers

**Goal 3: Professional Development**

**Professional Development Goal:**

Professional Development opportunities and collaboration among teachers to calibrate common core instruction, to continue training in JTL reading comprehension strategies and develop site-based assessments.

**Identified Need:**

Teachers benefit from additional PD time to analyze student achievement, learn new strategies to support reading comprehension and collaboratively plan instruction.

**Target Group:**

All students

**Monitoring:**

Monitoring of progress is conducted through the PLCS. Additional monitoring is conducted through the evaluation and observation processes by administration.

**Personnel Responsible:**

Principal, ILT, and classroom teachers

**LCFF INTERVENTION SUPPORTS**

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Area Goal(s)</b>	<b>Rationale</b>
Prof&Curriclm Dev Vist Tchr	-	\$6,500.00	0065-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide teachers opportunity to work in PLCs, Plan with ILT, Plan PD, participate in cross-site visitations, and participate in JTL training.
Prof&Curriclm DevHrlyClstrmTchr	-	\$2,500.00	0065-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide time for ILT planning, PD planning, CELDT testing, etc.
Supplies	-	\$7,225.00	0065-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Supplies for small group and individual literacy/math enrichment support, purchase leveled text, etc.
Classroom Teacher Hrly	-	\$2,000.00	0065-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Provide at risk students with extended day tutoring, etc.
Retired Clstrm Teacher Hrly	-	\$500.00	0065-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Provide push in/pull out small group instruction.
Software Purchase	-	\$1,000.00	0065-09800-00-4310-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Provide literacy and/math software to support individual/small group enrichment.
Contracted Svcs Less Than \$25K	-	\$3,000.00	0065-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide JTL consultant support in literacy to leadership team.
Software License	-	\$4,000.00	0065-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	To provide students with additional support in reading and math.

## 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)*



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

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*Clay Elementary School*

**TITLE I PARENT INVOLVEMENT POLICY**

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

*Clay* has developed a written Title I parental involvement policy with input from Title I parents. *Clay's School Site Council revise our Title I Parent Involvement policy every year. We review the document, discuss revisions and vote on the final product.*

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

*We distribute the policy once a year after revisions are made and voted on.*

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 *Clay Elementary School* the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *In the fall we schedule a Title I meeting for Clay families. We share the Title I parent Involvement Policy, school programs, Title I resources, etc.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *We have many opportunities for parents to visit Clay including, monthly Family Fridays, parent conferences, Back To School Night and Open House, Winter Holiday program, PTA sponsored events, Family Math, Literacy Comes Alive, Family Arts and Craft Night, Field Day, Family Barbecues, School Site Council, Governance Team and ELAC meetings, parent workshops, Thursday Communication folder, etc.*
- 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. *We communicate with parents through the monthly newsletter "Clay Chronicle", monthly Family Updates, parent meetings and/or trainings, Family Fridays, School-wide events, School Messenger, SSC, GT and ELAC meetings, etc.*
- The school provides parents of Title I students with timely information about Title I programs. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *We provide parents with information through monthly newsletters, family updates, principal letters, Family Fridays, School Messenger, Parent Conferences twice a year, Goal Setting Meetings for English Learners, etc.*
- 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. *Parent Conferences, SSC, GT and ELAC meetings, parent/teacher conferences, bi-weekly Problem Solving Team Meetings (parents and multidisciplinary staff), IEPs, parent meetings, etc.*

## **School-Parent Compact**

- ***Clay 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

School Site Council reviews Parent Compact and makes any revisions on an annual basis. The Compact is distributed in the fall for parents to sign and return to school. We also list specific information in our Parent/Student Handbook that is revised yearly and sent home for parent signature at the beginning of the year.

## **Building Capacity for Involvement**

***Clay Elementary School*** engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***A Back to School Night is held in the fall. Principal and Clay teachers share information on district assessments, required standardize tests, Common Core Standards and strategies to support student learning.***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***Parents are provided materials to support student learning in parent conferences, parent trainings, Family Friday, parent meetings, etc.***
- 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. ***Principal and staff members discuss the value of parent contributions at professional development trainings, staff meetings, conferences, Problem Solving Team meetings, IEPs, etc.***
- 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. ***Parents participate in trainings at the site presented by principal, teachers or district staff. We have a PTA room on campus. The counselor and mental health therapists from the Tides Program (YMCA) are available to support families. We have many opportunities for parents to volunteer in classrooms, art projects, etc. We also have a parent volunteer tea at the end of the year to recognize our parents and Partners in Education (Sunrise Optimists, Kroc Center, Rolando Community Council) for supporting our school.***

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.

