

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **KIMBROUGH ELEMENTARY** SCHOOL

2014-16

37-68338-6114292

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: Soria, Flavia

Contact Person: Soria, Flavia

Position: Principal

Telephone Number: 619/525-2010;

Address: 321 Hoitt St, Kimbrough Elementary, San Diego, CA, 92102-3132,

E-mail Address: fsoria@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.



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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: Kimbrough Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Flavia Soria

PHONE: 619/362-4400

FAX: 619/362-4449

E-MAIL ADDRESS: fsoria@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: 3-10-15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3-10-15
- Site Governance Team (SGT) Date of presentation: 3-10-15
- 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: 3-10-15

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.

Flavia Soria
Type/Print Name of School Principal

Signature of School Principal

3/10/15
Date

Reinaldo Wilson
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3/10/15
Date

Mitzi Merino
Type/Print Name of Area Superintendent

Signature of Area Superintendent

Date

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

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 - F. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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

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

SCHOOL VISION AND REALITY

To have a school where all children and adults come to learn from one another as a learning community; where everyone feels physically, emotionally and academically safe to learn and grow; where all of our work is aligned to the Common Core State Standards (CCSS) through high levels of student engagement and planning of rigorous instruction; where our classrooms reflect the teaching and learning and also provides support to our students; where all students have strong, academic English language skills and that our English Learners are reclassified before moving to Middle School; and that the instructional practice in our classrooms encompass the 5 Dimensions of Teaching and Learning.

A culture in which actions and discourse between all stakeholders reflect high expectations and beliefs that all of our students can be Proficient in all academic areas. That there is a sense of urgency to ensure all children will be successful as a student and growing into a responsible, respectful and always do what is right citizens. Instruction & assessments are aligned to CCSS and students are cognitively engaged in rigorous tasks. Instructional decisions are based upon ongoing and regular assessments, both formal and informal. Data analysis takes place on a regular basis, and learners take part in setting goals for their academic growth. Where all stakeholders practice & maintain scholarly behaviors.

Our school is growing/developing in all areas for the ideal state. We have spent some time focusing on two of the 5 Dimensions of Teaching, (purpose and engagement) and we are make gains in each of these two, but we will need to continue to improve as we move forward with the other three that we have spent less time focusing on. The area of "talk" under Student Engagement is an area where we feel we need to spend even more time/energy due to our high population of English Learners (ELs) and our goal to reclassify all EL students before they move on. The CCSS has added to our challenge of planning rigorous lessons, increasing student engagement and having students be a part of setting goals for their achievement.

Our current reality is that our culture & social environment are (and have been) improving each year. Parents are better informed about the progress their child is achieving and teachers are less likely to complain or blame parents for students' slow progress. The sense of teamwork for all stakeholders continues to increase and ownership of the children is a commitment for all stakeholders.

Data is used to inform instruction to a point but not yet systematically. Not all lessons are aligned to CCSS and therefore many learning tasks are not yet rigorous and we need to be able to plan for more rigor and accountability of the students "owning" the learning. We need to increase the level of academic English that our students use as well as increase the opportunities that they speak.

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 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 - July) - 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
Flavia Soria	Principal
Teresa Sotelo	Teacher
Hector Gonzalez	Teacher
Reinaldo Wilson	Teacher
Toni Hudgins	Other
Cynthia Tapia	Parent
Celia Barragan	Parent
Maria Tamayo	Parent
Mirna Rojas	Parent
Josefina Texta	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 29.3 % of Kimbrough Elementary Grades 3-5, Students will meet or exceed grade level standards in SBAC

SDUSD is implementing Smarter Balanced Assessment Consortium Field tests, which are aligned to the Common Core State Standards, in English Language Arts (ELA) or Mathematics in grades 3-8 and 11.

Closing the Gap SMART Goal:

* By 07/21/2016, 24.3 % of Kimbrough Elementary English Learner, Students, Grades 3-5 will meet or exceed 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):

Interim assessments, DRA2, PLC created exit slips, pre-post Critical Literacy assessments

Progress and Growth Monitoring:

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

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 - July) - How do we develop students that take an active stance in their own learning and the learning of others?

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 31 % of Kimbrough Elementary Students, Grades 3-5 will meet or exceed Proficiency in SBAC

SDUSD is implementing Smarter Balanced Assessment Consortium Field tests, which are aligned to the Common Core State Standards, in English Language Arts (ELA) or Mathematics in grades 3-8 and 11.

