

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MILLER ELEMENTARY SCHOOL

2014-16

37-68338-6093256
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: Jones, Stacy

Contact Person: Jones, Stacy

Position: Principal

Telephone Number:

Address: 4343 Shields St, Miller Elementary, San Diego, CA, 92124-2933,

E-mail Address: sjones2@sandi.net

The following items are included:

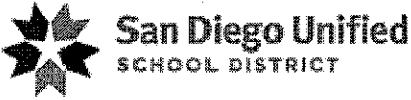
- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

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: Miller Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Stacy Jones

PHONE: 858-496-8319

FAX: 858-278-1649

E-MAIL ADDRESS: sjones2@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: _____
- 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: 03/11/15
- Other (list): Instructional Leadership Team Date of presentation: 03/9/15

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.

Stacy Jones		3/11/15
Type/Print Name of School Principal	Signature of School Principal	Date
Carol Harris		3/11/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Dr. Shirley Wilson		3/19/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department

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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. The Smarter Balanced Assessment (SBA) will be first implemented in the Spring of 2015. Additionally, SDUSD has developed internal benchmark assessments for CCSS, and rolled out an online version to support preparation for the SBA. The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2015-16 categorical budget was completed in March of 2015 in preparation for the 2015-16 school year.

SCHOOL VISION AND REALITY

Miller staff greatly changed this year, adding 10 new staff members. As a result of this, we are still assessing where the Miller staff is in relationship to our vision. Teachers for the most part believe that it is our job to prepare our students for the 21st century with the skills and strategies to engage positively in a global society. Parents are beginning to understand that learning is different for children than was for them and students need to have a rigorous education that focuses on critical thinking, problem solving and collaborative learning. Current Evidence:

Teachers are beginning to ask questions to know their learners and take responsibility for their learning.

Teachers are moving from what a student can't do to what they can do and need next in their learning.

It is continually stated that their teaching is the most important variable for student learning, they are what makes a difference. They are beginning to believe this.

A variety of assessments are being used to learn about students and their achievement.

Students are beginning to do group work collaboratively with rigorous tasks.

The 16 Habits of Mind are sporadically valued and reinforced. As we begin to understand the Mathematical Practices we see the connection to the Habits of Mind. The school community teaches and reinforces character traits each month including some of the Habits of Mind.

With 10 new staff members relationships are being established and nurtured between staff and community. We continue to create a place where parents and staff are viewed as partners.

Mobility is high at Miller and parents shop schools before they even arrive. We continue to do positive outreach with the community.

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 TECHNCIAN

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

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Anna Roker	Parent Rep
Stacy Jones	Principal
Nancy Schilling	Teacher Rep
Carol Harris	Teacher Rep/Chair
Joanne West	Other School Personnel
Tammy Sias-Kearney	Teacher Rep
Shawn Richardson	Parent Rep
Delores Vacca	Parent Rep
Joseph Green	Parent Rep
Lisa Yoes	Parent Rep

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/20/2016, 50 % of Miller Elementary Students will perform at common core grade level standards identified by interim assessments level in English/Language Arts

Closing the Gap SMART Goal:

* By 06/20/2016, 45 % of Miller Elementary Students with Disability will perform at common core grade level standards identified by interim assessments level in English/Language Arts

* By 06/20/2016, 45 % of Miller Elementary Hispanic or Latino, Students will perform at common core grade level standards identified by interim assessments 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):

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 06/20/2016, 60 % of Miller Elementary Grade 1-5, Students will perform at common core grade level standards identified by interim assessments level in Mathematics

Closing the Gap SMART Goal:

* By 06/20/2016, 50 % of Miller Elementary Students with Disability will perform at common core grade level standards identified by interim assessments level in Mathematics

* By 06/20/2016, 50 % of Miller Elementary Hispanic or Latino, Grade 1-5 will perform at common core grade level standards identified by interim assessments 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):**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 06/20/2016, 55 % of Miller Elementary English Learner, Grades 2-5 will perform at Proficient or Advanced level 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 06/20/2016, 62 % of Miller Elementary Grade 03, Students will perform at level R level in DRA

Closing the Gap SMART Goal:
 * By 06/20/2016, 40 % of Miller Elementary Grade 03, Special Education, Students will perform at Level R level in DRA
 * By 06/20/2016, 60 % of Miller Elementary Hispanic or Latino, Grade 03, Students will perform at Level R level in DRA
 * By 06/20/2016, 66 % of Miller Elementary English Learner, Grade 03 will perform at Level R level in DRA

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

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 06/20/2016, 80 % of Miller Elementary Parents/Guardians will perform at participate in a minimum of two school family events level in Parent and Community Engagement

Targeted Population:

All grades K-5 due to the significant need to improve student achievement--especially in English Language Arts.