*Clay distributes information through newsletters (English and Spanish), Family Updates, School Messenger, flyers, assemblies, school-wide events, parent meetings, Family Friday, etc.*

- The school provides support for parental involvement activities requested by Title I parents.  
*Clay provides training in Common Core Standards, assessments, reading and math strategies, before school tutoring, etc.,*

### **Accessibility**

*Clay Elementary School* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All written communication is sent home in English and Spanish. Translation is provided at parent meetings, parent conferences, Family Fridays, etc.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



Clay Home – School Compact 2015 - 2016

**Clay Administrator Commitments:**

1. I will work to ensure a positive learning climate at Clay, and hold high expectations for student achievement.
2. I will provide staff time and professional development leading them to continue learning and practicing a variety of teaching strategies.
3. I will ensure a high quality curriculum that addresses student needs and enable students to meet or exceed common core standards.
4. I will effectively use site and community resources to improve student achievement.
5. I will foster a safe, positive, and welcoming school environment for students, families, and community members.
6. I will provide regular and direct communication regarding school and learning issues to families.
7. I will provide the community with ways to participate in the planning, reviewing, and implementation of the Single Plan for Student Achievement.

**Teacher Commitments:**

1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on all of my students achieving the set State Standards for my grade level.
3. I will provide students and parent’s timely feedback concerning academic progress and work.
4. I will seek out additional resources, such as individual instruction, tutoring, extended day programs, etc., to meet my student’s individual needs.
5. I will create a welcoming environment for students, families, parent /guardian and community members.
6. I will provide opportunities for volunteers to assist and/or participate in classroom activities.
7. I will suggest ways in which parents can support their child’s learning at home in all academic areas.
8. I will be available for conferences with parents when needed throughout the school year.

**Parent and Guardian Commitments:**

1. I will ensure that my child is at school daily on time and prepared to learn with all the necessary materials and homework.
2. I will hold high expectations for my child and regularly monitor my child’s academic and social progress.
3. I will know and support the classroom rules, site discipline/dress codes, and attendance plan.
4. I will contact the teacher with concerns in a timely manner and attempt to resolve any issues with that individual.
5. I will attend all parent meetings concerning my child’s academic progress.
6. I will return the teachers email or phone calls in a timely manner.
7. I will provide my child with a place where homework is completed nightly, monitor the completion of home reading and homework, and ensure that assignments are finished on time.
8. I will notify the office, prior to the start of school, that my child is sick.
9. I will notify the office a week in advance, if my child is going to miss more than five (5) days of school so the teacher can prepare a homework packet and Student Attendance Contract.

**(Please sign and return the bottom portion to the school)**

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*I have read the entire **Clay School Compact 2015-2016** and agree to abide with its contents. I agree to fulfill my obligations and responsibilities in the learning process, and commit to helping my child’s achievement of grade level standards.*

*Teacher’s Signature:*\_\_\_\_\_ *Date:*\_\_\_\_\_

*Principal’s Signature:*\_\_\_\_\_ *Date:*\_\_\_\_\_

*Parent/Guardian Signature:*\_\_\_\_\_ *Date:*\_\_\_\_\_

*Student Signature:*\_\_\_\_\_ *Date:*\_\_\_\_\_

## Compacto Escolar Clay – Para el Hogar

### Compromisos del Administrador de Clay:

1. Trabajaré por garantizar un entorno de aprendizaje positivo en Clay, y tender altas expectativas del desempeño estudiantil.
2. Proporcionaré al personal el tiempo y el desarrollo profesional que los conducen a continuar aprendiendo y practicando una variedad de estrategias de enseñanza.
3. Me aseguraré de que exista un programa de alta calidad que se dirija a las necesidades de los alumnos y los capacite para poder cumplir o exceder los criterios del distrito escolar.
4. Utilizaré con eficiencia los recursos del plantel y la comunidad para mejorar el aprendizaje estudiantil.
5. Fomentaré un ambiente seguro y positivo, en que los alumnos, sus familias, y los miembros de la comunidad se sientan bienvenidos.
6. Facilitaré la comunicación regular y directa con las familias respecto a la escuela y los asuntos relacionados con el aprendizaje de los alumnos.
7. Proporcionaré a la comunidad formas de participar en la planificación, revisión, e implementación del Plan Anual de Acción Para el Éxito de los Alumnos.

### Compromisos Para los Maestros:

1. Fijaré altas expectativas de aprendizaje, usaré una variedad de estrategias de enseñanza para motivar y estimular a todos mis alumnos.
2. Proporcionaré un programa académico enriquecido basado en todos los logros de mis estudiantes que alcancen los Estándares del Estado para el nivel de mi grado.
3. Contestaré las preguntas oportunas de mis alumnos y sus padres concernientes a sus progresos académicos y sus tareas.
4. Buscaré recursos adicionales como instrucción individual, tutoría, programas del día extendido, etc., para cubrir las necesidades individuales de mis alumnos.
5. Crearé un ambiente de bienvenida para los alumnos, familias y padres/tutores y miembros de la comunidad.
6. Proporcionaré oportunidades para que los voluntarios ayuden y participen en las actividades del aula.
7. Sugeriré formas en que los padres puedan apoyar el aprendizaje de sus hijos en el hogar en todas las áreas académicas.
8. Me haré disponible para las conferencias con los padres cuando sea necesario a través del año escolar.

