# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT CUBBERLEY ELEMENTARY SCHOOL

## 2014-15

37-68338-6039432
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:**  Ruvalcaba, Magdalena
**Contact Person:**  Ruvalcaba, Magdalena
**Position:**  Principal
**Telephone Number:**
**Address:**  3201 Marathon Dr, Cubberley Elementary, San Diego, CA, 92123-2638,
**E-mail Address:**  mruvalcaba@sandi.net
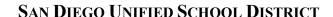
**The following items are included:**
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

## 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

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

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

SCHOOL NAME: **Cubberley Elementary**
SITE CONTACT PERSON: **Magdalena Ruvalcaba**

PHONE: **(858) 496-8075**    FAX: **(858) 496-8325**    E-MAIL ADDRESS: **mruvalcaba@sandi.net**

DUE March 13, 2015

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

☐ **Quality Education Investment**       X **Title 1 Schoolwide Programs**       X **Program Improvement (PI)**
  **Act (QEIA)**                                (SWP)
                                                                            ☐ Y1 ☐ Y2 X 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:_____

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

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

   X Site Governance Team (SGT)                                                  Date of presentation: _3/9/15_

   ☐ 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: _3/9/15_

**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.**

| | | |
|---|---|---|
| Magdalena Ruvalcaba | _Magdalena Ruvalcaba_ | 3/13/15 |
| Type/Print Name of School Principal | (Signature of School Principal | Date |
| Scott Lindbeck | _Scott Lindbeck_ | 3/13/15 |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson | Date |
| Kimie Lochtefeld | _Kim_ | 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 Bruckner 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 2014-15 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**

Cubberley Elementary is a school where all children are supported to achieve their full academic and social potential through rigorous common core based instruction and a comprehensive counseling program.

All children are actively engaged in rigorous tasks; teachers provide many opportunities to foster collaboration; teachers collaborate and stay current with professional practice in order to support the success of all students; teachers consistently hold high expectations that students will do their best work and emphasize deep understanding. In addition, there is evidence in all classrooms of purposeful lesson planning and execution. All children are supported, safe, cared for, and known by all adults on campus; families are actively involved in the educational process through volunteering, governance, and home-based support.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**TEACHER ALLOCATIONS:**

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

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

**NURSE:**

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

Enrollment/Days Per Week
1-592        =        1 day per week
593-1,185    =        2 days per week
1,186-1,774  =        3 days per week

## COUNSELOR

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

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

## HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

### PROFESSIONAL DEVELOPMENT

The Instructional Leadership Team, Professional Learning Communities and Professional Development will meet/take place once per month throughout the school year. The focus for the year will be the implementation of the Common Core State Standards as well as continued focus on writer's workshop. Our overarching goal is produce actively literate, contributing, participating members of society. In order to accomplish our goals we will need to continuously analyze student work and assessments to determine next steps.

### PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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. Advisory groups that were invited to consult were the ILT, certified staff, classified staff, parents, SSC, and Governance Team.

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
| --- | --- |
| Duwayne Clark | Teacher |
| Lisa Taylor | Parent |
| Magdalena Ruvalcaba | Principal |
| Eva Buckland | Teacher |
| Sue Duggins | Classified |
| Billy Duggins | Community Member |
| Kim Nguyen | Teacher |
| Jacqueline Shines | Community |
| Traci Savall | Parent |
| Scott Lindbeck | Parent - Chairperson |
|  |  |

| **Area 1: English/Language Arts** |
|---|

**English/Language Arts SMART Goal**:
*  By 06/14/2016, Cubberley Elementary Students, Grades 2-5 will improve performance from spring 2015 baseline by +5%   to a level 3 or higher in SBAC

**Closing the Gap SMART Goal**:
*  By 06/14/2016, Cubberley Elementary Black or African American, Students will improve performance from spring 2015 baseline by +5%  to a level 3 or higher in SBAC
*  By 06/14/2016, Cubberley Elementary Students with Disability, Grades 2-5 will improve performance from spring 2015 baseline by +5%  to a level 3 or higher in SBAC

| **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:
**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals.  Analysis results in responsive instruction.  Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 2: Mathematics**

