THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT CROWN POINT ELEMENTARY SCHOOL

2014-16

37-68338-6039424
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: Bartolini, Muriel
Contact Person: Bartolini, Muriel
Position: Principal
Telephone Number: 858/496-8319;
Address: 4033 Ingraham St, Crown Point Elementary, San Diego, CA, 92109-5946,
E-mail Address: mbartolini@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ 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

RECEIVED APR 0 8 REC'D

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: *Crown Point Jr. Music Academy*

SITE CONTACT PERSON: *Muriel Bartolini*

DUE March 13, 2015

PHONE: *619-977-8647*   FAX: *858-274-5765*   E-MAIL ADDRESS: *mbartolini@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: *11/12/14*

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

   ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: *1/26/15*

   ☐ Site Governance Team (SGT)   Date of presentation: _____

   ☐ 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: *03/9/15*

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

Muriel Bartolini		*3/9/15*
Type/Print Name of School Principal	Signature of School Principal	Date
Elizabeth M. Knowles		*3/9/15*
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lochtefeld		*4-7-15*
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Updated 02.12.15mdj

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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 2014-16 SSC approved categorical budget. The work toward approving the 2014-16 categorical budget was completed in the spring of 2015 in preparation for the 2015-16 school year. This document is contained in the appendix and has been updated to address the 2015-16 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

"CPJMA educates children to be critical thinkers and problem solvers in a highly motivating, rigorous environment where academic growth is strengthened by the integration and study of music."

CPJMA student population has almost doubled in the last two years. We enroll most of the title 1 students in our cluster. We also have increased in second language learners as well as Special Ed students. Due to the increased enrollment in each of these subgroups CPJMA teachers and staff require professional development on strategies to help the achievement of these students.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:

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

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

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week
1-592   =   1 day per week
593-1,185 =   2 days per week
1,186-1,774 =   3 days per week

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

PROFESSIONAL DEVELOPMENT

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

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

Cycle 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).

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
Susie Vitale	Parent
Muriel Bartolini	Principal
Tom Evans	classroom teacher
Grande Lou	classroom teacher
Kristi Nelson	classroom Teacher
Elizabeth Knowles	Chairperson
Jerry Funkhouser	Co-Chair
Michelle Kane	Secretary
Raul Cadena	Parent
Alma Tercero-Zambrano	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/12/2016, 80 % of Crown Point Elementary Students will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

By 06/10/2016 80% of 3-5 students will achieve at grade level or above in English lang. arts as measured by end of unit tests, DRA, exit slips, formative assessments, grade level common assessments

Closing the Gap SMART Goal:
* By 06/10/2016, 70 % of Crown Point Elementary English Learner, Students will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

End of Lit. unit exams, benchmarks, DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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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 06/10/2016 80% of CPJMA students in grades 2-5 will reach grade level or above in mathematics. This will be measured by concept assessments, end of chapter assessments, teacher designed tests, common grade level assessments and exit slips

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):

exit slips and site based 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:

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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 06/10/2016, 65 % of Crown Point Elementary English Learner, Students, Grades 3-5 will perform at Proficient/Advanced 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):

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 06/10/2016, 75 % of Crown Point Elementary Grade 03, Students will meet or exceed level R in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):
DRA

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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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 06/10/2016, 80 % of Crown Point Elementary Parents/Guardians will meet attend at least 4 Parent Involvement activities as measured by level Attendance

Targeted Population:

Hispanic Population
English Learners
What data did you use to form these goals?

