

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **FREESE ELEMENTARY** SCHOOL

2014-16

37-68338-6039614
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: Lewis, Shannon

Contact Person: Lewis, Shannon

Position: Principal

Telephone Number:

Address: 8140 Greenlawn Dr, Freese Elementary, San Diego, CA, 92114-7309,

E-mail Address: slewis4@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 MAR 25 2015

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: Freese Elementary Art and Magnet

DUE March 13, 2015

SITE CONTACT PERSON: Shannon Lewis

PHONE: 619-344-3100

FAX: 619-344-3140

E-MAIL ADDRESS: slewis4@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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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: 3/9/15
- 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: 3/9/15
- Other (list): Instructional Leadership Team Date of presentation: 3/9/15

- 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.
- 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.
- 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.

Shannon Lewis
Type/Print Name of School Principal

Signature of School Principal

3-9-15
Date

Kimberly Shutte
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3-19-15
Date

Lamont Jackson
Type/Print Name of Area Superintendent

Signature of Area Superintendent

3-16-15
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: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

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

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

SCHOOL VISION AND REALITY

Our school vision is that Freese Elementary Arts and Culture Magnet provides students and their families a world class educational experience. We are the school that everyone in our community wants to go to because they know the children are safe, happy, learning at high levels and are our number one priority. Adults and children smile as they walk in the building excited and focused on teaching and learning. Teachers feel the passion to touch the lives of children who must be resilient to the realities of their lives outside of school. Every adult believes and behaves as if all students will achieve their dreams. We all believe we are champions for the students at Freese and will do WHATEVER it takes to see that they succeed. We provide rigorous instruction that is engaging and will prepare them to become productive adults that will be successful in the 21st century. Our school is safe, well kept, bright and inviting. Parents and community members are welcome and are important partners in the education of their children.

Our ideal state for school culture at Freese is that everyone, students, teachers, staff, and parents feel important and know that they are significant to the excellence of our school. We envision a school where we all take ownership of the academic achievement of all students and feel the urgency of our work. We are learners who seek out answers on how to improve our craft and meet the needs of all students. We share, collaborate and think together to get better. We problem solve around academic and social issues at our school. We are risk takers and thoughtful about what, why and how we instruct students.

We make no excuses and focus on what we can do, not what we can't do. Teaching and learning is at the forefront of all that we do and we have high expectations ourselves, our colleagues and especially our students. We continuously improve our craft and seek out and offer help when needed. We understand that it is more than just what we say but it is what we do. Parents are welcome and invited into our school. Staff members are welcoming and compassionate with each other, students and community members.

We believe that our students can meet Common Core Standards and provide the appropriate instruction to allow them to academically achieve. Teachers integrate technology and let go of past practices that have not been effective. Teachers plan thoughtful, purposeful, engaging lessons that are grounded in standards and scaffold for student needs. We hold students accountable for their learning. We provide differentiated instruction. Students are provided with relevant experiences that will allow them to think at deep levels, collaborate, problem solve and think critically. We all take on the responsibility for teaching children of poverty and develop in ourselves the necessary skills to build authentic relationships and make a difference in the lives of our students.

Currently Freese Elementary has had declining enrollment and has not been the school everyone wants to send their child to. We believe that most students are happy and feel safe at our school each day. Our teachers have spent the majority of their careers here at Freese. They are feeling challenged as the academic and social/emotional demands of our students have increased. Our classrooms are well maintained, neat and organized and arranged to allow for student collaboration. The

Freese Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

school grounds have some room for improvement in keeping it clean, but are bright and inviting. Teachers are beginning to collaborate more than they have in the past but there is a need for more planning and collaboration so that students are having an equity instructional experience school wide.

Currently the culture and social environment of Freese needs improvement. Parents are on campus more and we are trying to encourage parents to volunteer and be involved in school activities and committees. We are in the process of implementing a school wide positive behavior program and social emotional learning curriculum.

