

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT EDISON ELEMENTARY SCHOOL

2014-16

37-68338-6039499

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: Murchison, Derek

Contact Person: Murchison, Derek

Position: Principal

Telephone Number:

Address: 4077 35th St, Edison Elementary, San Diego, CA, 92104-2203,

E-mail Address: dmurchison@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 02 REC'D

Attachment 2
Modification of SPSA

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: Edison Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Derek Murchison, Principal

PHONE: 619-344-5400

FAX: 619-344-5449

E-MAIL ADDRESS: dmurchison@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: 3/11/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/16/15
- 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.

Derek Murchison
Type/Print Name of School Principal

Derek Murchison
Signature of School Principal

3/13/15
Date

Therese Leclerc
Type/Print Name of SSC Chairperson

Therese Leclerc
Signature of SSC Chairperson

3/13/15
Date

Fabiola Bagula
Type/Print Name of Area Superintendent

Fabiola Bagula
Signature of Area Superintendent

3/24/15
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

At Edison, it is our vision to improve student achievement by building a professional learning community with collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all.

Ideal State:

Learning is purposeful and expectations are high for all students

Learning is interesting and it addresses a variety of learning modalities.

Teachers respect and honor individual values and cultural differences.

Teachers are consistent with their teaching practices, they are enthusiastic and they make sure that learning is engaging and fun.

Classroom environments are structured and support student learning.

Parents are engaged and involved in the academic achievement of their children.

All students will be challenged and supported so they can reach their full potential.

There will be strong relationships between students, staff, parents and the community.

Academic Press:

Students take ownership of their own learning.

Continue to improve/ enhance the classroom community so all students have access to the learning.

Continue to improve and strengthen the PLC's to analyze data to help teachers inform their instruction/ next steps.

Routine progress monitoring to inform instruction.

Implement intervention strategies based on student monitoring.

Reflective teachers

Rigorous instruction

i21 technology is utilized in every classroom to enhance instruction,

All staff members see themselves as lifelong learners.

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

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

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
1. Derek Murchison	Principal
2. Therese Leclerc	Teachers - SSC Chair
4. Rosa Camargo	Teacher
5. Cally Thies	Teacher
6. Laura Ortega	Parent
7. Glen Butner	Parent
8. Angelina Chavez	Community Member
9. Elva Dinora Escobar	Parent
10. Barbara Umada	Teacher
Emmanual Yeboah	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 60 % of Edison Elementary Students will meet mastery in ELA as measured by in SBAC

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):

And site developed assessments.

This goal will be measured by utilizing exit slips, end of unit assessments, chapter assessments, interim assessments, DRA, running records, teacher notes from guided reading, etc.

Information used to craft this goal ~ Currently 53% of all students grades 1st - 5th are meeting mastery in ELA.

Two interim assessments are complete and two DRA cycles are complete.

Progress and Growth Monitoring:

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

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

Area 2: Mathematics**Mathematics SMART Goal:**

* By 07/21/2016, 60 % of Edison Elementary Students will meet mastery in Mathematics as measured by in SBAC

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):

And site developed assessments.

This goal will be measured by using exit slips, chapter assessments, end of unit assessments, interim assessments, SBAC, etc.

Information used to craft this goal ~ currently 54% of all students grades 1st - 5th are meeting mastery in mathematics.

Progress and Growth Monitoring:

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

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

Area 3: English Learner**English Learner SMART Goal:**

* By 07/21/2016, 78 % of Edison Elementary Students will meet common core grade level standards on the common formative assessment

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 07/21/2016, 75 % of Edison Elementary Grade 03, Students will meet common core grade level standards on the common formative assessment

The supports listed in Area 4 Graduation/Promotion Rate directly support school attendance.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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

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

* By 06/23/2016, 70 % of Edison Elementary Parents/Guardians will regularly participate in parent involvement activities in Parent and Community Engagement

Targeted Population:

Hispanic parents and parents of students in grades 4 & 5 are least represented at school events.