Closing the Gap SMART Goal:
 * By 07/21/2016, 26 % of Kimbrough Elementary English Learner, Students, Grades 3-5 will meet or exceed proficiency 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):

Interim assessments, PLC created exit slips, Topic 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 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 - July) - How do we develop students that take an active stance in their own learning and the learning of others?

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

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

* By 07/21/2016, 49 % of Kimbrough Elementary English Learner will meet or exceed proficiency in California English Language Development Test

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

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

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 49.5 % of Kimbrough Elementary Grade 03, Students will meet or exceed 38 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):

DRA2, On-demand writing assessments, interim assessments

Progress and Growth Monitoring:

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

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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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 - July) - How do we develop students that take an active stance in their own learning and the learning of others?

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

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

* By 07/21/2016, 80 % of Kimbrough Elementary Parents/Guardians will achieve a participate in at least 2 events in Parent and Community Engagement

Targeted Population:

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

What data did you use to form these goals?:

Parent and attendance sign in sheets

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, Interims, 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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, attendance clerk, 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 Interims 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 specialists and SETs 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, retired Reading Recovery teachers or support staff will provide a Double Dose of daily guided reading for targeted students.

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

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

Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 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
 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 Library Asst,	0.2500	\$6,277.75	0162-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03	Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
Position School Nurse,	0.2000	\$14,023.40	0162-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	03, 04, 05	Nurse to provide additional health and emotional support to student to increase attendance that will help p
Position School Counselor,	0.8000	\$60,395.20	0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	03, 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
Prof&Curriclm Dev Vist Tchr	-	\$13,988.00	0162-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 3	Release time to provide PLC opportunities. Teachers analyze data and develop appropriate lesson plans.
Supplies	-	\$17,334.00	0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Instructional supplies to support core academics in reading, writing, math or English language development. Items can include chart paper, pencils, power sources, etc.
Retired NonClstrm Tchr Hrly	-	\$10,477.00	0162-30100-00-1986-2490-0000-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1	To provide push in support in grades K-5 students that are below grade level in reading, writing, math or English language development.
Supplies	-	\$270.00	0162-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Supplies/food for parents that attend meeting or parent classes.
Other Support Prsnl PARAS Hrly	-	\$1,500.00	0162-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	To provide childcare when parents are are on-site to attend classes or meetings.
Inservice supplies	-	\$270.00	0162-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Supplies/food for parents that attend meeting or parent classes.

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

To hire retired reading recovery teachers to provide small group instruction to targeted students in need of reading/writing instruction.
To provide intersession instruction to targeted students during the winter/spring breaks.

Identified Need:

K-5 students that are below grade level in reading, writing, math or English language development

Target Group:

K-5 students below grade level in ELA or Math.

Monitoring:

Monthly PLC and ILT meetings

Personnel Responsible:

PLCs & ILT, classroom teachers, ELST, S/LP, Resource Specialists, Principal

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

To provide additional instructional materials to support reading, writing and math

Identified Need:

K-5 students that are below grade level in reading, writing, math or English language development

Target Group:

K-5 students below grade level in ELA or Math.

Monitoring:

Monthly PLC and ILT meetings

Personnel Responsible:

PLCs & ILT, classroom teachers, ELST, S/LP, Resource Specialists, Principal

Goal 3: Professional Development
Professional Development Goal:
To provide classroom teachers PLC monthly release time for lesson design/study, create exit slips and review data.
Identified Need::
To provide support to classroom teachers and support staff to meet the needs of all students, but particularly those children not at grade level.
Target Group::
K-5 students and teachers
Monitoring::
PLCs & ILT, classroom teachers, ELST, S/LP, Resource Specialists, Principal
Personnel Responsible::
PLCs & ILT

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly	-	\$29,400.00	0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1	K-5 students that are below grade level in reading, writing, math or English language development. To provide intersession instruction to targeted students during the winter/spring breaks.
Prof&Curriclm Dev Vist Tchr	-	\$10,526.00	0162-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 3	To provide classroom teachers PLC monthly release time for lesson design/study, create exit slips and review data.
Retired NonClstrm Tchr Hrly	-	\$10,477.00	0162-09800-00-1986-2490-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	K-5 students that are below grade level in reading, writing, math or English language development. To hire retired reading recovery teachers to provide small group instruction to targeted students in need of reading/writing instruction
Supplies	-	\$13,437.00	0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2	K-5 students that are below grade level in reading, writing, math or English language development. To provide additional instructional materials to support reading, writing and math

APPENDICES

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

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

APPENDIX A

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



Kimbrough 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.