More than 60% of our students are not academically achieving. Teachers are continuing to use Common Core standards to drive instructions. They are studying how their instruction will change to ensure that the students meet the rigorous standards. Teachers have are beginning to make significant adjustments to their instruction. More teachers are beginning to integrate technology and allow for more opportunities for student collaboration. Some students do not see the relevancy of the instruction they receive, and therefore spend a lot of classroom time off task. Differentiation or small group instruction is an area that needs improvement. We believe the teachers will continue to make changes with leadership, professional development and monitoring to become the teachers that our students deserve.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3

727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Freese's Corrective Action plan consists of the following:

Component A: Instructional Methods (Tier I)

Freese student group proficiency has varied from year to year. Data indicate—and staff confirms—a need for a consistent, quality-based system that meets the specific needs of all student groups while developing a systemic, focused way to support the transition to Common Core and support the needs of parents, students, and teachers to systematically improve Tier I instruction.

1: Send a team of staff members and the principal to a No Excuses University (NEU) Institute in July 2013 to learn the Six Exceptional Systems, or SES (interventions, data management, assessment, standards alignment, collaboration, and culture of universal achievement) that nurtures universal achievement in a college-going atmosphere. Upon return, this team will share training with the entire staff for implementation at Freese in 2013–14.

2: Implement SES with the teacher-leaders who attended last year.

3: Implement the District’s 2013-14 Rigorous Curriculum Design (RCD) Units in English language arts and mathematics. Collaborate around RCD Units in weekly PLCs.

The following components have changed since board approval based on current funding and current instructional goals: The SES are being implemented school wide as best practices for student achievement.

Component B: Teacher Planning and Professional Development

In order to use the weekly PLC model with fidelity, additional District professional development and teacher-leader coaching is needed for Freese at each grade level.

1: Provide teachers with District PLC training, including coaching, during PLC collaborative time.

2: Establish weekly 90-minute, grade-level PLC meetings within the school day, supported by existing Arts & Culture/Technology and Research Skills rotations.

3: At each grade level, establish foci based on RCD units and create measurable goals using a variety of assessment tools. Celebrate short-term accomplishments at the ends of cycles while critiquing individual and collective performance, and evaluating and planning for student progress.

4: Provide three hours of initial NEU training for all staff before school starts.

5: Provide training in the District’s RCD for all staff.

The following components have changed since board approval based on current funding: Weekly 90-minute, grade-level PLC meetings within the school day, supported by existing Arts & Culture/Technology and Research Skills rotations. Teachers meet in grade-level PLC meetings weekly supported by visiting teachers.

Component C: Student Engagement

Freese Elementary teachers consistently identify disruptive and inattentive behaviors as barriers to classroom teaching and learning. They believe that students need to learn and use a set of skills and strategies to improve self-control, focus, and resilience when faced with difficult tasks. Students also need to be able to identify an area of improvement, create a goal, and monitor their progress toward that goal.

1: Implement the “First 20 days” curriculum from NEU in all classrooms.

2: Provide mindfulness practices training to all interested teachers, parents, and students in their classrooms.

3: Provide a place (focus room) staffed with a highly-effective teacher trained in a research-based program which helps students regulate behavior, develop social/emotional skills, and resiliency with the goal of returning to their classrooms ready to learn.

The following components have changed since board approval based on current funding: Implement NEU curriculum, provide "focus room", provide mindfulness practice training. Students are provided supports to regulate behavior and in class during instructions as much as possible as funding no longer supports teacher. There has been a loss of interest in mindfulness practices. We are not part of the NEU network and cannot use the curriculum.

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
Sandra Randall	Parent
Kim Schutte	Parent, chairperson
Jane Fulkerson	Other School Representative
Dan Pugh	Classroom Teacher
Shannon Lewis	Principal, Secretary
Dexter Dimacali	Classroom Teacher
Cheryl Lloyd	Classroom Teacher
Sandra West	Parent
De'Andre Bond	Parent
Mara Plaza	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/12/2016, 41 % of Freese Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:

* By 06/12/2016, 41 % of Freese Elementary Black or African American will meet Common Core grade-level standards in SBAC

* By 06/12/2016, 41 % of Freese Elementary Hispanic or Latino will meet Common Core grade-level standards 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):

Common formative assessment data, Instructional Reading Levels (DRA, WRAP, ARI), initial achievement levels from SBAC field tests.