What data did you use to form these goals?:**Progress and Growth Monitoring:**

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

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

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

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Edison 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
ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

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

PAL will provide monthly check in with families of at risk students

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

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

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

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher,	1.0000	\$74,403.00	0089-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide class size reduction.
Position School Counselor,	0.3000	\$22,648.20	0089-30100-00-1210-3110-4760-01000-0000	Title I Basic Program	04	Provides classroom groups to support character development, problem solving skills, coordinates community services for families in need.
Position Library Asst,	0.4375	\$10,986.06	0089-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	04	The library assistant provides students access to research materials that supplement genre studies and CCSS.
Position Health Technician,	0.4000	\$13,378.00	0089-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	This is above district allocation. Provides health and wellness support for all students.
Prof&Curriclm Dev Vist Tchr	-	\$20,000.00	0089-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teacher to provide collaboration release time for lesson planning.
Supplies	-	\$17,794.11	0089-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Materials to support core instruction/supplemental materials such as pencils, pens, writing journals, charts and power sources.
Supplies	-	\$1,555.40	0089-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Books for parent involvement.
Other Support Prsnl OTBS Hrly	-	\$700.00	0089-30103-00-2282-2495-1110-01000-0000	Title I Parent Involvement	05	Translation services for parent meetings/inservices.
Other Clsfd NonUnion Hrly	-	\$500.00	0089-30103-00-2986-2495-0000-01000-0000	Title I Parent Involvement	05	Child care for parent involvement activities.

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

The goal is for all students to receive the very best Tier 1 instruction first and foremost, from there it is extremely important that students are routinely being monitored by the classroom teacher in a systematic manner so the teacher can determine and manage which students need support and which supports the students will receive. There also needs to be purposeful and specifically targeted Tier 2 & Tier 3 instruction with monitoring. Finally, there needs to be a very school wide clear RTI process to make sure all students have the supports, resources and opportunities to do their very best in all academic areas. My vision is that the intervention supports would meet the students' academic, social and emotional needs.

Identified Need:

Any and all students that are in need of additional classroom supports to help students access the classroom instruction and to enhance the core instructional programs.

Target Group:

Students who are not making the necessary progress based on grade level standards, students who have been identified as needing additional support, English language learners, etc.

Monitoring:

Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, end of unit assessments, DRA, running records, guided reading, etc.

Personnel Responsible:

Classroom teacher, special education resources teacher, English language support teacher, administrator.

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

Small group instruction, models provided, visual supports, sentence frames, scaffolds provided, multiple opportunities for students to show their thinking/ learning, hands on opportunities, opportunities for partner collaboration, students deployed to classrooms to receive additional supports, etc.

Identified Need:

Any and all students that are in need of additional classroom supports to enhance the core instructional programs.

Target Group:

Students who are not making the necessary progress based on grade level standards, students who have been identified as needing additional support, English language learners, etc.

Monitoring:

Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, end of unit assessments, DRA, running records, guided reading, etc.

Personnel Responsible:

Classroom teacher, special education resources teacher, English language support teacher, administrator.

Goal 3: Professional Development

Professional Development Goal:

I believe it is extremely important for teachers to understand the “what” and the “why” before we get to the “how” so we can tailor our instruction to the needs of the actual students that we serve. I will utilize my ILT to help me rollout and lead the professional developments throughout the school year, I will model what I want to see, I will provide safe practice time/ opportunities, I will provide coaching and feedback, and finally I will provide feedback based on focused observations and daily classroom walkthroughs.

Identified Need:

Based on our school wide goals, students’ needs, staff needs based on my classroom observations, staff needs based on staff feedback during PLC meetings, ILT meetings, etc.

Target Group:

All educators that will be supporting our students to help them reach their full potential.

Monitoring:

The monitoring will be based on monitoring conferences that I will have with teachers four times throughout the school year to check in on the progress of students and the progress/ quality of the classroom instructions.

Personnel Responsible: Administrator

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$25,000.00	0089-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Visiting teachers to provide collaboration release time for lesson planning around English Language Development.
Supplies	-	\$51,739.50	0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Materials to support core instruction/supplemental materials such as pencils, pens, writing journals, charts and power sources.