Kimbrough Elementary has developed a written Title I parental involvement policy with input from Title I parents. The policy was developed by Kimbrough's School Site Council in which all parent members are parents of Title I students.

It has distributed the policy to parents of Title I students. Kimbrough distributes the Title I Parent Involvement Policy to all families each September.

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 Kimbrough Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirement and about the right of parents to be involved in the Title I program. The meeting takes place the 1st month of the school year at the Principal's Coffee in which all parents are invited.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. A meeting is held in the morning at the Principal's Coffee and at the evening Curriculum Night, both offered in September each year.
- 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 parental involvement policy. Parents of Title I students are invited to participate in School Site Council, Site Governance Team, and Principal Coffee's several times throughout each school year.
- The school provides parents of Title I students with timely information about Title I programs. Kimbrough Elementary distributes a bi-monthly newsletter to all families which includes all programs offered.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This information is shared with all parents several times a year at monthly Principal Coffee's, fall Curriculum Nights and at Parent/Teacher conferences in both the fall and spring of each year.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may request meetings with administration and classroom teachers to obtain information regarding the education of their child/ren.

School-Parent Compact

Kimbrough 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 addressed 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 Parent Involvement Policy was developed by gathering input from parents and staff to gather as to what each would do to contribute to the academic and social success of the students. Kimbrough Elementary distributes School-Parent Compact to all families in September each school year.

Building Capacity for Involvement

Kimbrough 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. This information is shared with parents of Title I students during monthly Coffee with the Principal meetings, Parent/Teacher Conferences, and our annual Curriculum Night.
- The school provides Title I parents with materials and training to help them with work with their children to improve their children's achievement. Kimbrough offers Parent Education classes throughout the school year, providing training that addresses these issues.
- 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. After receiving input from Title I parents in SSC, administration and teacher leaders work with staff during Professional Development workshops to educate staff in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their

children. Kimbrough offers Parent Education classes throughout the year, providing training that addresses these issues. In fact, we have a parent resource center where parents can check out materials to support them in participating in their child/ren's education.

- 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. Kimbrough distributes a parent newsletter every other week in both English and Spanish to keep families informed of programs and activities offered.
- The school provides support for parental involvement activities requested by Title I parents. Kimbrough offers childcare for parents attending Parent Education Classes.

Accessibility

Kimbrough 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 the parents understand. Kimbrough distributes a parent newsletter every other week in both English and Spanish to keep families informed of programs and activities offered.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

SAN DIEGO UNIFIED SCHOOL DISTRICT
Kimbrough Elementary School

HOME/SCHOOL COMPACT

Kimbrough 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) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2014/15.

School Responsibilities

The Kimbrough Elementary School 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:**
 - Staff is committed to high expectations for all students and encourages them to reach their highest potential.
 - Staff will provide well balanced instruction in all content areas based on the California standards.
 - Instruction will be provided in a variety of ways to accommodate different styles of learning.
 - Instruction will be differentiated to reach all levels of learning.
 - All classes will have the opportunity to participate in at least one field trip to enhance the learning that takes place in the classroom.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
 - These conferences will take place during the weeks of November 17-21, 2014 and March 23 - 27, 2015. All families are invited to review academic progress and this compact.

- 3. Provide parents with frequent reports on their child's progress.**
 - Conferences to monitor ongoing progress will be held at the end of November and again in May. At this time the parent will receive information about how their student is making progress in reaching the California standards in all content areas.
 - In November, all families will receive a parent guide book which describes what the expectations are for reaching proficiency in the various content areas.
 - A learning contract will be given to the family if the student is below grade level expectations. Supports will be noted for the student.
 - We strongly encourage families meet on an ongoing basis with their teacher through phone calls, conferences, or notes between the reporting periods.

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

We encourage ongoing contacts with the teacher when he/she is not teaching. During the instructional day the first priority is with the students, however, you can make an appointment with your teacher either before or after school. You may leave a note or message for the teacher in the front office, or send a note with your child directly to the classroom. If you need assistance with translation let the office know and we are happy to help out.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Kimbrough Elementary School

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

We welcome volunteers at our school. If you are interested, please fill out a form that is available in the front office. Work with the teacher in advance to schedule a time to volunteer in the classroom and identify the type of work you will be doing. In addition, we often support school wide activities and projects by working in the parent room as a team with groups of parents. Any time you visit the school, remember to sign in at the front counter and wear a volunteer badge during the time you are at school.