### Compromiso Para los Padres/Tutores

1. Me aseguraré de que mi niño esté en la escuela diariamente, a tiempo y preparado para aprender con todos los materiales y tareas necesarios.
2. Llevaré a cabo las altas expectativas para mi niño y supervisare regularmente su progreso académico y social.
3. Conoceré y apoyaré las reglas del salón, disciplina del plantel/código de vestir, y plan de asistencia.
4. Me comunicaré con el maestro con preguntas en forma oportuna y procurare resolver cualquier asunto con ese individuo.
5. Asistiré a las juntas de padres concernientes al progreso académico de mi niño.
6. Responderé el correo electrónico o llamada de teléfono del maestro en manera oportuna.
7. Proporcionaré a mi hijo/a un lugar donde completar su tarea cada noche, supervisaré que su lectura y tarea estén completas y me aseguraré de que termine a tiempo.

(Por favor firme y devuelva la parte de abajo a la escuela)

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*Firma del Maestro/a:* \_\_\_\_\_ *Fecha:* \_\_\_\_\_

*Firma de la Directora:* \_\_\_\_\_ *Fecha:* \_\_\_\_\_

*Firma de los Padres/Tutores:* \_\_\_\_\_ *Fecha:* \_\_\_\_\_

*Firma del Alumno:* \_\_\_\_\_ *Fecha:* \_\_\_\_\_

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

San Diego Unified School District  
 Site: 0065 Clay Elementary  
 As of Date 04-03-2015  
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$75,807.00		\$1,440.00
		\$75,807.19		\$1,440.26
		-\$0.19		-\$0.26
<b>Classified Salaries / Monthly</b>	<b>0.2000</b>	<b>\$6,689.00</b>	<b>0.0000</b>	<b>\$0.00</b>
6410 Health Technician	0.2000	\$6,689.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>\$25,306.00</b>		<b>\$0.00</b>
1157 Classroom Teacher Hrly		\$6,306.00		\$0.00
1170 Prof&Curriclm DevHrlyClstrmTchr		\$4,500.00		\$0.00
1189 Retired Clstrm Teacher Hrly		\$1,500.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$13,000.00		\$0.00
<b>Classified Salaries</b>		<b>\$0.00</b>		<b>\$250.00</b>
2451 Clerical OTBS Hrly		\$0.00		\$250.00
<b>Employee Benefits</b>		<b>\$5,438.19</b>		<b>\$58.26</b>
<b>Books and Supplies</b>		<b>\$15,374.00</b>		<b>\$782.00</b>
4301 Supplies		\$15,374.00		\$101.00
4304 Inservice supplies		\$0.00		\$681.00
<b>Services and Other Operating</b>		<b>\$23,000.00</b>		<b>\$350.00</b>
5721 Interprogram Svcs/Duplicating		\$2,000.00		\$350.00
5733 Interprogram Svcs/Paper		\$3,000.00		\$0.00
5853 Contracted Svcs Less Than \$25K		\$18,000.00		\$0.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Clay Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 06/12/2016, 65 % of Clay Elementary Students will meet or exceed Common Core Grade Level Standards in English/Language Arts
<b>Mathematics</b>	By 06/12/2016, 68 % of Clay Elementary Students will achieve a meet or exceed Common Core grade-level standards in Mathematics
<b>English Language Development</b>	By 06/12/2016, 68 % of Clay Elementary English Learner, Grades 2-5, Students will perform at growth of one Proficiency Level In English Language Development as measured level in California English Language Development Test
<b>Graduation/Promotion Rate</b>	By 06/11/2016, 68 % of Clay Elementary Grade 05, Students will read at or above level 50 in DRA as measured by in ELA By 6/11/2016 68 % of Clay Elementary Grade 03, Students will read at level 38 in DRA as measured by in ELA
<b>Parent Involvement and Community Engagement</b>	By 06/30/2016, 80 % of Clay Elementary Parents/Guardians will attend at a minimum two school events in Parent and Community Engagement

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

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		<b>66,969.00</b>		<b>1,094.00</b>	
2040 Inschool Resource Tchr	0.47	37,623.02	-	-	Inschool Resource Teacher to provide teaching strategies and PD to staff.
1170 Prof&Curriclm DevHrlyClstrmTchr		1,500.00		-	Provide staff time to plan and work on PD,PLC and Common Core Implementation
1192 Prof&Curriclm Dev Vist Tchr		9,000.00		-	Provide visiting teachers for PD and pull out for PLC collaboration.
<b>Employee Benefits</b>		<b>15,666.96</b>		-	
4301 Supplies		3,179.00		800.00	Supplies for PD, PLCS, and Common Core Implementation
4304 Inservice supplies		-		294.00	Inservice Supplies for parent trainings and Family Fridays.

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

**APPENDIX E**

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



## APPENDIX E

School Name: Clay Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$75,807.00
Enter Total Allocation: Resource 30106	\$0.00
Sum of Resources 30100 & 30106	\$75,807.00
10% allocation needed for PD	\$7,580.70

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

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

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Release time for teachers to collaborate and plan in PLCs, attend JTL literacy training, attend district trainings, participate in cross-site visitations, etc.	\$13,000.00
<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			\$13,000.00
10 % allocation has been met			<b>YES</b>