THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LINDBERGH/SCHWEITZER ELEM SCHOOL

2014-16

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: Peterson, Victoria
Contact Person: Peterson, Victoria
Position: Principal
Telephone Number:
Address: 4133 Mount Albertine Ave, Lindbergh/Schweitzer Elem, San Diego, CA, 92111-3128,
E-mail Address: vpeterson@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

RECEIVED MAR 2 0 REC'D

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: Lindbergh Schweitzer Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Victoria Peterson, Principal

PHONE: 858-496-8400   FAX: (858) 292-0746   E-MAIL ADDRESS: vpeterson@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: 3/10/2015

   ☒ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: 3/11/2015

   ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 3/9/2015

   ☒ Site Governance Team (SGT)   Date of presentation: 3/12/2015

   ☒ 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: 3/12/2015

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.

Victoria Peterson, Principal
Type/Print Name of School Principal   Signature of School Principal   3-12-2015 Date

Lallia Allali, SSC Co-Chair
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   03/12/2015 Date

Dr. Sofia Freire, Area Superintendent
Type/Print Name of Area Superintendent   Signature of Area Superintendent   3/13/2015 Date

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

Updated 02.12.15mdj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

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

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

SCHOOL VISION AND REALITY
Lindbergh Schweitzer is a Service Learning Magnet School where learning is a dynamic process. Every classroom experience provides an opportunity for reflection, improvement, and success. Students are expected to be creative, independent thinkers and problem solvers. Academic excellence is supported by curriculum that integrates technology and is based on content standards across all disciplines.

Lindbergh Schweitzer encourages shared decision making throughout its valued and respected learning communities. Staff, parents, students, and community partners work collaboratively to provide a safe learning environment that embraces and values diversity.

Our staff is committed to ongoing professional learning which ensures that we are utilizing current research and best teaching practices. Informed by assessment, this professional learning provides a powerful foundation to address the instructional needs and goals of our students.

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
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
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

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
375-1511	2

PROFESSIONAL DEVELOPMENT

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

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

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

The PI leadership team conducted a series of meetings to focus on developing the school's restructuring plan.

The plan included High Expectations for all with goals for student achievement by grade level and content area, schoolwide opportunities and targeted students based on CELDT and Interim Assessments. ELA strategies were focused on the Hispanic students and English Learner. In Mathematics, strategies were focused on the Hispanic students, Special Needs and English Learners.

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. Victoria Peterson	Interim Principal
2. Greg Babick	Teacher
3. Roberta Sanchez	Teacher
4. Nicky Rodriguez	Teacher / Co-Chair
5. Julie Harris	Other Staff
6. Rick Velez	Parent
7. Lallia Allali	Parent /Chair
8. Jesica Broadhead	Parent / DAC
9. Tanya Buchanan	Parent
10. Tsega Teklehaimanot	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2016, 68 % of Lindbergh/Schweitzer Elem Students will perform at Proficient or Advanced on Common Core grade-level Standards in English/Language Arts

Closing the Gap SMART Goal:
* By 06/30/2016, 43 % of Lindbergh/Schweitzer Elem Students with Disability will perform at Proficient or Advanced level in English/Language Arts
* By 06/30/2016, 45 % of Lindbergh/Schweitzer Elem English Learner will perform at Proficient and Advanced level 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):

CMA

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 - 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, 65 % of Lindbergh/Schweitzer Elem Students will perform at Proficient or Advanced level in Mathematics

Closing the Gap SMART Goal:
* By 06/30/2016, 43 % of Lindbergh/Schweitzer Elem Students with Disability, Grades 2-5 will perform at Proficient or Advanced level in Mathematics
* By 01/30/2016, 65 % of Lindbergh/Schweitzer Elem English Learner, Grades 2-5 will perform at Proficient or Advanced level 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):

CMA

Progress and Growth Monitoring:

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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, 41 % of Lindbergh/Schweitzer Elem English Learner, Students, Grades 2-5 will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s)