**Mathematics SMART Goal**:
*  By 06/14/2016, Cubberley Elementary Grades 2-5 will improve performance from spring 2015 baseline by +5%  to a level 3 or higher in SBAC

**Closing the Gap SMART Goal**:
*  By 06/14/2016, Cubberley Elementary Black or African American, Grades 2-5 will improve performance from spring 2015 baseline by +5%  to a level 3 or higher in SBAC
*  By 06/14/2016, Cubberley Elementary Students with Disability, Grades 2-5 will improve performance from spring 2015 baseline by +5%  to a level 3 or higher in SBAC

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

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

**Other Assessments (Please Specify)**:

**Progress and Growth Monitoring**:

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

| **Area 3: English Learner** |
|---|

| **English Learner SMART Goal**:<br>\* By 06/14/2016, Cubberley Elementary English Learner, Grades 2-5 will improve performance from spring 2015 baseline by +5%  to a level 3 or higher in SBAC<br><br>**Closing the Gap SMART Goal**: |
|---|

| **WHAT DATA DID YOU USE TO FORM THESE GOALS?**<br><br>☐ API  ☐ AYP  ☐ CAHSEE  ☒ CELDT  ☐ Other  ☐ Interim Assessments  ☐ End-Of-Course Exams |
|---|

| **Other Assessments (Please Specify)**: |
|---|

| **Progress and Growth Monitoring**:<br><br>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:<br>**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?<br>**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?<br>**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?<br>**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?<br>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 06/14/2016, 48 % of Cubberley Elementary Grade 03, Students will meet or exceed proficient or above in Site Developed or PLC Common Assessment(s)
* By 06/14/2016, 67 % of Cubberley Elementary Grade 05, Students will meet or exceed proficient or above in Site Developed or PLC Common Assessment(s)

**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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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

| Area 5: Parent Involvement and Community Engagement |
|---|
| **Parent Involvement and Community Engagement SMART Goal**:<br>\*  By 06/14/2016, 80 % of Cubberley Elementary Parents/Guardians will achieve a attend at least 3 parent involvement activities as measured by Attendance |
| **Targeted Population**:<br><br> African American, Students with disabilities, and EL<br>**What data did you use to form these goals?**<br><br>Attendance through Sign-in Sheets |
| **Progress and Growth Monitoring**:<br><br>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.<br>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**:
**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 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.
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.
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 (ASES PrimeTime Academic Program) will be provided to address specific student needs.
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.
Educational specialist will provide push in supplemental small group instruction for targeted students in need (if caseload is not at maximum).
Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
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.
**Intensive Intervention (Tier 3)**
Counselor and support mentors will provide monthly check in with at risk students
Support by Student Study Team to address literacy needs of students who are two or more years below proficiency.
Psychologist will observe and consult with classroom teacher to assist with differentiating instruction based on student need.
Resource Specialist will observe and consult with classroom teacher to assist with differentiating instruction based on student need.
Educational Specialist will provide push in supplemental small group instruction for targeted students in need (if caseload is not at maximum).

## SUPPLEMENTAL SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | - | $3,647.00 | 0075-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments. |
| Non Clsrm Tchr Hrly | - | $5,283.00 | 0075-30100-00-1957-1000-1110-01000-0000 | Title I Basic Program | 01, 03, 04 | Non-classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA (as allocated budget permits). |
| Supplies | - | $3,073.00 | 0075-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | 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.) |
| Postage Expense | - | $200.00 | 0075-30103-00-5920-2495-0000-01000-0000 | Title I Parent Involvement | 01, 02, 03, 04, 05 | Postage to support home/school communication to provide parents with educational opportunities that support learning at home and parent involvement in school. |
| Interprogram Svcs/Duplicating | - | $317.00 | 0075-30103-00-5721-1000-1110-01000-0000 | Title I Parent Involvement | 01, 02, 03, 04, 05 | Duplicating to create materials (handbooks, brochures, flyers, etc.) for family involvement activities to support strategies that develop academic skills. |
| Prof&Curriclm Dev Vist Tchr | - | $1,932.00 | 0075-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | 01, 02, 03, 04 | 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. |
| | | | | | | |

| 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:**
Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
**Identified Need:**
Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
**Target Group:**
Struggling students (ELs and EOs) at-risk of not meeting grade level standards.
**Monitoring:**
Logs by Library asst of students assisted; Classroom assessments of students supported.
**Personnel Responsible:**
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:**
Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
**Identified Need:**
Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
**Target Group:**
Struggling students (ELs and EOs) at-risk of not meeting grade level standards.
**Monitoring:**
Logs by Library asst of students assisted. Classroom assessments of students supported.
**Personnel Responsible:**
Principal