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 CITY SCHOOLS

Edison Elementary

TITLE I PARENT INVOLVEMENT POLICY

- In the fall, an annual meeting is held to share with the parents the Title I program and its requirements.
- **Edison Elementary** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings included:
 - Improving communication between home and school
 - Discussing current student assessment data and student progress
 - Providing information about school and district resources for student academic improvement. Introduction of and information about support staff members and their contribution to student progress in accordance to the annual Site Plan for Student Achievement
 - Information about programs offered throughout the year (EDRP, EDMP, intersession) to support student acceleration
 - Parent opportunities to participate in decision-making bodies such as ELAC, SSC, and Governance Team
 - Regularly scheduled parents trainings around curriculum, home support of curriculum, and grade level expectations.
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
 - Conferring with teachers.
 - Providing training programs to help parents support and work with their children at home and at school.
 - Advocating for teachers and parents.
 - Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school wide parent newsletter is sent home with students informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at **Edison Elementary**, at the District Advisory Council's Harold J. Ballard Center, and throughout the district. Every attempt is made to contact parents in the language they speak.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of the individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information is available in several languages.
- *Flyers are provided for all parents in dual languages to communicate meetings targeted at curriculum, grade level expectations, and home support. The Parent Bulletin Board is used to promote upcoming events and scheduled classes offered throughout the month.*
- *Parent suggestions will be recorded and collected during meetings to promote action, response, or change. Topics will be directed to appropriate staff or community members for review and suggestions taken into consideration for the next meeting. The School Site Council will receive suggestions or concerns in relation to budget or staffing.*
- *Monthly meetings with the principal will be offered for all parents to provide information about upcoming changes or new programs. Parents will have opportunities to ask questions and receive clarification about school policies.*
- *Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. In addition, parents will be notified about student classroom performance through tri-annual report cards. Parent conferences are offered to parents to discuss student performance expectations.*
- *A parent newsletter is produced and distributed to communicate upcoming events for students and families on site. It also offers descriptions of support organizations on campus to provide access to curriculum to promote parent and student education.*

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

SAN DIEGO CITY SCHOOLS

HOME/SCHOOL COMPACT

Edison Elementary School and the parents of 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 the parents will build and develop a partnership that will help children achieve California's high standards.

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

School Responsibilities:

Edison Elementary will:

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

Edison Elementary is dedicated to providing the strongest, standards-based instruction at all grade levels. Students are provided text books that reflect the most up-to-date adopted curriculum in literacy, math, science, and social studies. Instruction is specifically designed to reflect the students within the classroom, targeting their specific strengths and needs in literacy and math. Many of our upper grade classrooms participate in a rotation model in which students receive direct, grade level specific instruction for those students.

Teachers and support staff also improve their practice, assessment, and instructional techniques by engaging in regular professional development in literacy, social studies, science and math. Within these learning experiences, teachers engage in lesson studies, professional readings, student study, and curriculum planning and development.

Specific instructional supports are also put into place to meet the needs and accelerate student performance. GATE curriculum, which reflects differentiated instruction, is used throughout the school at multiple grade levels.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it related to the individual child's achievement.

Parent teacher conferences will be held during calendared windows after completion of a reporting period as well as throughout the year as needed to communicate strengths and

concerns to students and family members. Scheduled parent/teacher conferences will be held on November 17, 18, 20, 21 and March 23, 24, 26, 27.

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

Parents will receive notification about a child's progress both formally and informally throughout the year. Report cards are distributed to capture current student performances by November 17, March 23, and July 21, reflecting the three grading periods. In addition, parents are invited to Student Study Team meetings if additional support is explored or needed. During these meetings, student progress is described and documented.

4. Provide parents reasonable access to staff.

Parents are invited on campus daily. We have regularly scheduled classes, curriculum trainings, principal's coffee meetings, Family Friday experiences, and advisory committee meetings with up to 300 parents in attendance. In addition, teachers host two after-hour classroom visitations during Back-to-School Night and Open House for all families to participate. Teachers participate in multiple family activities before, during, and after the school days such as Family Friday/Shining Stars, Talent Show and the Fall Festival. Staff members are also available after school as children are picked up. Teachers are also available for scheduled appointments. In addition, Response To Intervention meetings are scheduled for a mutually agreed time to discuss student progress.

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

Parents are allowed access and interaction with classroom activities on a regular basis. Edison's Support Resource Teacher coordinates with teachers to provide curriculum support and preparation weekly. Family Friday is scheduled for every first Friday of the month to invite parents into the classroom to read with their child. Parent volunteers are registered and invited in on a regular basis to work with individual or small groups of children.

Parent Responsibilities

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

- Ensuring my child's arrival to school on time and regular attendance.
- Providing appropriate time and location to complete homework.
- Participating in decisions relating to my child's education.
- Participating in conversations with my child's classroom teacher about my child's progress.
- Participating in the school uniform policy to build academic achievement.

- Participate in regularly scheduled parent trainings around language development, literacy and mathematical thinking, and school improvement.

Student Responsibilities

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

- Do my homework daily.
- Read for at least 30 minutes every day.
- Wear my uniform daily to build academic success.
- Give all notices about school to the adult that takes care of me.
- Arrive at school on time.