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

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

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

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

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

Title 1 Arts Grant (Award Sites ONLY):

Freese Elementary School will use the Art Grant to integrate visual arts, dance and theater with ELA programs. Students will experience art classes led by artists in residence, who will collaborate with the classroom teachers to plan lessons that integrate ELA and visual arts, theater or dance. The funds from this grant will support professional development for teachers and artists, collaboration time, art supplies, arts based fieldtrips and assemblies and artists in residence salaries. The effectiveness of integrating art and ELA will be monitored by increasing student proficiency rate using the DRA, site

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created formative assessments and district Interim assessments, increasing student attendance rate using Power School attendance data and by reducing student referral and suspension rate also using Power School data from the baseline April 2015 to the conclusion of the program June 2017. Data will be reviewed through progress monitoring three times per year to revise the implementation of the program if necessary.

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/12/2016, 36 % of Freese Elementary Students will meet Common Core grade-level standards in SBAC

Closing the Gap SMART Goal:
 * By 06/12/2016, 36 % of Freese Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics
 * By 06/12/2016, 36 % of Freese Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Common formative assessment data and initial achievement levels from SBAC field tests.

Progress and Growth Monitoring:

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

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

Area 3: English Learner

English Learner SMART Goal:
 * By 06/12/2016, 59 % of Freese Elementary English Learner, Students will improve one proficiency level or reach Early/Advanced in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

CELDT and Reclassification

Progress and Growth Monitoring:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/12/2016, 70 % of Freese Elementary Grade 03, Students will be at grade level in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):
 Common formative assessment data, Instructional Reading Levels (DRA, WRAP, ARI), intial achievement levels from SBAC field tests.

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).

Title 1 Arts Grant (Award Sites ONLY):

Freese Elementary School will use the Art Grant to integrate visual arts, dance and theater with ELA programs. Students will experience art classes led by artists in residence, who will collaborate with the classroom teachers to plan lessons that integrate ELA and visual arts, theater or dance. The funds from this grant will support professional development for teachers and artists, collaboration time, art supplies, arts based fieldtrips and assemblies and artists in residence salaries. The effectiveness of integrating art and ELA will be monitored by increasing student proficiency rate using the DRA, site created formative assessments and district Interim assessments, increasing student attendance rate using Power School attendance data and by reducing student referral and suspension rate also using Power School data from the baseline April 2015 to the conclusion of the program June 2017. Evaluations will be done three times per year to revise the implementation of the program if necessary.

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

* By 06/12/2016, 100 % of Freese Elementary Parents/Guardians will receive information on student progress through home/school contact in Parent and Community Engagement

Targeted Population:

Students with attendance concerns, English Learners, African American and Hispanic students.

What data did you use to form these goals?:

A review of sign in sheets, information from surveys and conversations generated in parent meetings were used to form these goals.

Progress and Growth Monitoring:

Student attendance records and parent sign in sheets.

BUDGET: Resources Aligned to Area Goals**Core Program:**

- 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 to support student understanding.
- EL Assistant 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..
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending

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students off to work independently.