**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**

Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.  Staff will be able to work on PD when Library Asst is working with students.

**Identified Need:**

Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.

**Target Group:**

Struggling students (ELs and EOs) at-risk of not meeting grade level standards.

**Monitoring:**

Logs by Library asst of students assisted. Classroom assessments of students supported.

**Personnel Responsible:**

Principal

## LCFF INTERVENTION SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|
| Position Library Asst | 0.3750 | $9,416.63 | 0075-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | 01, 03, 04, LCFF 1 | Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom. |

# 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)*

## *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.

Cubberley has developed a written Title I parental involvement policy with input from Title I parents.

It has distributed the policy to parents of Title I students. Each fall, an annual meeting is held to share with parents our Title I Program and its requirements. Cubberley Elementary also provides monthly parent informational meetings. These monthly meetings, combined with Parent/Teacher conferences are held regularly in addition to the first two reporting periods. Topics covered during the meetings include:

- Improving communication between the school and home;
- Discussing current student assessment data and student progress;
- Providing information about school and district resources for students' academic improvement;
- Conferencing with teachers;
- English Learner programs.

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 Cubberley Elementary 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. Meeting information is sent home via the Thursday Bulletin, SchoolMessenger, Marquee, School Website, Parent Bulletin Board, Flyers

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Parents are invited to attend meetings that have been conveniently scheduled to coincide with Awards Assembly dates.

- 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.  This is done on a regular basis at the School Site Council Meetings which  are announced and publicized for all parents to attend.

- The school provides parents of Title I students with timely information about Title I programs. Parents are updated on school Title I programs through the Thursday Bulletin, School Website, and Monthly Parent Meetings.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels

students are expected to meet.  Parents are provided with this information during one-on-one conferences, during scheduled Parent/Teacher conferences, during Parent Informational Meetings held monthly, through the Thursday Bulletin, and through the School website.

- 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.  In addition to scheduled meetings, parents are invited to request meetings at any time during the year with either the principal, their child's classroom teacher, or both.

**School-Parent Compact**
Cubberley Elementary distributes to parents of Title I students a school-parent compact.  The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.  It describes specific ways the school and families will partner to help children achieve the State's high academic standards.  It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

- The school developed the policy with input from parents on the SSC, PTA, and parents attending the monthly parent meeting with the principal.

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.  This information is provided to parents as an overview at SSC meetings, and specifically during one-on-one parent conferences.

- 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 with leveled reading books that students can take home to read with their children. Additionally, parents are able to check out books from the library to read aloud to their children. Teachers provide specific materials during parent conferences for parents to use at home in order to improve their children's achievement.

- 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.

- 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. Training opportunities provided by the Parent Involvement Office are posted on the Parent Bulletin, Thursday Bulletin, on the school website, and announced at parent meetings.

- 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.

- The school provides support for parental involvement activities requested by Title I parents.

**Accessibility**
Cubberley 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.

# APPENDIX B

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

# HOME/SCHOOL COMPACT

<u>Cubberley Elementary</u> *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), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.*

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

## School Responsibilities

**Cubberley Elementary School will:**

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

   - Teachers and the principal will monitor student progress through various formal and informal assessments in reading, writing, mathematics, and science.
   - Staff conferences are focused to raise achievement levels of all students.
   - Teachers, resource specialist, educational specialist, and speech pathologist provide support and instruction through strategies and methods as appropriate.
.

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

   - Conferences held twice a year, November (dates to be determined in June).
   - Second conferencing period is in March (dates to be determined in June).