APPENDIX C

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

San Diego Unified School District
 Site: 0089 Edison Elementary
 As of Date 04-15-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$203,570.00		\$3,035.00
		\$203,570.00		\$3,035.00
		\$0.00		\$0.00
Certificated Salaries / Monthly	1.3000	\$97,051.20	0.0000	\$0.00
2000 Regular Teacher	1.0000	\$74,403.00	0.0000	\$0.00
2605 School Counselor	0.3000	\$22,648.20	0.0000	\$0.00
Classified Salaries / Monthly	0.8375	\$24,364.06	0.0000	\$0.00
6410 Health Technician	0.4000	\$13,378.00	0.0000	\$0.00
6472 Library Asst	0.4375	\$10,986.06	0.0000	\$0.00
Certificated Salaries		\$20,000.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$20,000.00		\$0.00
Classified Salaries		\$0.00		\$1,200.00
2282 Other Support Prsnl OTBS Hrly		\$0.00		\$700.00
2986 Other Clsfd NonUnion Hrly		\$0.00		\$500.00
Employee Benefits		\$44,360.63		\$279.60
Books and Supplies		\$17,794.11		\$1,555.40
4301 Supplies		\$17,794.11		\$1,555.40

APPENDIX D

2014-15 SPSA ADDENDUM

Edison Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 78 % of Edison Elementary Students will meet common core grade level standards on the common formative assessment
Mathematics	By 07/21/2015, 78 % of Edison Elementary Students will meet common core grade level standards on the common formative assessment
English Language Development	By 07/21/2015, 78 % of Edison Elementary Students will meet common core grade level standards on the common formative assessment
Graduation/Promotion Rate	By 07/21/2015, 75 % of Edison Elementary Grade 03, Students will meet common core grade level standards on the common formative assessment
Parent Involvement and Community Engagement	By 06/23/2015, 70 % of Edison Elementary Parents/Guardians will regularly participate in parent involvement activities in Parent and Community Engagement

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

Name	30100 Title I Basic		30103 Title I		74000 Quality Ed		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		193,560.00		2,462.00		531,246.00	
2000 Regular Teacher	0.62	46,374.69	-	-	1.00	75,406.00	Both to meet QEIA Class Size requirements. K-3 20:1 3-5 25:1 and further reduce class sizes.
2025 Teacher-Bilingual Education	-	-	-	-	3.00	230,493.00	ELST to provide push in/pull out support for English Learners.
2040 Inschool Resource Tchr	0.20	16,054.20	-	-	-	-	Resource teacher to provide additional support for students performing below grade level.
2085 Team Leader Teacher	-	-	-	-	1.00	78,907.00	Meet QEIA Class Size requirements. K-3 20:1 3-5 25:1

2605 School Counselor	0.30	23,133.30	-	-	-	-	Provides classroom groups to support character development, problem, solving skills, coordinates community services for families in need.
6472 Library Asst	0.44	11,134.81	-	-	-	-	The library assistant provides students access to research materials that supplement genre studies and CCSS.
1159 PullOut/Push in Hrly		20,000.00		-		-	Teacher to provide Small Group push in support for 3rd grade students performing below grade level.
1192 Prof&Curriclm Dev Vist Tchr		37,000.00		-		-	Visiting teacher to provide collaboration release time for lesson planning.
2986 Other Clsfd NonUnion Hrly		-		700.00		-	Child care for parent involvement activities.
Employee Benefits		39,694.12		153.94		125,729.59	
4301 Supplies		168.88		1,608.06		7,214.43	Materials to support core instruction/supplemental materials such as pencils, pens, writing journals, charts and power sources.
7310 Indirect Cost / Interprogram		-		-		13,496.00	

TEACHER ALLOCATIONS:

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

Grades K-3:	01:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	01:32.1

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 0.2
494-726	1.5	0.3

727-960	2	0.4
961-1,195	2.5	0.5
1,196-1,429	3	0.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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



School Name: Edison Elementary
SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$203,570.00
Enter Total Allocation: Resource 30106	\$0.00
Sum of Resources 30100 & 30106	\$203,570.00
10% allocation needed for PD	\$20,357.00

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
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teacher to provide collaboration release time for lesson planning.	\$20,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106		This support plus benefits meets the 10% PD Requirement for Title I.	\$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			\$20,000.00
10 % allocation has been met			YES