THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MARVIN ELEMENTARY SCHOOL

2014-16

37-68338-6039960
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: Derwae, E
Contact Person: Derwae, E
Position: Principal
Telephone Number: 619/583-1355;
Address: 5720 Brunswick Ave, Marvin Elementary, San Diego, CA, 92120-1905,
E-mail Address: ederwae@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.*

San Diego Unified
SCHOOL DISTRICT

RECEIVED MAR 2 0 REC'D

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Attachment 2
Modification of SPSA

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Marvin Elementary School

SITE CONTACT PERSON: E. Jay Derwae

DUE March 13, 2015

PHONE: 619-583-1355   **FAX:** 619-582-7853   **E-MAIL ADDRESS:** ederwae@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: 3-12-15

   ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

   ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 3-12-15

   ☒ Site Governance Team (SGT)   Date of presentation: 3-12-15

   ☐ 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: 3-12-15

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.

E. Jay Derwae	_(signature)_	3-12-15
Type/Print Name of School Principal	Signature of School Principal	Date
Kristi Thompson	_(signature)_	3-12-15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Sofia Freire	_(signature)_	3/13/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

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
Marvin Elementary, a California Distinguished School, is nestled in Allied Gardens, a community of single-family dwellings. One third of our students attend through the Open Enrollment (CHOICE) Program. Our 16 permanent classrooms and five portable buildings house regular and special education classes.

Staff and students focus on teaching and learning. All children receive a comprehensive education given by an experienced teacher. Several of our teachers were Marvin students. Teachers participate in regular professional development to increase their skills to challenge, encourage, and center instruction on the state standards and the needs of our students.

We offer a rich, developmental Transitional Kindergarten program designed to ensure students are very well prepared to enter kindergarten. Students' progress at their readiness level. Our GATE (Gifted and Talented Education) and Seminar programs are designed to challenge our students academically as well as emotionally. The GATE and Seminar programs are for those students who score highly (usually 99.6% and above on the GATE test). Our science lab, staffed by a full-time science teacher, provides supplemental hands-on experiences for all students. The all-school science fair and other after-school programs such as science, aerobics, karate, and yoga offer additional instruction to our children.

Our very active Parent Teacher Foundation supports enrichment activities throughout the school. We offer many family events and volunteer opportunities, both in and out of the classroom.

Marvin Elementary is a wonderful place to learn and grow. Our children learn to think more deeply and to set learning goals for themselves.

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

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

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 (+)

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
Lorie Mainar	Teacher
E. Jay Derwae	Principal
Alf Schreiber	Teacher
Susan Hanna	Teacher
Kristi Thompson	Parent/Chairperson
Nikki Meek	Parent/Vice Chairperson
Lori Mason	Parent
Mandy Womack	Parent
Treasure Love	Other School Representative
Caren Dufour	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/14/2016, 80 % of Marvin Elementary Grade 1-5, Students will achieve a meet grade level standards in English/Language Arts

Closing the Gap SMART Goal:
* By 06/14/2016, 75 % of Marvin Elementary Students with Disability will achieve a proficient or advanced on ELA based IEP goals in Progress Reports
* By 06/14/2016, 75 % of Marvin Elementary Grade 1-5, Economically Disadvantaged, Students will achieve a meet 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):

Site-Created Assessment

Progress and Growth Monitoring:

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

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Cycle 4 (April - 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 06/14/2016, 85 % of Marvin Elementary Grade 1-5, Students will achieve a meet grade level standards in Mathematics

Closing the Gap SMART Goal:
* By 06/14/2016, 75 % of Marvin Elementary Grade 1-5, Economically Disadvantaged, Students will achieve a meet grade level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Site-Developed Assessment

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 06/14/2016, 75 % of Marvin Elementary English Learner will achieve a meet grade level standards in English/Language Arts **Closing the Gap SMART Goal**:

WHAT DATA DID YOU USE TO FORM THESE GOALS? ☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify): Site-Developed Assessments
Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children? **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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/14/2016, 75 % of Marvin Elementary Grade 03, Students will achieve a Proficient or Advanced level in reading in English/Language Arts
Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):
Site-Created Assessments

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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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 06/14/2016, 80 % of Marvin Elementary Parents/Guardians will achieve a participate in at least 2 school events in Parent and Community Engagement
Targeted Population: English Learner parents and parents of students in grades 4 & 5 are least represented at school events. **What data did you use to form these goals?** Sign-in sheets from school activities; Check-in Computer in front office
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: Edit the core program for your site

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, 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 and Thinking Maps to support student understanding.
ELST will work with targeted students to improve language development.
All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
Counselor, nurse, 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.
ELST will consult with teachers to provide supports for targeted English Learners.
Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

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

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

Intensive Intervention (Tier 3)

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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

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

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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:
Supplies to support the intervention support, classroom interventions and professional development to support of ELs and struggling students.
Identified Need:
Support of ELs and struggling students in ELA and Math.
Target Group:
 ELs and struggling students in ELA and Math.
Monitoring:
logs to monitor the use of Supplies
Personnel Responsible:
ILT, SSC, SCT and Principal

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:
Supplies to support the intervention support, classroom interventions and professional development to support of ELs and struggling students.
Identified Need:
Support of ELs and struggling students in ELA and Math.
Target Group:
 ELs and struggling students in ELA and Math.
Monitoring:
logs to monitor the use of Supplies
Personnel Responsible:
ILT, SSC, SCT and Principal

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

Professional Development Goal:
Supplies to support the intervention support, classroom interventions and professional development to support of ELs and struggling students.
Identified Need:
PD and PLC strategies to support of ELs and struggling students in ELA and Math.

Target Group:
Staff to provide services to ELs and struggling students in ELA and Math.

Monitoring:
Agenda and PLC/ PD products produced by staff

Personnel Responsible:
ILT, SSC, SCT and Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$12,041.00	0197-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Supplies to support the intervention support, classroom interventions and professional development to support of ELs and struggling students.

APPENDICES

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

A. 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

APPENDIX A

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

John G. Marvin Elementary School
NON-TITLE I PARENT INVOLVEMENT POLICY

Marvin Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. The SSC and SGT meet monthly and revise this policy annually.

It has distributed the policy to parents of Non-Title I students.
It is distributed annually in the Back-to-School packets to all families.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program
To involve parents in the Non-Title I program at *Marvin Elementary School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. This is done annually at the Back-to-School Night.

- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Besides from SGT and SSC, the parents are welcome to provide feedback at PTF meetings, Back-to-School Night, Art and Science Fair as well as numerous other events.

- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy.   The SSC, PTF and SGT meet monthly and revise this policy annually.

- The school provides parents of Non-Title I students with timely information about Non-Title I programs. At least weekly Ed Connect phone messages go out to all family as well as weekly classroom folders providing information to families**.**

- The school provides parents of Non-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.   During numerous events including but not limited to PTF and SSC.

- If requested by parents of Non-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. On a daily basis the administration can be connected by parents/ families to further discuss opportunities for student success and achievement. This includes input from the SSC and other parent groups for the development of the Single Plan for Student Achievement. This policy is updated periodically to meet our family's needs at our school. [20 *USC* 6318 Section 1118(c) (3)]

School-Parent Compact
Marvin Elementary School distributes to parents of Non-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 Non-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 SSC, PTF and SGT meet monthly and revise this policy annually.

Building Capacity for Involvement
Marvin Elementary School engages Non-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 Non-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. At least weekly Ed Connect phone messages go out to all family as well as weekly classroom folders providing information to families.

- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. The site provide parent involvement activities to encourage parents to work with their students for encourage educational advancement opportunities.

- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The Marvin Parents are an integrated partner in the educational process for our students.

- The school coordinates and integrates the Non-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. Offering numerous events including but not limited to PTF and SSC as well as evening activities.

- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. At least weekly Ed Connect phone messages go out to all family as well as weekly classroom folders providing information to families.

- The school provides support for parental involvement activities requested by Non-Title I parents. Regularly by both Ed Connect and weekly classroom folders.

Accessibility
Marvin Elementary School provides opportunities for the participation of all Non-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. Upon request all documents are sent out in the home language of the child.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

San Diego Unified School District

MARVIN ELEMENTARY SCHOOL
5720 Brunswick Avenue. San Diego, CA   92120-1905

Fax:

(619) 583-1355
(619) 582-7853

E. J. Derwae
Principal

Marvin Elementary Home/School Compact

Each student should be helped to reach his/her highest potential for intellectual and social growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a student I will:
1. Read or be read to, at least twenty minutes per day, four or more days per week.
2. Show respect and cooperate with all the adults at the school.
3. Come to class on time, prepared to work.
4. Complete all assignments to the best of my ability.
5. Show respect for people and property by not using profanity, stealing, or vandalizing.
6. Practice the rules in the School's discipline code.
7. Spend time at home completing homework, reading, and studying.
8. Respect the rights of others to learn without disruption.