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

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.5000	\$37,747.00	0115-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Counselor provides social emotional health in order for students to be able to come to school ready to learn and attain school wide goals
Position ESL Asst,	0.3750	\$9,658.13	0115-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	03, 04, 05	EL Assistant will work with EL students in order to attain English proficiency.
Supplies	-	\$1,991.29	0115-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental instructional supplies will be used to support the core curriculum
Prof&Curriclm Dev Vist Tchr	-	\$8,545.00	0115-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers will provide release time to teachers to work in PLCs and focus on Common Core Standards.
Software License	-	\$2,024.00	0115-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Software license will be purchased to support classroom instruction and intervention
Interprogram Svcs/Postage	-	\$100.00	0115-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement	05	Postage needed to send home/school communication through US mail.
Supplies	-	\$800.00	0115-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies will be used to support parent involvement, including light refreshments
Interprogram Svcs/Paper	-	\$100.00	0115-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Paper to send out parent notices and information
Other Support Prsnl PARAS Hrly	-	\$313.87	0115-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Paraeducator hourly will provide childcare and/or translation for parent meetings.
Prof&Curriclm Dev Vist Tchr	-	\$5,181.00	0115-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Visiting teachers will provide release time to teachers to work in PLCs and focus on Common Core Standards.

Local Control Funding Formula Goals
<p>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?</p>
<p>Intervention Support Goal: Online interventions will be accessible to students on home and school computers. Additional small group instruction will be provided by an hourly pull-out teacher.</p> <p>Identified Need: When students cannot access the core curriculum through Tier 1 instruction, interventions are required to accelerate and support student learning.</p> <p>Target Group: Students identified as being in need of Tier 2 and Tier 3 instructional supports.</p> <p>Monitoring: Ongoing progress monitoring is necessary to evaluate the effectiveness of the interventions. Teachers will collect weekly data samples, (running records, exit slips, formative assessments, etc.) to ensure students are making adequate progress towards grade level standards.</p> <p>Personnel Responsible: Classroom teachers are responsible for identifying students who qualify for additional intervention support. If the classroom teacher is not providing the supports/interventions themselves, they will clearly communicate student needs to support staff (non-classroom teacher hourly). The principal is responsible for ensuring the interventions are meeting student needs effectively.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: To provide access to a broad and challenging curriculum consistent with Common Core State Standards.</p> <p>Identified Need: In order to meet the rigor required by the Common Core ELA standards, students must have access to current, relevant, engaging, complex texts and tasks which are not currently included in our core curriculum. The current adoptions occurred prior to the implementation of the Common Core standards and teachers are required to integrate materials from a variety of resources,</p> <p>Target Group: The target group is Tier 1 instruction TK-5.</p> <p>Monitoring: Principal walkthroughs and classroom observations will be used to monitor implementation of the core curriculum. Cross classroom visitations facilitate consistent grade level instruction and supports for all students. Interim assessments, instructional reading and math level, and common formative assessments will be used to monitor the progress of all students.</p>

Personnel Responsible:

Everyone has a role in ensuring that all students have access to high quality instruction. Teacher teams must be proactive in obtaining and utilizing the supports needed for effective implementation of classroom supports. The ILT, SSC and SMT are responsible for that resources are allocated to maximize effective common core instruction. Ultimately the principal is responsible for ensuring that all teachers are utilizing the supports consistently and effectively.

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:

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

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

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

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

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

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

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

Visiting teachers will provide release time for teachers to meet in Professional Learning Communities and/or participate in professional development workshops. Teachers will also participate in monthly site professional development aligned to these goals.

Identified Need:

Teacher collaboration, professional learning community meetings and professional development will address the district cycles of professional learning as well as analyzing student data to provide instruction that will meet the needs of students.

Target Group:

In order to have an impact on academic achievement we need to provide continued and differentiated feedback to our teachers and support staff. The

Freese Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

professional development will targeted to all staff based on data analysis and need.

Monitoring:

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Principal walkthroughs and classroom observations will be used to monitor progress and implementation of professional learning. Cross classroom visitations facilitate consistent grade level implementation and vertical alignment of curriculum. The ILT assesses and monitors whole school implementation of professional learning goals and adapts, supports, and provide resources accordingly. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Personnel Responsible:

