

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LEE ELEMENTARY SCHOOL

2014-16

37-68338-6039861

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: Martinez, Silvia

Contact Person: Martinez, Silvia

Position: Principal

Telephone Number:

Address: 6196 Childs Ave, Lee Elementary, San Diego, CA, 92139-3612,

E-mail Address: smartinez5@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: Lee Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Silvia Martinez, Principal

PHONE: (619) 430-1600

FAX: (619) 430-1649

E-MAIL ADDRESS: smartinez5@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: 2/18/15
- 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): _____ 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: 3/11/15

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>Silvia Martinez</u> Type/Print Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>3-12-15</u> Date
<u>Mary Miras</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>3-12-15</u> Date
<u>Lamont A. Jackson</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>3-16-15</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.

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

Lee Elementary is an inspiring place where everyone takes responsibility for creating contributing members of society by:

Setting high expectations of teaching and learning in a nurturing environment

Promoting collaboration among staff, students, community, and families

Encouraging open communication Recognizing and respecting individuality Celebrating student achievement.

Working towards ensuring:

Clarity of purpose in daily lesson planning

Infusing Student Engagement in lesson planning

Professional Learning Communities focused on Continuous Cycle of Improvement

Data driven Common Core Standards Based Lessons

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 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).

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
Jacob McKee	Parent
Silvia Martinez	Principal
Mary Miras	Classroom Teacher
Gerardo Ortiz	Parent
Araceli Carrillo	Parent
Donna Ingram-Parnell	Classroom Teacher
Connie Gonzalez	Other School Personnel
Mary Griffin	Classroom Teacher
Sharonda Parker-Doakes	Parent
Sheryl Carter	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/17/2016, 40 % of Lee Elementary Students will meet Common Core grade-level standards in SBAC in English/Language Arts

Closing the Gap SMART Goal:
 * By 06/17/2016, 35 % of Lee Elementary English Learner, Students will meet Common Core grade-level standards in SBAC in English/Language Arts
 * By 06/17/2016, 61 % of Lee Elementary Students with Disability will achieve a meet Common Core grade-level standards 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):

Progress and Growth Monitoring:

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

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/17/2016, 35 % of Lee Elementary Students will meet Common Core grade-level standards in SBAC in Mathematics

Closing the Gap SMART Goal:
 * By 06/17/2016, 30 % of Lee Elementary English Learner, Students will meet Common Core grade-level standards in SBAC in Mathematics
 * By 06/17/2016, 30 % of Lee Elementary Students with Disability will meet Common Core grade-level standards in SBAC 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):

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 06/17/2016, 50 % of Lee Elementary English Learner, Students will grow at least one proficiency band from previous year or reach proficiency/advanced in California En 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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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 06/17/2016, 75 % of Lee Elementary Grade 03, Students will read at independent reading 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 Level

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 06/17/2016, 80 % of Lee Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

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

Parent Involvement as measured by sign in sheets from last school year's events

Progress and Growth Monitoring:

Sign in Sheets of Events

Agendas

Feedback Forms

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, Running Records, Conferencing Notes, 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.
- 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 and math 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

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

After school tutoring Program

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
- 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 Health Technician,	0.2000	\$6,689.00	0171-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Support students with ensuring they are healthy and present in school every day
Position Library Asst,	0.3525	\$8,851.63	0171-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04	Maintaining library open in order for students to access books, provide read alouds,support research
Position School Counselor,	0.2000	\$15,098.80	0171-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Support for whole class and individual counseling support to improve social, emotional development of students
Contracted Svcs > \$25K	-	\$39,343.00	0171-30100-00-5100-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Professional Learning Community release time for teachers to analyze data and strategically plan Common Core Lesson Plans. Young Audiences would provide dance, art and theater.
Other Support Prsnl PARAS Hrly	-	\$600.00	0171-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Childcare and Translation Services
Inservice supplies	-	\$839.00	0171-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Supplemental instructional materials and communication for parent involvement.

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::

Provide targeted small group Tier 2 instruction during literacy block, focusing on word study, fluency and comprehension in literacy and fluency in math in grades TK - 5th grade.

Educational Specialists provide small group instruction with students who need Tier 3 support.

After school tutoring to support struggling students.

ILT to analyze data and collaboratively plan PD and PLC agendas

Identified Need:

Students who are receiving this targeted intervention are below grade level in literacy and/or math.

Target Group:

Students Tk-5 who are considered below grade level by our district DRA and report card grades.

Monitoring:

Math, Literacy Interims

DRA

Running Records

Show What you know

Teacher Conferencing Notes

Anecdotal Notes and other assessments

Personnel Responsible:

Teacher and administrator

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:

Supplemental instructional materials and online supports will be provides to enhance pupil achievement.

Identified Need:

Classrooms need additional materials that are Common Core aligned.

Target Group:

Tk-5 classrooms.

Monitoring:

Math, Literacy Interims

DRA

Running Records

Show What you know

Teacher Conferencing Notes

Anecdotal Notes and other assessments

Personnel Responsible:

Teachers and Administrator

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 Development within the PLC collaborative model will provide time to analyze student work, design lessons around Common Core in Literacy and Math, strengthen their knowledge and reflect on their practice. Teachers will collaboratively plan core subject lesson studies with focus on the districts cycle expectations.

Identified Need:

To strengthen teacher's knowledge in designing Common Core lessons across all content areas and have the ability to respond to student need in a timely fashion.

Target Group:

All students and teachers in Tk-5.

Monitoring:

Biweekly PLC Agenda's/Reflections

Lesson Plan Templates

On-going Classroom Observation and Feedback from Classroom

Monitoring meetings with Administration

Personnel Responsible:

Administrator and Teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.0225	\$565.00	0171-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Library support for access to reading materials
Supplies	-	\$500.00	0171-00000-00-4301-3140-0000-01000-0000	Discretionary Alloc	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supplemental instructional materials to enhance classroom instruction around Common Core State Standards
Classroom Teacher Hrly	-	\$15,621.00	0171-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	After school program for students who need support in accessing ELA/Math Common Core State Standards
Prof&Curriclm Dev Vist Tchr	-	\$8,678.00	0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Professional development release time for data analysis and strategic lesson planning to support students in meeting Common Core grade level standards
Supplies	-	\$9,273.00	0171-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Supplemental materials such as journals, chart paper, math manipulatives, etc...
Classroom PARAS Hrly	-	\$811.00	0171-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	01, 03	Hourly pay for extra support with CELDT testing, IPT and other EL compliance clerical assistance

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
Lee Elementary

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.

Lee Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parental input from various parent meetings including but not limited to Parent/Teacher Association (PTA) meetings and monthly ELAC and Parent Coffees are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the development of this policy.

This policy has been distributed to parents of Title I students. The policy was explained and distributed at our fall Back-to-School night and Coffee with the Principal. It was sent home the following day to those families who were not in attendance.

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 Lee 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 is usually done in connection with our fall Back-to-School night parent meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings at Lee Elementary are held on various days of the week. Some meetings are held before, during or after school. Occasionally evening meetings are held. Meeting days and times are based on parent input.
- 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. Topics that are appropriate for School Site Council (SSC) review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration. All parents are notified and encouraged to participate and provide input at SSC meetings. However, only members of the SSC are allowed to vote.
- The school provides parents of Title I students with timely information about Title I programs. The school bulletin boards, flyers, phone calls, social media sites and website are used to advertise parent meetings and training sessions offered at our school the District Advisory Council's Harold J. Ballard Parent Center, parent University and throughout our district.
- 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 night, Parent/Teacher conferences and report

cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

- 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. These parent meetings will be offered with opportunities for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- The School Site Council (SSC) reviews and modifies the Home-School Compact on a yearly basis. All parents are notified and encouraged to participate and provide input at the meeting when this is done. However, only members of the SSC are allowed to vote
- This Home-School Compact is distributed to parents of Title I students. The compact is explained and distributed at our fall Back-to-School night. It is sent home the following day to those families who were not in attendance.

Building Capacity for Involvement

Lee 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.
- Back-to-School night, Parent/Teacher conferences and report cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Parents are given materials and ideas to help their children during Parent/Teacher conferences. Homework is also designed for parents to assist their children with improving their achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- Our parents work closely with our staff through our PTA. This strengthens our staff's understanding of the value of parent contributions.
- 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.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school bulletin boards, flyers, phone calls, social media sites and website are used to advertise parent meetings and training sessions offered at our school the District Advisory Council's Harold J. Ballard Parent Center, parent University and throughout our district.
- The school provides support for parental involvement activities requested by Title I parents. Lee staff and parent organizations are open to all suggestions.

****It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.***

*****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)]***

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

Robert E. Lee Elementary Home School Compact

Lee 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 California's high standards.

This Home/School compact is in effect during the 2015-2016 school year.

School responsibilities

- 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:**
 - Ensure all lessons are based on California content standards for the specific grade level.
 - Create an atmosphere of collaboration and support for all children.
 - Deliver lessons that meet the unique needs of all learners.
 - Provide instruction that supports all students meeting or exceeding grade level standards.

- 2. Hold parent-teacher conferences at the end of the first and second reporting periods, during which this compact will be discussed as it relates to the individual child's achievement.**
 - Parent-Teacher conferences are scheduled to be held during the last week of November and in March.

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

- All students will receive a Standards-Based Report Card three times a year.
- Methods of communication may include sending home daily work and tests, weekly reports, phone calls, e-mails, report cards, learning contracts, SST meetings, IEP meetings, conferences, newsletters and websites.

4. Provide parents reasonable access to staff as follows:

- We provide a welcoming environment for students, families, and community members.
- Parents can leave messages for staff members on the answering machine, in their mail box or via e-mail.
- Teachers are available before and after school for meetings requested by parents.
- The Principal and support staff is available throughout the day for meetings with parents.

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

- Once a month, during Fabulous Fridays, parents participate in their child's class.
- All parents have the opportunity to volunteer after completing a volunteer form and obtaining a TB clearance.
- Parents, families and community members are strongly encouraged to participate and observe at school whenever possible. To ensure a strong academic program, parents are asked to contact their child's teacher to schedule observations in advance.
- PTA functions, general meetings and board meetings
- Evening Family events
- Back to School Night in the fall and Open House in the spring
- Field trips and other special class activities

Parent Responsibilities

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

- Ensuring that students attend school every day and arrive on time.
- Making sure that homework is complete and neat.
- Monitoring amount of television my child watches.
- 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 or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory council for compensatory Education, the English Learner Advisory Committee, the PTA or other school advisory groups.
- Supporting school rules and programs.

Student Responsibilities

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

- Completing my homework every day and asking for help when I need it.
- Reading or listening to books every day outside of school time. (Third through fifth graders should read for thirty minutes every day.)
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arriving at school on time, ready and prepared to learn.
- Following all school rules and being the Best Lee Leader that I can be.

APPENDIX C

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

San Diego Unified School District
 Site: 0171 Lee Elementary
 As of Date 04-13-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent	
	FTE	TOTAL	FTE	TOTAL
		83,107.00		1,579.00
		83,106.89		1,578.80
		0.11		0.20
Certificated Salaries / Monthly	0.20	15,098.80	-	-
2605 School Counselor	0.20	15,098.80	-	-
Classified Salaries / Monthly	0.55	15,540.63	-	-
6410 Health Technician	0.20	6,689.00	-	-
6472 Library Asst	0.35	8,851.63	-	-
Classified Salaries		-		600.00
2281 Other Support Prsnl PARAS Hrly		-		600.00
Employee Benefits		13,124.46		139.80
Books and Supplies		-		839.00
4304 Inservice supplies		-		839.00
Services and Other Operating		39,343.00		-
5100 Contracted Svcs > \$25K		39,343.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Lee Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 6/12/2015, 60% of Lee Elementary students will meet Common Core Grade Level standards in English Language Art.
Mathematics	By 6/12/2015, 60% of Lee Elementary students will meet Common Core Grade Level standards in Mathematics.
English Language Development	By 6/12/2015, 66.6% of Lee English Learners will meet Common Core Grade Level Standards in English Language Arts.
Graduation/Promotion Rate	By 6/12/2015, 80% of Lee Elementary will be at level 38 in DRA .
Parent Involvement and Community Engagement	By 6/12/2015, 80% of Lee Elementary Parents/Guardians will participate in at least 3 school 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 on 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		Rationale
	FTE	TOTAL	FTE	TOTAL	
		83,237.00		1,360.00	
2605 School Counselor	0.20	15,422.20	-	-	Support for whole class and individual counseling support to improve social, emotional development of students
6410 Health Technician	0.40	13,045.60	-	-	Support students with ensuring they are healthy and present in school every day, monitor high number of students with medical concerns
6472 Library Asst	0.38	9,544.13	-	-	Maintaining library open in order for students to have access to books
1157 Classroom Teacher Hrly		14,500.00		-	Extended day for tutoring in the area of Literacy and Math
1192 Prof&Curriclm Dev Vist Tchr		8,982.00		-	Support for our PLC and ILT to plan and reflect on instruction using real time data
2281 Other Support Prsnl PARAS Hrly		-		500.00	Daycare and Translation Services
Employee Benefits		17,365.00		109.96	Employee Benefits
4301 Supplies		478.00		750.00	Supplemental instructional materials and communication for parent involvement
5841 Software License		3,900.00		-	Software to support technology instruction for students

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: Lee Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$83,107.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$83,107.00
10% allocation needed for PD	\$8,310.70

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	5100	Professional Learning Community release time for teachers to analyze data and strategically plan Common Core Lesson Plans. Young Audiences would provide dance, art and theater.	\$39,343.00
<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			\$39,343.00
10 % allocation has been met			YES