Feedback from a various parent groups: SSC, ELAC, PTA, PTO, Coffee with the Principal.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site
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
Teachers will use graphic organizers to support student understanding.
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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
Counselor, nurse, 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 and math 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 progress report, phone calls 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 or support staff (Intervention Teacher) 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

Counselor and support mentors will provide monthly check in with at risk students

Support by Support staff and Intervention Teacher (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor	0.2000	$15,098.80	0073-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	05, LCFF 1, LCFF 2	To support students from military families and title one
Supplies	-	$4,240.16	0073-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Prof&Curriclm Dev Vist Tchr	-	$8,000.00	0073-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments; analyze data, plan instruction, and plan interventions for struggling students.
Retired Clsrm Teacher Hrly	-	$7,000.00	0073-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 03, LCFF 1, LCFF 2	to support teachers designing instruction for ELL students
Software License	-	$4,240.17	0073-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	intervention program for below grade level students
Postage Expense	-	$200.00	0073-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, LCFF 1, LCFF 2	Postage to increase home/ school communication with parents to support their students
Supplies	-	$403.00	0073-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Provide supplemental materials and supplies for parent events that support students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Inservice supplies	-	$800.00	0073-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Inservice supplies for parent involvement activities that promote strategies for student achievement

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:
Teachers will implement RTI strategies throughout the school year. Principal will meet with teachers four times a year to review interventions being used and how they are supporting student achievement.
Identified Need:
Our ELL students need direct ELD instruction daily to support their progress in language development. Intervention groups need to be aligned to data every 6 weeks to direct instructional needs
Target Group:
ELL students in all grades. Specific instruction for students at the intermediate level for more than two years.
Monitoring:
Principal will meet with teachers four times a year to check on progress on targeted students. Targeted students work will be reviewed during PLCs. Goals will be set for each targeted student
Personnel Responsible:
classroom teacher, principal

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:
Teachers will have more access to leveled text to be used during Guided Reading, lesson studies will be designed during PLCs to target student/ teacher, Principal will make classroom observations directed to a particular focus. Feedback will be shared with teachers
Identified Need:
Specific attention needs to be given to the RTI process. Interventions given in classrooms with documentation.
Target Group:
Students performing below grade level in ELA and Math grades 1-5
Monitoring:
Teachers will supply data every six weeks with the principal and their grade level team related to intervention strategies. Every six weeks strategies will be adjusted or expanded or discontinued
Personnel Responsible:
Classroom teachers, principal, support teachers

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?
Professional Development Goal
CPJMA will focus on RTI structure and ELD. District supports will be used to support staff training
Identified Need:
CPJMA has grown in size adding more ELL students and students with special needs. The staff requires training to help meet the needs of these students. The targeted group will be students who are below grade level and ELL students in grades 1-5
Target Group:
ELL and below grade level students in grades 1-5
Monitoring:
Students will be monitored through principal / teacher conferences. Intervention meetings set for every six weeks. data will be collected for all students to review during each of these meetings
Personnel Responsible:
Teachers, principal, support personnel

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly	-	$8,000.00	0073-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 3	teacher consults to support RTI
Supplies	-	$7,752.10	0073-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1	computer program for intervention data, guided reading text to meet the various reading levels of students in 1-5
Travel Conference	-	$1,500.00	0073-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 3	out of county attendance for teachers covering RTI systems
Conference Local	-	$1,500.00	0073-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 3	teachers to attend local conferences for ELL and RTI
Contracted Svcs Less Than $25K	-	$2,500.00	0073-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 3	to bring in consults to enhance teachers understanding of the RTI process and ELD instruction
Prof&Curriclm Dev Vist Tchr	-	$5,000.00	0073-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 3	substitutes for classroom teacher to collaborate and create lesson designs

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. 2015-16 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

Crown Point Jr. Music Academy
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.

Crown Point Jr. Music Academy has developed a written Title I parental involvement policy with input from Title I parents. *Each fall CPJMA will sponsor an annual meeting to inform Title 1 parents of the Title 1 program and its requirements. CPJMA provides a number of meetings on campus to provide for parent involvement.*

It has distributed the policy to parents of Title I students. CPJMA conducts a Parent Welcome/Orientation meeting. The Title 1 Policy is distributed at this meeting.