As a Parent I will:
1. Monitor my child's television/computer use and homework completion.
2. Provide a regular time, place, and supervision for homework completion.
3. Attend at least one parent/guardian /teacher/student conference each year to discuss my child's school progress.
4. Volunteer, participate, and observe in my child's classroom.
5. Participate in decisions related to the education of my child.
6. Read to my child daily for twenty minutes, four or more days a week.
7. Communicate the importance of education to my child.
8. Provide a caring environment, including adequate food and rest.
9. Help my child to meet his/her responsibilities.
10. Provide positive use of extracurricular time.

The Marvin Teachers and Staff will:
1. Ensure that our school provides high-quality curriculum and instruction in a safe and supportive learning environment that enables all students to meet or exceed student performance standards.
2. Create a welcoming environment for students, families, and community members.
3. Provide for two-way communication between home and school in order for parents/guardians to have reasonable access for discussing matters relating to their son/daughter.
4. Schedule parent/guardian/teacher/student conferences.
5. Provide a safe and positive atmosphere for learning.
6. Explain and model assignments so that students have a clear understanding.
7. Provide instruction in a way that will motivate and encourage students.
8. Communicate to parents/guardians the importance of reading daily with your child.
9. Provide a process for on-going planning, reviewing, and improving school activities and programs.
10. Solicit feedback from students, families, and staff about school programs, policies, and activities; respond in a timely manner to such feedback.
11. Supply clear evaluations of student progress of students and parents.
12. Notify parents/Guardians of any problems and concerns in a timely manner.
13. Reinforce the partnership between parent/guardian, student and staff by recognizing outstanding practices of individuals and/or groups.

Discipline Plan

We believe that: Students have the right to learn. Teachers have the right to teach. To facilitate both, students will be expected to follow these rules:

- Follow all class rules
- Practice good manners
- Practice good self-control
- Keep hands, feet and objects off of others
- Be respectful to everyone
- Use appropriate language at all times
- Stay on task so that others can learn

In order to keep our school environment safe, students may not:

- Bully other students or wrestle
- Run unless in a supervised activity
- Kick balls on playground
- Play football, soccer or wrestle

Children who choose to follow the school rules will receive positive reinforcement for their behavior through:

- Praise (public and private)
- Positive Telephone Call Home
- Special Privileges and Awards
- School wide recognition at assemblies

Students who choose not to follow the school rules will receive consequences for their actions through:

- Pink Slips
- Loss of Privileges
- Time Out
- Telephone Call to Parent
- In-school or at home Suspension

The Marvin Elementary School staff is dedicated to creating a positive learning environment for all students. All children will be held accountable for their behavior. Expectations will be clear, limits will be set and consequences will be fair and consistent. Teachers, administrator, aides, and other school staff monitor the students' behavior. We are committed to equal opportunity for all individuals in education, and will not discriminate on the basis of sex, race, color, religion, national origin, physical or mental disability or any other unlawful consideration. Please share this discipline plan with your child(ren). We are optimistic that our plan will make our school a safe and enjoyable place for all students.

Uniform Complaint Procedure Notice

Any individual or organization may file a complaint with the district if they believe a federal or state law or regulation has been violated in the following programs:

Adult Education
Child Nutrition
Child Care and Development Programs
Consolidated Categorical Aid Programs
Migrant Education
Section 504
Special Education
Unlawful Discrimination (students or staff)
Vocational Education

The procedure governing complaints is available from the individual program coordinator. Complaints should be filed with the Office of General Counsel. The complaint will be investigated by a program coordinator and responded to within 60 days. State regulations provide for state review and appeal of a district decision. The state may directly intervene in the complaint under certain circumstances. The complainant may appeal a decision to the State Superintendent of Schools. Under certain circumstances,
the state may withhold funds from the school district. In addition, federal and state law may offer civil law remedies including, but not limited to, injunctions, restraining orders and other remedies. Local legal assistance centers may provide assistance.

APPENDIX C

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

APPENDIX D

2014-15 SPSA ADDENDUM

Marvin

Area Goals for 2014-15 SY	
English Language Arts:	By 06/14/2015, 80 % of Marvin Elementary Grade 1-5, Students will achieve a meet grade level standards in English/Language Arts
Mathematics	By 06/14/2015, 85 % of Marvin Elementary Grade 1-5, Students will achieve a meet grade level standards in Mathematics
English Language Development	By 06/14/2015, 75 % of Marvin Elementary English Learner will achieve a meet grade level standards in English/Language Arts
Graduation/Promotion Rate	By 06/14/2015, 75 % of Marvin Elementary Grade 03, Students will achieve a Proficient or Advanced level in reading in English/Language Arts
Parent Involvement and Community Engagement	By 06/14/2015, 80 % of Marvin Elementary Parents/Guardians will achieve a participate in at least 2 school events in Parent and Community Engagement

Academic Program Description:	**Please see the base program model in the following four pages.**