Everybody has a role in ensuring all students have access to high quality instruction, which is the goal of all professional development. Students and parents are responsible for doing their best to achieve grade level success. Support staff are responsible for developing proficiency in their area of expertise and holding themselves to high standards for effective outcomes for students. Teachers are responsible for attending and implementing their learning in professional development, engaging in their professional learning communities consistent with research-based practices, planning and delivering rich and rigorous standards-based learning experiences for students, and providing effective interventions when children fall short of lesson and unit expectations. The Principal is responsible for ensuring all students and staff do their best to meet their goals and for providing feedback and supports as needed.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.3000	\$10,033.50	0115-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provides supports to students with health needs in the absence of the school nurse.
Supplies	-	\$1,579.70	0115-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplies will be used to support the core curriculum and provide intervention support.
PullOut/Push in Hrly	-	\$11,000.00	0115-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	A Pull-Out/Push in teacher will provide intervention support to select students.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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

Freese Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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

Freese Elementary 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.

The policy is distributed to parents each fall. The policy is sent home with students and is available on line.

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 Freese 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. This meeting takes place during our annual "Back to School Night".
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Back to school Orientation for parents
 - Principal Chat gatherings
 - Parent University classes, sponsored by the Ballard Center
 - 5th grade parent meeting and/or 5th grade Articulation meeting
 - Family Fridays that include: Parents/volunteers reading with students
 - Parent "Meet and Greet" and/or Ice Breakers to establish and facilitate parent to parent connections
 - Announcements and tips on how to support children in their learning
 - Awards Assemblies (parents receive invitations when their students receive an award)
 - Monthly open SMT meetings
 - Monthly open SSC meetings
 - Periodic English Learner Advisory Committee (ELAC) meetings
 - Open Houses
 - Other meetings as deemed necessary
- 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. **
 - Monthly open SSC meetings

- Annual Title I parent meeting
- The school provides parents of Title I students with timely information about Title I programs.
 - Monthly open SSC meetings
 - Annual Title I parent meeting
- 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.
 - Back to school Orientation for parents
 - Open Houses
 - Announcements and tips on how to support children in their learning
 - Parent University classes, sponsored by the Ballard Center
- 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.
 - School Attendance and Review Team meetings
 - Parent Report Card Conferences
 - Problem Solving Study Team meetings (Meetings scheduled around individual students to insure the strongest academic support possible— Teachers or parents can request one of these meetings.)

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

School-Parent Compact

Freese 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 Home/School /Compact is reviewed annually by SSC. It is distributed to families in October of each year and can be found on the school website.

Building Capacity for Involvement

Freese Elementary 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. Parents are invited to Back to School Night each fall, parent/teacher conferences twice per year and monthly parent workshops.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. The school provides monthly parent workshops through Parent University. Parents are provided with materials during monthly Principal Coffee and Family Friday.
- 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. Staff is provided information regarding how to work with parents and encouraged to make parents their 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. All school programs are integrated and open to all families.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All information sent home is in English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents. Freese Elementary staff supports activities requested by Title I parents by providing

duplicating, refreshments and space for meetings as well as partners in the planning of such activities.

Accessibility

Freese Elementary 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. Translation and access to all meetings are provided and activities.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

San Diego Unified School District



Freese Elementary Arts & Culture Magnet School HOME/SCHOOL COMPACT

Freese Elementary 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 the California Common Core State Standards for English Language Arts and mathematics. Freese, is fully committed to working toward every student being college and career ready in his/her elementary education. This includes a rigorous course of study that instills academic and behavioral habits of mind that promote success now and in the future.

This Home/School Compact is in effect during school year 2015-16

School Responsibilities

We as Freese Elementary Arts and Culture Magnet School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California Common Core Standards (CCSS). As Freese transitions into CCSS, teaching will intentionally implement principals from CCSS as outlined in the first three bulleted items below and support these principles through the remaining bulleted items below:
 - **Common Core State Standards (CCSS)** - *The standards establish what it means to be a literate person in the twenty-first century. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in an exploding print and digital world. They use research and technology to sift through the staggering amount of information available and engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Teachers, schools, districts, and county offices of education are encouraged to use these standards to design specific curricular and instructional strategies that best deliver the content to their students. (from California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)*
 - **CCSS in English Language Arts/Literacy** - *The CA CCSS for ELA/Literacy help build creativity and innovation, critical thinking and problem solving, collaboration, and communication. They set another bold precedent to improve the academic achievement of California's students. The standards develop the foundation for creative and purposeful expression in language—fulfilling California's vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy. (from California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects)*
 - **CCSS in Mathematics** - *The (mathematics) standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship. (from California Common Core State Standards for Mathematics)*
 - **Critical Thinking** – Freese will provide students with regular opportunities for critical thinking that leads to deeper understanding.