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 **CPJMA** the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *This meeting takes place in August as a parent Welcome/ Orientation.*

- The school offers a flexible number of meetings for Title I parents, such as Council, PTO Family Nights, Coffee with the Principal, Lunch with a Loved One.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *****review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- The school provides parents of Title I students with timely information about Title I programs. Title 1 information is shared during Coffee with the Principal, ELAC meetings, SSC.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This information is shared with Title 1 parents during Coffee with the Principal, ELAC meetings, GATE meetings.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are on our campus daily for our music program, the principal interacts with the parents at this time to check in on parent needs. Principal offers impromptu meetings when needed, Coffee with the Principal, PTO meetings

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

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

School-Parent Compact

Crown Point Jr. Music Academy 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

Each fall CPJMA will sponsor an annual meeting to inform Title 1 parents of the Title 1 program and its requirements. CPJMA provides a number of meetings on campus to provide for parent involvement and all documents are provided in multiple languages.

Building Capacity for Involvement

Crown Point Jr. Music Academy 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. ***CPJMA provides a number of meetings on campus to provide for parent involvement.***

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***CPJMA provides a number of meetings on campus to provide for parent involvement.***

- 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.
  CPJMA provides a number of meetings on campus to provide for parent involvement.

- 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.
  CPJMA provides a number of meetings on campus to provide for parent involvement.

- 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. ***All documents from CPJMA are provided in multiple languages.***
- The school provides support for parental involvement activities requested by Title I parents. ***Each fall CPJMA will sponsor an annual meeting to inform Title 1 parents of the Title 1 program and its requirements. CPJMA provides a number of meetings on campus to provide for parent involvement.***

Accessibility

Crown Point Jr. Music Academy 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. ***Each fall CPJMA will sponsor an annual meeting to inform Title 1 parents of the Title 1 program and its requirements. CPJMA provides a number of meetings on campus to provide for parent involvement and all documents are provided in multiple languages.***

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

SAN DIEGO CITY SCHOOLS

HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during the school year 2015/2016.

School Responsibilities:

Crown Point will:

1. The teachers and other support staff are committed to providing all students a rigorous instructional program. Students will be engaged in a three-hour literacy block, seventy-five minutes of mathematics and two hours a week of science.

2. Parent conferences will be held twice a year. The dates in November and March. Parents are encouraged to visit their child's classroom; however, we ask that they give the teacher a 24 hr. notice.

3. Parents will receive an official report card three times during the year.

4. Staff is always available to meet with parents before or after the school day. The only requirement that we have is that parents call and make an appointment. Staff also communicates with parents via telephone, written or e-mail.

5. At the beginning of the school year, teachers send a letter informing parents of classroom policies/routines. The teacher also invites/encourages parents to volunteer, participate, or observe. Once again, the only requirement we have is that parents give teachers a 24 hr. notice.

Parent Responsibilities:

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television my child watches.
- Volunteering in my child's classroom.

- 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, or other school advisory groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve Common Core high standards.

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
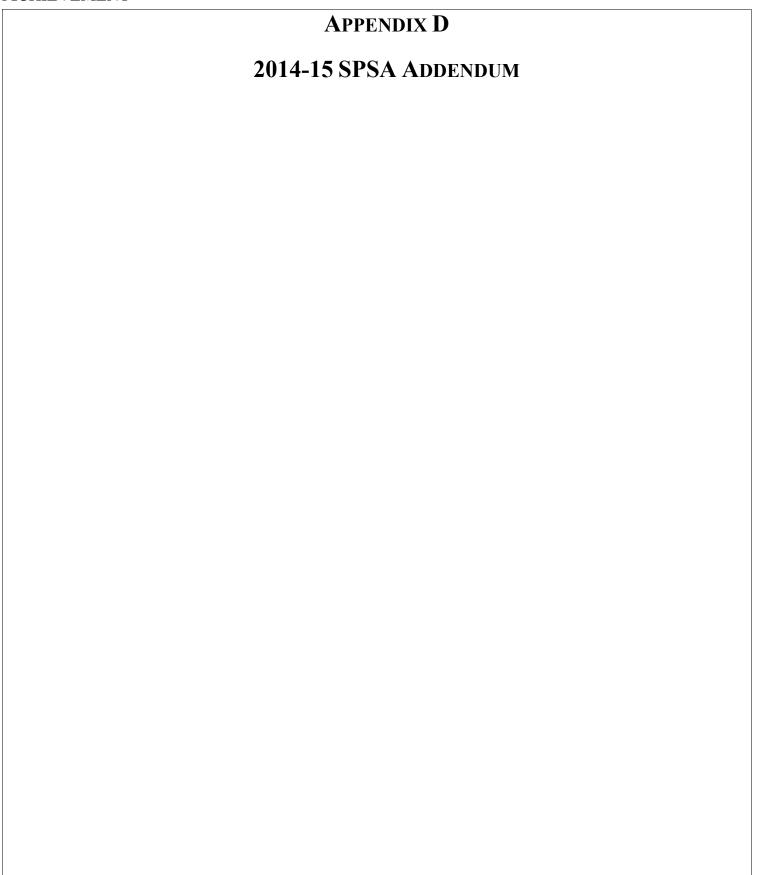
APPENDIX C