What data did you use to form these goals?:

Sign-in Sheets and/or Parent Surveys: E.g., Parent Conferences, Family Fridays, Curriculum Nights, SSC/SGT, GATE meetings, etc.

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, 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.
- 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.

Miller Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Teachers 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.
- 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 School Counselor,	0.2500	\$18,873.50	0206-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 04	To provide support to Title 1 students in the areas of ELA, Mathematics, and Graduation Requirements.
Classroom Teacher Hrly	-	\$100.00	0206-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Teacher Professional Development and site based assessment development for title 1 students.
Interprogram Svcs/Paper	-	\$2,400.00	0206-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Instructional Supplies for new common core curriculum development for title 1 students.
Prof&Curriclm Dev Vist Tchr	-	\$2,000.00	0206-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02	Professional Development to work with at risk students in accessing the new Common Core Curriculum.
Supplies	-	\$13,906.00	0206-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02	Instructional Supplies for new common core curriculum development for title 1 students.
Retired Clsrn Teacher Hrly	-	\$33,000.00	0206-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, LCFF 1	To support at risk students in targeted small group instruction in ELA and Reading.
Interprogram Svcs/Paper	-	\$500.00	0206-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 05	Materials to support parent communication and support. Areas of emphasis are in Literacy and Mathematics.
Postage Expense	-	\$100.00	0206-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	To support parent communication.
Inservice supplies	-	\$1,896.00	0206-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	For Parent involvement in classroom activities. These activities revolve around ELA and Mathematics.

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:

Teachers and staff will identify at-risk students in Reading and will provide targeted small group instruction within our SOAR Program. Students will be monitored for progress and instruction will be aligned to the classroom.

Identified Need:

Students who have shown through multiple assessments a need for improvement in Reading. Typically these students are significantly below grade level.

Target Group:

Students significantly below grade level in grades K-5.

Monitoring:

Students will be assessed by multiple measures within the small group and by their classroom teacher. These assessments will vary in approach and allow for a full picture of the student's ability.

Personnel Responsible:

Classroom Teacher, Retired Teacher (Pull Out Specialist), and site Administration.

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 support the classroom, whole group instruction in social skills and conflict resolution.

Identified Need:

To address site culture, a Positive Behavior Support Plan has been developed to address situations of student behavior.

Target Group:

All students will be impacted by the Bucket Filler program and the Second Step instruction (weekly) for 4th and 5th grade. Points of emphasis for the second step program are on emotional well being, problem solving, empathy, and academic success.

Monitoring:

Student referrals will be monitored monthly by the Positive Behavior Learning Team (a group of teachers, admin, and chaired by the counselor), and reflective adaptations will be implemented on a needs basis.

Personnel Responsible:

PBIS (Positive Behavior Team), Counselor, Admin.

<p>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?</p>
<p>Professional Development Goal: To support the development of the Common Core Standards in Mathematics and to focus on the Math Practices.</p>
<p>Identified Need: Student test scores on the interim assessments and observational data indicate a large portion of the students at Miller are not at mastery in Mathematics.</p>
<p>Target Group: All Students</p>
<p>Monitoring: Classroom observations, Interim Assessments, Site Based Monitoring tools, PLC meetings.</p>
<p>Personnel Responsible: Classroom Teacher, Administrators.</p>

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.4375	\$10,986.06	0206-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Library Assistant assists students, teachers, and parents via library /media center with selecting age/grade level appropriate reading materials, books that support/enhance Common Core instruction, and reading incentive programs.
Position School Counselor,	0.4500	\$33,972.30	0206-00000-00-1210-3110-0000-01000-0000	Discretionary Alloc	LCFF 2	To Support Schoolwide Positive Behavior support programs.