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 06/30/2016, 64 % of Lindbergh/Schweitzer Elem Grade 03, Students will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/30/2016, 90 % of Lindbergh/Schweitzer Elem Parents/Guardians will achieve a participate in at least 2 school events in Parent and Community Engagement

Targeted Population:
Last year we were able to increase the participation by Spanish Speaking parents on our English Learner Advisory Committee. Increased enthusiasm and participation by all parents of English Learners has led to the creation of a parent center on east campus and a new support group for parents of students with disabilities which will meet quarterly on campus. Spring Open House this year will be a Multi-cultural Fair led by students, staff and parents as we celebrate our school's multiple cultures working and learning together.

What data did you use to form these goals?
Research shows that students whose parents are more involved in their education achieve more scholastically.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

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 assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
Teachers will use graphic organizers to support student understanding.
All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)
Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
Targeted additional small flexible group instruction will be used to address specific needs in literacy
Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
Educational specialist will provide push in supplemental small group instruction for targeted students in need.
Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction
Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

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

Support by Support staff 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 Elem Prep Teacher/Computer	0.2000	$17,019.80	0175-30100-00-1118-1000-1110-01000-0000	Title I Basic Program	03, 04, LCFF 1, LCFF 2, LCFF 3	Additional Prep teacher time to support PD and PLC collaboration for staff to work on common core curriculum and assessment
Position Elem Prep Teacher/Computer	0.2000	$17,019.80	0175-30100-00-1118-1000-1110-01000-0000	Title I Basic Program	03, 04, LCFF 1, LCFF 2, LCFF 3	Additional Prep teacher time to support PD and PLC collaboration for staff to work on common core curriculum and assessment
Classroom Teacher Hrly	-	$25,398.42	0175-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Classroom PARAS Hrly	-	$352.00	0175-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	PARAS hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Counselor Hrly	-	$4,339.15	0175-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Counselor Hourly to provide supplemental Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
Inservice supplies	-	$1,220.00	0175-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1, LCFF 2	Inservice supplies for parent involvement activities that promote strategies for student achievement
Classroom Teacher Hrly	-	$485.00	0175-30103-00-1157-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 04, LCFF 1, LCFF 2	Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Classroom PARAS Hrly	-	$175.00	0175-30103-00-2151-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 04, LCFF 1, LCFF 2	PARAS hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Prof&Curriclm Dev Vist Tchr	-	$6,942.00	0175-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
Supplies	-	$588.00	0175-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

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:
Implementation of state standards and access to a board course of study: All TK-6 students, including low-income, our English learners (EL), and students with disabilities will participate in a course of study based on CCSS in English Language Arts (ELA) and math, with full implementation by August 2015-2016 school year. CCSS units of study will include both academic content and performance standards, will incorporate the use of technology tools and visual and performing arts (VAPA), will emphasize differentiated instructional strategies and resources in order to support increased access to high levels of curriculum, and will use rubrics for evaluation to ensure that students learn content and demonstrate mastery of CCSS.

Identified Need:
There are students at all grade levels who are not meeting grade level standards. These students would benefit from push/in-pull-out support.

Target Group:
The groups that will be targeted are low-income students, foster youth, English learners, and students with disabilities.

Monitoring:
Monitoring of these funds will occur during the following:
Prioritizing instructional time: Principal to do daily walk-thurs which focus on rigorous instructional practices and student engagement targeting additional individual instruction for students who are struggling: Implementation of RTI at all levels
Examining school wide data to consider whether and how to adapt the curriculum based on information about student strenghts and weaknesses
Staff will use multiple measures of assessment developed in PLC and/or district approved
All English learners will be assessed using the CELDT and the Express Assessment from the SELD curriculum

Personnel Responsible:
Principal, ILT, Classroom Teachers, Push-in/Pull-out teachers.

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 increase access to the CCSS grade level standards and improve learning, basic supplies are necessary.

Identified Need:
All students are in need of basic classroom supplies.

Target Group:
The groups that will be targeted are low-income students, foster youth, English learners, and students with disabilities.

Monitoring:
Administrative approval of instructional requests will be based on academic rational provided.

Personnel Responsible:

Principal, Classroom teachers

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 opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments.

Identified Need:

Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

Target Group:

All students.

Monitoring:

Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative. Additional monitoring is conducted through the evaluation and observation processes by the Administration.

Personnel Responsible:

Administrative approval of instructional requests will be based on academic rational provided

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position ESL Asst	0.3750	$9,658.13	0175-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Push in/ pull out student for struggling students with a focus on English Learner
Position School Counselor,	0.2000	$15,098.80	0175-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
Classroom PARAS Hrly	-	$400.00	0175-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Push in/ pull out student for struggling students with a focus on English Learner
Supplies	-	$1,316.32	0175-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

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

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
(Provided by the School Site)

Lindbergh/Schweitzer Elementary School
TITLE I PARENT INVOLVEMENT POLICY
2015-2016

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

Lindbergh/Schweitzer Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The staff will provide a flexible number of meetings to allow for parent involvement. School staff will schedule monthly meetings, the topics covered during the meetings will include:

- Improving communication between the school and home
- Discussing current student assessment data and student progress
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- Conferencing with teachers
- Providing training programs to help parents support and work with their children at home and at school
- Advocating for teachers and parents
- Valuing cultural diversity

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

Flyers and School Messenger phone calls are sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language, whenever possible. The parent communication board is used to advertise parent meetings and training sessions offered at *Lindbergh/Schweitzer Elementary School*
, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

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 *Lindbergh/Schweitzer Elementary School*, 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. During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- 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. Parents are invited to committee meetings where these topics are discussed.

- The school provides parents of Title I students with timely information about Title I programs. Parents are notified about Title I programs during parent meetings throughout the school year. The Title I parent involvement meeting at the beginning of the year is the first of these meetings on campus.

- 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. Parents are notified annually of individual student assessment results by the Assessment Services Department. 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. Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide a responsive manner to involve parents in the planning, review and decision-making process for improvement of student achievement.

School-Parent Compact
Lindbergh Schweitzer Elementary School 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

Building Capacity for Involvement
Lindbergh Schweitzer Elementary School 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 by offering school wide parent meetings, parent conferences, and information on parent newsletters.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement by offering school wide parent meetings, parent conferences, and information on parent newsletters.

- 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. This is included in professional developments, staff meetings, and PTA meetings.

- 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. We do this by inviting Parent University to present classes, Family Fridays, Monthly Meetings with Administrators, Newsletter announcements, open house, parent conferences and announcements at special events.

- 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 via school messenger, parent newsletters, and flyers.

- The school provides support for parental involvement activities requested by Title I parents by inviting Parent University to present classes, Family Fridays, Monthly Meetings with Administrators, Newsletter announcements, open house, parent conferences and announcements at special events.

-

Accessibility
Lindbergh Schweitzer Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand via Parent University to present classes, Family Fridays, Monthly Meetings with Administrators, Newsletter announcements, open house, parent conferences and announcements at special events.
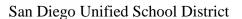
APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

SAN DIEGO UNIFIED SCHOOL DISTRICT
HOME/SCHOOL COMPACT
Lindbergh/Schweitzer Elementary School
2015-2016

Lindbergh/Schweitzer Elementary School 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 2015-2016.

School Responsibilities
Lindbergh/Schweitzer 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:
- We will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students.
- We will provide an enriching academic program based on standards.
- We will give students timely feedback on their work.
- We will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
- We will seek out additional resources to meet our students' special academic needs.

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.
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.
We will provide regular, ongoing and direct communication regarding student progress in a variety of ways. 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 website.

4. Provide parents reasonable access to staff.
- 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.
- Staff members are available at various times by appointment.
- Staff members are available at all parent functions and site decision- making groups.