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

San Diego Unified School District
Site: 0073 Crown Point Elementary
As of Date 04-01-2015
Extended Summary

Name	00000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		35,104.00		28,232.00		46,358.00		1,403.00
		35,104.00		28,232.00		46,358.00		1,403.00
		-		-		-		-
2605 School Counselor	-	-	-	-	0.20	15,098.80	-	-
1157 Classroom Teacher Hrly		-		8,000.00		-		-
1189 Retired Clsrm Teacher Hrly		-		-		7,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		9,000.00		5,000.00		8,000.00		-
2451 Clerical OTBS Hrly		1,000.00		-		-		-
2951 Noon Supervision		2,000.00		-		-		-
Employee Benefits		2,069.70		1,979.90		7,778.87		-
4301 Supplies		14,034.30		7,752.10		4,240.16		403.00
4304 Inservice supplies		-		-		-		800.00
5207 Travel Conference		-		1,500.00		-		-
5209 Conference Local		-		1,500.00		-		-
5614 Lease of Printer/Duplicator		6,000.00		-		-		-
5841 Software License		-		-		4,240.17		-
5853 Contracted Svcs Less Than $25K		-		2,500.00		-		-
5915 Telephone Svc - Additional		1,000.00		-		-		-
5920 Postage Expense		-		-		-		200.00

APPENDIX D

2014-15 SPSA ADDENDUM

Crown Point

Area Goals for 2014-15 SY	
English Language Arts:	By 06/12/2015, 80 % of Crown Point Elementary Students will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts
Mathematics	By 06/10/2015, 80% of CPJMA students in grades 2-5 will reach grade level or above in mathematics. This will be measured by concept assessments, end of chapter assessments, teacher designed tests, common grade level assessements and exit slips
English Language Development	By 06/10/2015, 65 % of Crown Point Elementary English Learner, Students, Grades 3-5 will perform at Proficient/Advanced level in California English Language Development Test
Graduation/Promotion Rate	By 06/10/2015, 75 % of Crown Point Elementary Grade 03, Students will meet or exceed level R in DRA
Parent Involvement and Community Engagement	By 06/10/2015, 80 % of Crown Point Elementary Parents/Guardians will meet attend at least 4 Parent Involvement activities as measured by level Attendance

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

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	FTE	30100 TOTAL	FTE	30103 TOTAL	Rationale
		41,483.00		**1,067.00**	
2605 School Counselor	0.20	15,422.20	-	-	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
1157 Classroom Teacher Hrly		7,000.00		-	
1192 Prof&Curriclm Dev Vist Tchr		10,000.00		-	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.
Employee Benefits		7,175.09		-	Benefits for staff providing targeted support for students
4301 Supplies		1,885.71		-	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

4304 Inservice supplies		-		467.00	Inservice supplies for parent involvement activities that promote strategies for student achievement
5859 Admission/Entry Tickets		-		300.00	Fees for parent involvement activities that support student achievement
5920 Postage Expense		-		300.00	Postage to increase home/ school communication with parents to support their students

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY