

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **KUMEYAAY ELEMENTARY SCHOOL**

**2014-16**

37-68338-6112460  
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:** Montgomery, Maria

**Contact Person:** Montgomery, Maria

**Position:** Principal

**Telephone Number:**

**Address:** 6475 Antigua Bl, Kumeyaay Elementary, San Diego, CA, 92124-4031,

**E-mail Address:** mmontgomery@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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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: Kumeyaay Elementary  
SITE CONTACT PERSON: Maria Montgomery  
PHONE: 858 279-1022 FAX: 858-569-7418

DUE March 13, 2015

E-MAIL ADDRESS: mmontgomery@  
sancli.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: \_\_\_\_\_
- 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: input 2/10/15 3/12/15
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

- 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: 3/10/15

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.

<u>Maria Montgomery</u> Type/Print Name of School Principal	<u>Maria Montgomery</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Steve Woyd</u> Type/Print Name of SSC Chairperson	<u>Steve Woyd</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Shirley Wilson</u> Type/Print Name of Area Superintendent	<u>Shirley Wilson</u> Signature of Area Superintendent	<u>3-19-15</u> 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. Kumeyaay has participated in the SBAC pilot assessment for the past two school years. Additionally, grade level teams have created Common Core based assessments and four point rubrics to monitor and assess student progress.

**SCHOOL VISION AND REALITY**

**School vision: Kumeyaay students will be life-long learners whose knowledge, skills and habits, along with positive character traits, will enable them to succeed throughout their schooling and in life.** As we continue the Common Core Standards implementation, we are committed to ensuring that our students develop the 21st century skills and are prepared to be successful in a global society. To accomplish this, we know that our students must be engaged in rigorous and meaningful tasks that will help them develop critical thinking skills and effective communication (in speaking and writing) as they progress through each grade level. The vision for all stakeholders to work develop a strong sense of self-efficacy and to support one other in the academic, personal and social success of every student. We envision that:

- \* "Everyone is a Learner": engaging in an ongoing learning process with a growth mindset through setting goals, reflection and seeking out opportunities to for new learning, improvement, and deeper understandings.
  - \*I think I can, I know I can, and I will: developing a strong sense of self-efficacy because know how to access and use resources, collaborate and problem solve
  - \*"Everybody is in...we are all in this together and failure is not an option for anyone.": committing to personal learning as well as the learning of others in the community by collaborating, problem-solving and supporting one another.
  - \*Everyone is a Leader: sharing the belief that each staff member, student, or parent contributes to the positive and collaborative culture of the school. Anyone can be a leader at any moment.
- "Beginning with the heart in mind." honors yourself and others.

Our staff has a strong commitment to the school community and developing students who are strong academically, socially and personally. Currently, teachers are collaborating during PLCs to develop instructional plans that based on assessments, and the Common Core standards. Before school started, each grade level met to determine the common assessments that they would use during the first two weeks of school in order to "know their learners" in literacy and in math and then met to analyze their data. As a result, teachers were able to identify areas of focus for instruction and organize some initial groupings of students. Also, grade level teams create common assessments and then analyze the results to discuss differentiation and support for struggling students as well as enrichment for advanced learners. The PLC time has strengthened the quality of planning by teachers as well as bringing more better calibration and alignment to our grade level teams. As we move forward, we see the need to continue the conversations across grade levels to gain clarity of the standards and student progressions which will help us calibrate and align across grade levels. At this time,

alignment across grade levels falls under the three cross curricular shifts to the CCSS (intellectual struggle towards independence, reasoning with evidence, and academic language expansion) and the mathematical practice standards.

Our students in grades 2-5 set goals for their academic growth as well as personal growth (at times in collaboration with the teacher). Students are also learning to evaluate their work and the work of their peers using reflective, critical (as in critique), and collaborative conversations. In the last few years, we have initiated several student groups and provided leadership opportunities for students to understand that they have ownership in the school, it's their school too. The change in the larger school culture is beginning to shift to changes in the classroom culture where teachers are intentionally providing opportunities for students to own their learning (some examples include goal setting; evaluation, student choice for tasks, methods or topics; co-creating the environment, problem solving).