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

- 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
- Parent educational classes that focus on the Common Core Standards
- School Dance, Science Nights, Movie Nights etc. (events may be substituted)
- Back to School Night in the fall and Open House in the spring
- Field trips and other special class activities
- Special lunch dates

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

- Monitoring attendance.
- Making sure that homework is completed.
- 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 or other school advisory groups.
- Contacting the teacher for daily assignments in case of extended absences.
- Making sure that my child arrives at school on time.

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

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school well rested and prepared to learn.

APPENDIX C

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

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		80,323.00		**1,995.00**		**8,588.00**
		80,323.00		**1,994.64**		**8,587.27**
		-		**0.36**		**0.73**
2013 Elem Prep Teacher/Computer	0.40	34,039.60	-	-	-	-
1157 Classroom Teacher Hrly		25,398.42		485.00		-
1192 Prof&Curriclm Dev Vist Tchr		-		-		6,942.00
1260 Counselor Hrly		4,339.15		-		-
2151 Classroom PARAS Hrly		352.00		175.00		-
Employee Benefits		16,193.83		114.64		1,057.27
4301 Supplies		-		-		588.00
4304 Inservice supplies		-		1,220.00		-

San Diego Unified School District
Site: 0175 Lindbergh/Schweitzer Elem
As of Date 04-24-2015
Extended Summary

APPENDIX D

2014-15 SPSA ADDENDUM

Lindbergh Schweitzer

Area Goals for 2014-15 SY	
English Language Arts:	By 06/30/2015, 68 % of Lindbergh/Schweitzer Elem Students will perform at Proficient or Advanced on Common Core grade-level Standards in English/Language Arts
Mathematics	By 06/30/2015, 65 % of Lindbergh/Schweitzer Elem Students will perform at Proficient or Advanced level in Mathematics
English Language Development	By 06/30/2015, 41 % of Lindbergh/Schweitzer Elem English Learner, Students, Grades 2-5 will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s)
Graduation/Promotion Rate	By 06/30/2015, 64 % of Lindbergh/Schweitzer Elem Grade 03, Students will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s)
Parent Involvement and Community Engagement	By 06/30/2015, 90 % of Lindbergh/Schweitzer Elem Parents/Guardians will achieve a participate in at least 2 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 in the following four pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		89,518.00		1,882.00		9,402.00	
2013 Elem Prep Teacher/Computer	0.20	17,104.00	-	-	-	-	Additional Prep teacher time to support PD and PLC collaboration for staff to work on common core curriculum and assessments
2040 Inschool Resource Tchr	0.02	1,605.42	-	-	0.08	6,421.68	Inschool resource teacher to provide push in/ pull out support to EL students and other struggling with proficiencies
2042 Early Literacy Supp Tchr, Res	0.50	39,586.50	-	-	-	-	Early Literacy supplemental resource teacher to provide push in/ pull out support to EL students and other struggling with proficiencies in ELA
1157 Classroom Teacher Hrly		-		400.00		-	Provide additional small group and individual support for struggling and at risk students with a focus of ELs
2151 Classroom PARAS Hrly		-		190.00		766.00	Provide additional small group and individual support for struggling and at risk students with a focus of ELs
Employee Benefits		26,019.46		92.20		2,214.78	Benefits for staff providing targeted support for students

4301 Supplies		5,203.00		-		-	Supplies for PD, PLC and parent involvement activities to promote student achievement
4304 Inservice supplies		-		1,200.00		-	Inservice supplies for parent involvement activities that promote

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

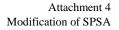# APPENDIX E

San Diego Unified SCHOOL DISTRICT

School Name: Lindbergh/ Schweitzer

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	$80,323.00
Enter Total Allocation: Resource 30106	$8,588.00
Sum or Resources 30100 & 30106	$88,911.00
10% allocation needed for PD	$8,891.10

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
☑ 30100 ☐ 30106	1109	Inschool resource teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition.	$37,496.00
☐ 30100 ☑ 30106	1192	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.	$8,000.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$45,496.00
		10 % allocation has been met	**YES**