School Responsibilities continued:

- **Literacy Instruction through rigorous curriculum with consideration for text complexity and opportunities for critical thinking** – Every Freese student will receive literacy instruction that incorporates key elements of CCSS.
 - **Freese students will receive regular Small Group Instruction (SGI)** in reading to further promote reading instruction and achievement.
 - **Independent Reading** – Every Freese student is required to read independently to help increase their reading achievement. Reading logs, reading responses, Scholastic Reading Counts reading quizzes and more have been set in place to ensure accountability for students' independent reading. A school wide goal of goal setting words has been set for Freese students to read in the 2015-16 school year.
 - **Common Core Mathematics Instruction**– The San Diego Unified School District has provided mathematics materials to support all students receiving a rigorous, grade level course of study in mathematics. Freese is committed to using these materials as well as other resources, techniques and strategies to strengthen math achievement among its students and meet CCSS in mathematics.
 - **English Learner Development (ELD) groups** – English Learners at Freese participate in daily ELD small group lessons to support learning and assist with becoming proficient English speakers.
 - **Arts and Culture Magnet Program** – Freese integrates arts and culture with the core curriculum to reinforce learning and acquaint students with a wide variety of art and culture
 - **Special Education** – Freese includes students with Individualized Education Plans (IEP) in classrooms to the greatest extent possible so that every student has access to a rigorous core curriculum. Students are supported by Special Educators inside the classroom. When necessary, Special Educators also work with students in a separate classroom setting to ensure they are learning.
 - **Grade level Science, Social Studies and Physical Education** are regularly taught at Freese.
2. Hold parent-teacher conferences to discuss the individual child's achievement.
- Fall parent-teacher conferences will be held November 17-21, 2014
 - Spring parent-teacher conferences will be held March 16 through 20, 2015
3. Provide parents with frequent reports on their child's progress.
- Progress reports will be distributed at parent conferences or shortly thereafter
 - Freese teachers send periodic notices home to update parents on their students' progress
4. Provide parents reasonable access to staff.
- Parents are welcome at Freese. Many conversations are held between Freese parents before and after school, through telephone and through email.
 - For more formal conversations, parents are asked to make appointments with staff members.
 - For classroom visits, parents are required to sign in at the office.

5. Provide parents opportunities to volunteer and participate in their child's class, as follows:
 - Volunteer opportunities come in many forms at Freese, such as Family Friday readings with students, field trip chaperoning, classroom helper, etc.

School Responsibilities continued

6. Provide a parent room.
 - A parent room is provided at Freese (Bookroom). This is a room where parents can do volunteer work, access resources, use computers, hold meetings, etc.
 - Parents should see the school secretary in order to use the parent room.

Parent Responsibilities

We, as parents, will actively participate in our child's education and learning by:

- *Making sure my child is at school every day on time and until the close of school, unless he/she is ill.*
- *Making sure my child reads every day at home.*
- *Making sure that homework is completed every day.*
- *Restricting the amount of television, computer, and electronic game time my child has so that it does not interfere with learning.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school 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 best to learn and practice six character traits:*

Trustworthiness - Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

Respect - Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

Responsibility - Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

Fairness - Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

Caring Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

- *Use critical thinking on my school work and try to understand each lesson.*
- *Do my best everyday in school to pay attention, participate and complete all assignments*
- *Do my homework everyday and ask for help when I need it.*
- *Read at least 30 minutes everyday outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

I acknowledge that I have read this Home School/Compact.