### 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 TECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

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

The 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 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).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.



**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
1. Maria Montgomery	Principal
2. Andreanna Murphy	Parent
3. MyThan Kim	Parent
4. Laura Paglia	Parent
5. Scherry Schnell	Parent
6. Yvette Blease-Moore	Parent
7. Linda Aguilera	Teacher
8. Steve Lloyd	Teacher
9. Samantha Farrar	Teacher
10. Maria Quintana	Teacher

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/30/2016, 89 % of Kumeyaay Elementary Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 80 % of Kumeyaay Elementary Hispanic or Latino, Students will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

\* By 06/30/2016, 60 % of Kumeyaay Elementary Students with Disability will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

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

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

**Other Assessments (Please Specify):**

State test scores, district assessments, DRA data, ongoing grade level assessments including 4 point rubrics, classroom teacher monitoring sheets.

**Progress and Growth Monitoring:**

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

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

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

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

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/30/2016, 88 % of Kumeyaay Elementary Students, Grade 1-5 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/30/2016, 60 % of Kumeyaay Elementary Students with Disability will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics  
 \* By 06/30/2016, 85 % of Kumeyaay Elementary Hispanic or Latino, Students, Grade 1-5 will meet or exceed common core grade level standards identified by site developed formative assessments 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):**

State test scores, district assessments, DRA data, ongoing grade level assessments including 4 point rubrics, classroom teacher monitoring sheets

**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 06/30/2016, 80 % of Kumeyaay Elementary English Learner will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

**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):**

State test scores, district assessments, DRA data, ongoing grade level assessments including 4 point rubrics, classroom teacher monitoring sheets

**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 06/30/2016, 80 % of Kumeyaay Elementary Grade 03, Students will meet or exceed Level 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):**

DRA data, ongoing grade level assessments, classroom teacher monitoring sheets.

**Progress and Growth Monitoring:**

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

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

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

\* By 06/30/2016, 90 % of SDUSD Parents/Guardians will meet or exceed participation in at least in 3 school events in Parent and Community Engagement

**Targeted Population:**

Parents of all students pre-school through 5th grade.

**What data did you use to form these goals?:**

Last year's SPSA goals, current parent participation and engagement opportunities at the school site.

**BUDGET: Resources Aligned to Area Goals****Core Program:** Edit the core program for your site

- All teachers will plan Common Core Standards Based units appropriate for each grade level standards.
- Every English Learner will receive systematic ELD and integrated ELD instruction based upon language proficiency level.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., district assessments, end of unit assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze student writing including on demand pieces using grade level writing rubrics and provide students with opportunities for concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and collaborative tasks to support student understanding.
- All English learners will be assessed using CELDT.
- District counselor and nurse will facilitate medical, dental and mental health referrals to community agencies.
- District counselor, nurse, 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 enrich and extend classroom instruction as well as broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district and site assessments to plan instruction, monitor student progress, and adjust instruction accordingly
- Teachers will participate in professional development to strengthen literacy instruction

**Strategic Support (Tier 2)**

- Targeted push-in/pull-out flexible learning support (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Teachers will make a home contact i.e. progress reporting, phone call, parent conferencing to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in support instruction for targeted students in need.
- Focused, small group instruction will be provided to students at their point of need, across content areas by classroom teachers.
- Students will engage in level appropriate computer and media supports to accelerate, remediate and reteach concepts.
- Teachers will utilize the hold and release method as appropriate to keep a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate supplemental supports to provide students learning opportunities in the Least Restrictive Environment.

**Intensive Intervention (Tier 3)**

Educational Specialists will provide supplemental supports and consultation support for targeted students.