3. **Provide parents with frequent reports on their child's progress.**

   - Report cards are completed and sent home 3 times per year
   - Parents may be contacted via telephone or through progress reports

4. **Provide parents reasonable access to staff.**

   - Teachers are available for consultation with parents by making appointments convenient for the teacher and parent or email
   - The principal is accessible to parents on the campus, telephone, email, and by appointment

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Volunteer opportunities are available in the classroom, on field trips, lunch supervision, and special events
- Arrangements may be made with the teacher prior to observing or volunteering in the classroom

## Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom, if possible.
- 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 California's 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.
- Respect and adhere to school rules and policies as outlined in the Student Handbook.
- Participate and actively pursue learning opportunities in the classroom and school wide.
- 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.
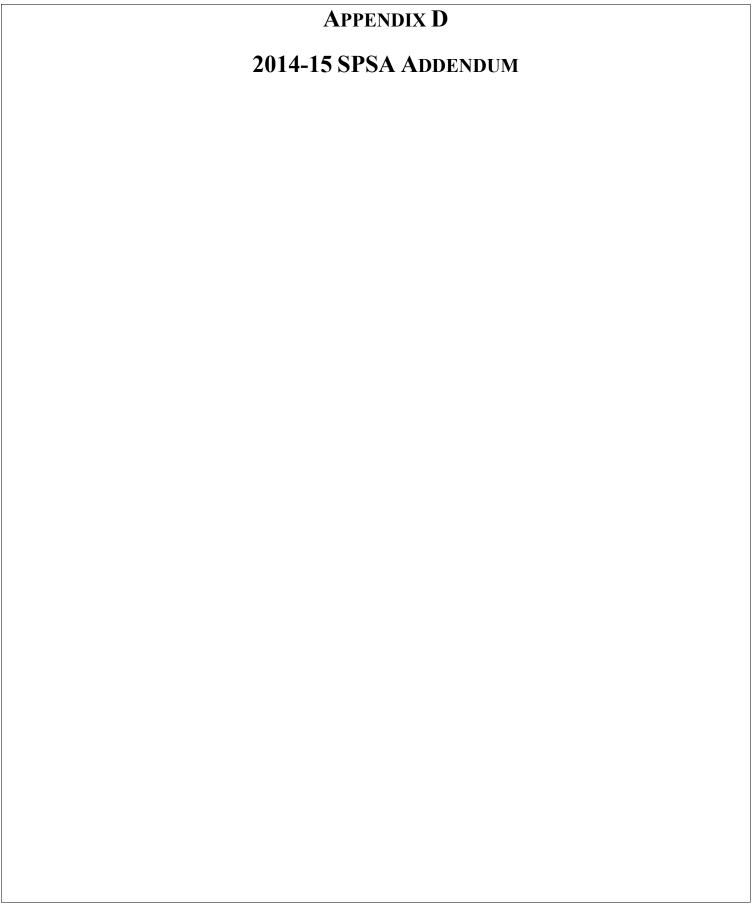
# APPENDIX C

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

| San Diego Unified School District | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Site: 0075 Cubberley Elementary | | | | | | | | | | |
| As of Date 03-30-2015 | | | | | | | | | | |
| Extended Summary | | | | | | | | | | |
| | | | | | | | | | | |
| | 00000 Discretionary Alloc | | 09800 LCFF Intervention | | 30100 Title I Basic Program | | 30103 Title I Parent | | 30106 Title I Supplmnt Prog | |
| Name | FTE | TOTAL | FTE | TOTAL | FTE | TOTAL | FTE | TOTAL | FTE | TOTAL |
| | | 13,153.00 | | 11,646.66 | | 13,363.00 | | 517.00 | | 2,227.00 |
| | | 13,153.00 | | 11,646.67 | | 13,363.03 | | 517.00 | | 2,226.24 |
| | | - | | (0.01) | | (0.03) | | - | | 0.76 |
| 6472 Library Asst | - | - | 0.38 | 9,416.63 | - | - | - | - | - | - |
| 1192 Prof&Curriclm Dev Vist Tchr | | - | | - | | 3,647.00 | | - | | 1,932.00 |
| 1957 Non Clsrm Tchr Hrly | | - | | - | | 5,283.00 | | - | | - |
| Employee Benefits | | - | | 2,230.04 | | 1,360.03 | | - | | 294.24 |
| 4301 Supplies | | 4,873.00 | | - | | 3,073.00 | | - | | - |
| 5614 Lease of Printer/Duplicator | | 8,280.00 | | - | | - | | - | | - |
| 5721 Interprogram Svcs/Duplicating | | - | | - | | - | | 317.00 | | - |
| 5920 Postage Expense | | - | | - | | - | | 200.00 | | - |