**Shannon Lewis, Principal
Freese Elementary Arts and Culture Magnet School**

Student First and Last Name

Parent Name

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

San Diego Unified School District
 Site: 0115 Freese Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		77,290.00		1,387.00		5,970.00
		77,290.00		1,387.01		5,970.06
		0.01		(0.01)		(0.06)
Certificated Salaries / Monthly	0.50	37,747.00	-	-	-	-
2605 School Counselor	0.50	37,747.00	-	-	-	-
Classified Salaries / Monthly	0.38	9,658.13	-	-	-	-
6471 ESL Asst	0.38	9,658.13	-	-	-	-
Certificated Salaries		8,545.00		-		5,181.00
1192 Prof&Curriclm Dev Vist Tchr		8,545.00		-		5,181.00
Classified Salaries		-		313.87		-
2281 Other Support Prsnl PARAS Hrly		-		313.87		-
Employee Benefits		17,324.58		73.14		789.06
Books and Supplies		1,991.29		800.00		-
4301 Supplies		1,991.29		800.00		-
Services and Other Operating		2,024.00		200.00		-
5726 Interprogram Svcs/Postage		-		100.00		-
5733 Interprogram Svcs/Paper		-		100.00		-
5841 Software License		2,024.00		-		-

APPENDIX D

2014-15 SPSA ADDENDUM

Freese Elementary

Area Goals for 2014-15 SY	
English Language Arts:	English/Language Arts SMART Goal: * By 06/12/2015, 70 % of Freese Elementary Students will meet Common Core grade-level standards in English/Language Arts Closing the Gap SMART Goal: * By 06/12/2015, 70 % of Freese Elementary Black or African American will meet Common Core grade-level standards in English/Language Arts * By 06/12/2015, 70 % of Freese Elementary Hispanic or Latino will meet Common Core grade-level standards in English/Language Arts
Mathematics	Mathematics SMART Goal: * By 06/12/2015, 72 % of Freese Elementary Students will meet Common Core grade-level standards in Mathematics Closing the Gap SMART Goal: * By 06/12/2015, 72 % of Freese Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics * By 06/12/2015, 72 % of Freese Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in Mathematics
English Language Development	English Learner SMART Goal: * By 06/12/2015, 59 % of Freese Elementary English Learner, Students will improve one proficiency level or reach Early/Advanced in California English Language Development Test
Graduation/Promotion Rate	Graduation Rate SMART Goal: * By 06/12/2014, 75 % of Freese Elementary Grade 03, Students will meet Common core grade-level standards on site-developed/identified common formative assessments
Parent Involvement and Community Engagement	Parent Involvement and Community Engagement SMART Goal: * By 06/12/2015, 100 % of Freese Elementary Parents/Guardians will receive information on student progress through home/school contact 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 page.
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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		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		83,125.00		1,280.00		6,394.00	
2720 Project Resource Teacher	0.76	63,313.32	-	-	0.03	2,082.68	Project resource teacher provided professional development and small group instruction.
2281 Other Support Prsnl PARAS Hrly		-		500.00		-	Paraeducator to provide childcare and translation during parent meetings.
Employee Benefits		19,742.06		109.96		649.41	Benefits to support Project Resource Teacher and Paraeducator
4301 Supplies		70.00		670.00		-	Light refreshments for parent workshops, Principal Chats and Family Fridays.
5207 Travel Conference		-		-		3,662.00	To send select teachers to No Excuses University conference.

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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



APPENDIX E

School Name: Freese Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$77,290.00
Enter Total Allocation: Resource 30106	\$5,970.00
Sum or Resources 30100 & 30106	\$83,260.00
10% allocation needed for PD	\$8,326.00

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 teachers will provide release time to teachers to work in PLCs and focus on Common Core Standards.	\$8,545.00
<input type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1192	Visiting teachers will provide release time to teachers to work in PLCs and focus on Common Core Standards.	\$5,181.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$13,726.00
10 % allocation has been met			YES