Grade level teams to address literacy needs of students who are below proficiency. Teachers may refer student to SST for additional support.

Psychologist will collaborate with classroom teachers and observe or provide supports as appropriate to assist with differentiating instruction based on student need



**Local Control Funding Formula Goals**

**Goal 1: Intervention Supports**  
 Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal:**  
 Push-in/pull-out support is provided (as funding is available) to increase the number of students meeting grade level standards as evidenced by DRA.  
**Identified Need:**  
 There are students who are not meeting grade level standards. These students would benefit from additional supports.  
**Target Group:**  
 Students who are not meeting grade level standards.  
**Monitoring:**  
 DRA scores, teacher monitoring sheets and records, grade level assessments/rubrics  
**Personnel Responsible:**  
 Teachers/Grade Level Teams, Principal, Push-in/Pull out Personnel, ILT

**Goal 2: Classroom Supports**  
 A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal:**  
 To provide teachers with grade level collaboration time to plan for instruction and develop supports for students to make academic progress to meet or exceed grade level standards.  
**Identified Need:**  
 To plan units and instructional strategies based on the Common Core Standards and student strengths and needs.  
**Target Group:**  
 Students who are not meeting grade level standards.  
**Monitoring:**  
 Instructional Units and Lesson Plans  
 Teacher Monitoring Sheets and Records  
 Grade Level Monitoring Conversations (on designated minimum days)  
 Ongoing Classroom Visits  
**Personnel Responsible:**  
 Teachers, Grade Level Teams, ILT, Principal

**Goal 3: Professional Development**  
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**  
 Teachers will engage in professional development opportunities and grade level collaboration which focuses on Common Core Standards based instruction and implementation, assessing and monitoring student progress, and strategic supports for students to meet or exceed grade level standards.

**Identified Need:**  
 To implement Common Core Standards based instruction as well as to refine classroom instructional supports based on student progress, strengths and needs.

**Target Group:**  
 Staff/Students in grades TK-5

**Monitoring:**  
 Teacher Monitoring Sheets and Records  
 Grade Level Monitoring Conversations (on designated minimum days)  
 Ongoing Classroom Visits  
 Teacher Reflections

**Personnel Responsible:**  
 Teachers, Grade Level Teams, ILT, Principal

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrn Tchr Hrly	-	\$3,500.00	0166-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	CELDT Testing for placement and monitoring of ELLs
PullOut/Push in Hrly	-	\$5,114.00	0166-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Targeted small group instruction to support academic progress towards grade level standards

## **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. 2014-14 SPSA Addendum

**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  
KUMEYAAY ELEMENTARY  
PARENT INVOLVEMENT POLICY**

Kumeyaay Elementary will provide a flexible number of meetings and a variety of opportunities which allow for parent involvement. Monthly School Site Council/Governance Team meetings are also conducted, providing information to stakeholders relative to budgets and programs that support student learning. Parent membership is required and welcomed. The content of these monthly meetings may be translated upon request in other available languages. Topics covered during the meetings will include:

- Review of current student assessment data and student progress
- Improving the communication between home and school
- Data based rationale and strategies to enhance parent involvement
- Providing information about available resources for improving student achievement
- Parent education opportunities focused on supporting academics at home
- Shared decision-making relative to allocations of budget funds
- Receiving information from district level committee members
- Evaluating/Revising the school's Parent Involvement Policy
- Valuing diversity

Parental input is welcomed and valued at the School Site Council (SSC), providing an ongoing opportunity for parents in the planning, review and decision-making processes for the improvement of the instructional program and overall school environment.

Important school and district news, upcoming events, and information to provide parents with strategies to support their children are communicated through the following: school website, marquee, Tierra Times Community Newspaper, monthly Tribal Meetings, and periodic letters or newsletters. Parent notices (via flyers, call outs or e-mail) are regularly distributed to promote all events held at Kumeyaay Elementary. Additionally, a telephone/e-mail communication system is utilized to regularly deliver messages and reminders to parents.