# APPENDIX D

# 2014-15 SPSA ADDENDUM

**Cubberley**

| Area Goals for 2014-15 SY | |
|---|---|
| **English Language Arts:** | By 06/14/2015, Cubberley Elementary Students, Grades 2-5 will improve performance from spring 2014 baseline by +5% to a level 3 or higher in SBAC |
| **Mathematics** | By 06/14/2015, Cubberley Elementary Grades 2-5 will improve performance from spring 2014 baseline by +5% to a level 3 or higher in SBAC |
| **English Language Development** | By 06/14/2015, Cubberley Elementary English Learner, Grades 2-5 will improve performance from spring 2014 baseline by +5% to a level 3 or higher in SBAC |
| **Graduation/Promotion Rate** | By 06/14/2015, 48 % of Cubberley Elementary Grade 03, Students will meet or exceed proficient or above on PLC Common Assessment(s); 67 % of Cubberley Elementary Grade 05, Students will meet or exceed proficient or above on assessment(s) |
| **Parent Involvement and Community Engagement** | By 06/14/2015, 80 % of Cubberley Elementary Parents/Guardians will achieve a attend at least 3 parent involvement activities as measured by Attendance |

| Academic Program Description: | The budget listed below is supplemental to the base program.  Please see the base program model in 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 | FTE | 30106 TOTAL | Rationale |
|---|---|---|---|---|---|---|---|
| | | 25,654.00 | | 602.00 | | 3,009.00 | |
| 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 |
| 6426 Guidance Asst - EMHI | 0.13 | 3,531.88 | - | - | - | - | Guidance Asst to provide direct support to students and their families to encourage student attendance while meeting social and emotional needs. |
| 1157 Classroom Teacher Hrly | | - | | 280.00 | | - | Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1192 Prof&Curriclm Dev Vist Tchr | | - | | - | | 2,630.00 | Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum and assessment to enhance the instructional program with a focus on struggling students. |
| Employee Benefits | | 5,825.20 | | 35.28 | | 331.40 | Benefits for staff providing targeted support for students |
| 4301 Supplies | | 874.00 | | 286.00 | | 47.00 | Provides instructional materials to support parent education for all students to support their proficiency in English Language Arts and Math |

# APPENDIX E

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

**San Diego Unified**
SCHOOL DISTRICT

# APPENDIX E

| School Name: | Cubberley Elementary |
|---|---|

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

| | |
|---|---:|
| Enter Total Allocation: Resource 30100 | $13,363.00 |
| Enter Total Allocation: Resource 30106 | $2,227.00 |
| Sum or Resources 30100 & 30106 | $15,590.00 |
| 10% allocation needed for PD | $1,559.00 |

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

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

| Resource | Acct | Description of how funds reserved for PD will be used to remove the school from PI status | Amount |
|---|---|---|---:|
| ☑ 30100<br>☐ 30106 | | To provide professional development release time for teachers to: plan for the Common Core Standards, assessments, student monitoring; vertical planning, to provide time for teachers to do cross-site visits, and to provide professional development time on research-based best practices. | $4,200.00 |
| ☐ 30100<br>☑ 30106 | | To provide professional development release time for teachers to: plan for the Common Core Standards, assessments, student monitoring; vertical planning, to provide time for teachers to do cross-site visits, and to provide professional development time on research-based best practices. | $2,227.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| | | Total Allocated - Must be at least 10% of the sum of 30100 and 30106 | $6,427.00 |
| | | 10 % allocation has been met | **YES** |