Parent Responsibilities

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

- Monitoring attendance.
- Encourage my child to wear the school uniform.
- Making sure that homework is completed and asking for help if your child has trouble completing the work.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Reinforcing the character traits that are being taught at school and support the responsibility of making good choices every day.
- Ensuring that my child is rested, clean, and ready to learn.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extra curricular time such as after school sports, visiting museums, the zoo, crafts activities, and reading as a family.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. Communicate often with my classroom teacher and come to the office for help if problems or concerns arise.
- 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.
- Maintaining high expectations for the academic progress of my child and reinforcing the importance working hard today to have options tomorrow in college and careers.

Student Responsibilities

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

- Coming to school prepared to learn every day.
- Wearing the school uniform.
- Practicing the character traits that we are learning at school and make the commitment to make good choices every day.
- Doing my homework every day and ask for help when I need it.
- Reading every day outside of school time.
- Giving my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

APPENDIX C

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

San Diego Unified School District
 Site: 0162 Kimbrough Elementary
 As of Date 04-16-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$160,280.00		\$2,390.00
		\$160,280.03		\$2,389.50
		-\$0.03		\$0.50
Certificated Salaries / Monthly	1.0000	\$74,418.60	0.0000	\$0.00
2500 School Nurse	0.2000	\$14,023.40	0.0000	\$0.00
2605 School Counselor	0.8000	\$60,395.20	0.0000	\$0.00
Classified Salaries / Monthly	0.2500	\$6,277.75	0.0000	\$0.00
6472 Library Asst	0.2500	\$6,277.75	0.0000	\$0.00
Certificated Salaries		\$24,465.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$13,988.00		\$0.00
1986 Retired NonClsm Tchr Hrly		\$10,477.00		\$0.00
Classified Salaries		\$0.00		\$1,500.00
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$1,500.00
Employee Benefits		\$37,784.68		\$349.50
Books and Supplies		\$17,334.00		\$540.00
4301 Supplies		\$17,334.00		\$270.00
4304 Inservice supplies		\$0.00		\$270.00

APPENDIX D

2014-15 SPSA ADDENDUM

Kimbrough Elementary School

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 41.5 % of Kimbrough Elementary Grades 2-5, Students will meet or exceed Proficiency in English/Language Arts
Mathematics	By 07/21/2015, 45 % of Kimbrough Elementary Grades 2-5, Students will meet or exceed Proficiency in Mathematics
English Language Development	By 07/21/2015 49 % of Kimbrough Elementary English Learner will meet or exceed proficiency in California English Language Development Test
Graduation/Promotion Rate	By 07/21/2015, 39 % of Kimbrough Elementary Grade 03, Students will meet or exceed P in Fountas and Pinnel
Parent Involvement and Community Engagement	By 07/21/2015, 80 % of Kimbrough Elementary Parents/Guardians will participate in at least 2 events 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 Parent		Rationale
	FTE	TOTAL	FTE	TOTAL	
		160,140.00		2,037.00	
2605 School Counselor	0.80	61,688.80	-	-	Counseling support above that provided by the district to provide assistance to students who are unable to access academic curriculum do to social emotional needs which impact student learning.
2720 Project Resource Teacher	0.15	12,496.05	-	-	Literacy support teacher to provide Rtl support for students performing below grade level (Tier 2). 80% of Kimbrough students are English Learners.
6472 Library Asst	0.25	6,362.75	-	-	The library assistant increases literacy support for all children above that provided by the classroom teacher by providing access to the library.

1192 Prof&Curriclm Dev Vist Tchr	14,925.00	-	Release time to provide PLC opportunities. Teachers analyze data and develop appropriate lesson plans.
2281 Other Support Prsnl PARAS Hrly	-	1,500.00	Childcare for families while they participate in home school activities outside of the school day.
Employee Benefits	32,361.07	329.88	
4301 Supplies	29,306.00	-	Instructional supplies such as pencils, journals, manipulatives, crayons, batteries and powercords.
4304 Inservice supplies	-	207.00	Inservice supplies such as light refreshments for parent involvement activities to promote participation during after school hours.
5733 Interprogram Svcs/Paper	3,000.00	-	Paper in order to support core instruction by providing students the opportunity to demonstrate comprehension in writing plus practice for math.

Elementary Core and Supplemental Supports Statement

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:	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: Kimbrough Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$160,280.00
Enter Total Allocation: Resource 30106	\$2,390.00
Sum or Resources 30100 & 30106	\$162,670.00
10% allocation needed for PD	\$16,267.00

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	Visitng teacher hourly for PLC days	\$16,267.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$16,267.00
10 % allocation has been met			YES