All parents are encouraged to join parent involvement groups/committees which support our students, such as the Kumeyaay Foundation, the Fine Artists Program, classroom volunteers, Everyone a Reader Tutoring, Garden Club, Running Club. Kumeyaay Elementary and our parent committees provide regular opportunities for parent volunteering as well as for social support and fellowship. The school administrator and teachers are available to parents for informal meetings to discuss concerns or to receive suggestions and recommendations. Parent concerns that are related to the SSC/Governance Team will be presented for further discussion and/or decision.

The Research and Reporting Office and the Testing unit notifies parents annually of individual student assessment results. An explanation of the information is available in several languages on the district and state websites.

The community of Kumeyaay Elementary welcomes and appreciates parent involvement, believing that parent support is critical to student success at school.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

**San Diego Unified School District**

**Kumeyaay Elementary**

**HOME/SCHOOL COMPACT 2015-2016**

*Kumeyaay Elementary and the parents of the students participating in activities, services, and programs at Kumeyaay Elementary agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during the current school year.*

**School Responsibilities**

**Kumeyaay 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:**

- Standards-Based lesson development
- Inquiry strategies to develop critical thinking across the curriculum areas
- RTI (Response to Intervention) support

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

- Conferences are held in the Fall and Spring, and by appointment during the year.
- Student Study Teams are conducted as needed on an ongoing basis.
- Individual Education Plan (IEP) meetings are conducted in compliance with the law.
- 504 Plans are reviewed on an ongoing basis.

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

- Three report cards are issued during the school year.
- District assessments results will be provided for parents to review.
- Teachers may send home additional periodic progress reports at a parent's request or according to that teacher's policy.

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

- Each staff member will use and maintain their district e-mail account.
- Each staff member will be available to meet with parents at a mutually agreed upon time.

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

- Parents may volunteer by contacting their child's teacher, the Foundation or the front office.
- Parents are welcome to observe classroom instruction. We ask your kind consideration in making arrangements with a minimum 24 hours advanced notice prior to observing classroom instruction unless otherwise arranged by mutual agreement with the teacher.

**Student Responsibilities**

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

- Making education my first priority.
- Arriving on time and ready to learn.
- Respecting myself, school property, and others.
- Completing my classwork/homework as assigned and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving to my parents/guardian all notices and information received from school.
- Following the Kumeyaay Code

Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

**Parent Responsibilities**

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

- Making sure my child attends school every day, on time (unless ill).
- Making sure that homework is completed.
- Maintaining a rapport with my child(ren)'s teacher(s).
- Establishing contact with child's teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
- Promoting positive use of my child's extracurricular time.
- Volunteering in my child's classroom, when possible.
- Reading and responding, as necessary, to all communications from the school.
- Serving on school committees when possible.
- Attending parent conferences.
- Working together with the school to foster a positive community spirit and supportive environment.

PLEASE NOTE: SIGNATURES ARE NOT REQUIRED.



**APPENDIX C**

**2014-15 SPSA ADDENDUM**

**Kumeyaay Elementary**

Area Goals for 2014-15 SY	
<b>English Language Arts:</b>	85% of Kumeyaay Elementary students in grades 2-5 will meet or exceed Common Core ELA grade level standards as identified by s
<b>Mathematics</b>	85% of Kumeyaay Elementary students in grades 2-5 will meet or exceed Common Core math grade level standards as identified by s
<b>English Language Development</b>	80% of Kumeyaay Elementary English Learners will meet Common Core grade level standards identified by site developed formative
<b>Graduation/Promotion Rate</b>	80% of Kumeyaay Elementary students in grade 3 will meet or exceed DRA level 38.
<b>Parent Involvement and Community Eng</b>	90% of Kumeyaay Elementary parents/guardians will participate in 3 or more school events.

<b>Academic Program Description:</b>	<b>Please see the base program model in the following page.</b>
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## 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