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrn Teacher Hrly	\$8,700.00	0206-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	01, LCFF 1	To support targeted instructional support in reading for at risk students.
Classroom Teacher Hrly	\$100.00	0206-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	To support Professional Development in Common Core and Mathematics assessment
Non Clsrn Tchr Hrly	\$4,500.00	0206-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	To support Professional Development in Common Core and Mathematics assessment
Supplies	\$7,177.00	0206-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Instructional supplies to support student growth in the Common Core curriculum.
Prof&Curriclm Dev Vist Tchr	\$200.00	0206-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	To Support professional development in the Positive Behavior Support System and Common core Curriculum development
Interprogram Svcs/Duplicating	\$2,000.00	0206-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	To support new district curriculum in Mathematics.

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

APPENDIX A

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

Miller Elementary Title 1 Parent Involvement Policy

- On November 6, 2014, Miller Elementary School’s Title 1 program and its requirements were shared with parents.
- Miller Elementary School will provide a flexible number of meetings to allow for parent voice in areas of instructional issues affecting student achievement. These meetings, scheduled by the School Site Council (SSC) chair, will address the following topics:
 - Improving communication between Miller Elementary School and parents/guardians.
 - Increasing opportunities for parent involvement.
 - Advocating for parents.
 - Conferring with teachers and other staff members.
 - Discussing uses of state and federal categorical budgets and the Single Site Plan
 - Providing training opportunities to assist parents in supporting the academic needs of their children at home and at school.
- Parental input from these SSC meetings and parent training sessions will be shared with the Miller Elementary School’s Site Governance Team (SGT) to provide all parents with organized, ongoing, and timely voice in the planning, review, and improvement of the Title 1 Program. All parents of Miller students are notified of the SGT and SSC meetings on the Website, and are encouraged to attend. Agendas and minutes of School Site Meetings are posted regularly in the Administrative Office at least 72 hours before scheduled meetings and on the Website. Anyone in attendance at these meetings will have an opportunity to address issues on the monthly agendas.
- For special meetings, parents are notified by telephone auto-dialer.
- Parents have scheduled opportunities twice a year, at both the fall and spring Open Houses, to review student work and to schedule appointments to meet with individual teachers. Also twice yearly Parent Teacher Conferences are scheduled. In addition, parents are encouraged to contact teachers individually or through the counseling office whenever they have questions or concerns about their children’s progress and well being at school. Each of the three Progress Report Cards are sent home to parents.
- At School Site Council meetings throughout the school year, parents will have opportunities to discuss the site School Accountability Report Card (SARC), to review and discuss site assessment data (SBAC, District Benchmarks, and Teacher developed assessments) and to provide input on school curriculum.

Home/School Compact

Miller Elementary School distributes to parents the school-parent compact. Miller 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, and the entire school staff 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 2014-15 school year.

SCHOOL RESPONSIBILITIES

Miller Elementary School will:

- 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:
 - Provide highly trained and qualified teaching staff
 - Alignment of instruction with content standards
 - Ongoing staff development
 - Reduced class size
 - Tutoring after school
 - Resource teacher to work with staff in providing high quality instruction
 - Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with progress reports on their child's progress.
- Provide access to staff before, after, and during the school day, by appointment.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Participation in Governance, PTA, and SSC meetings
 - Shadowing a student
 - Parents on Campus
 - Volunteering in classrooms or during special events

PARENT RESPONSIBILITIES

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

- Monitoring Attendance
- Making sure that homework is completed
- Volunteering in my child's classroom
- Participating 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.

Miller Elementary School provides opportunities for the participation of all Title 1 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 (upon request) that parents understand. Miller 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 through Family Content Nights, Open House, Parent Teacher Conferences, and SSC meetings.

- Through the Content Nights, Title 1 parents are provided materials and training to help parents work with their children to improve their children's achievement.
- The school provides support for parental involvement activities requested by Title I parents through the SSC and PTA.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents through the Website, Monthly Newsletter, and other weekly handouts. The format and language can be tailored to the parent by their request.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

MILLER ELEMENTARY SCHOOL'S VISION STATEMENT

WE BELIEVE

- Every person should be respected
- Every student will achieve to his/her potential
- Parents should be actively involved in every part of the school structure and student's education
- Communication between parents and the school community is an essential part of the education/evaluation process
- Quality time spent with children by teachers and parents achieves positive results

**THE MILLER WAY IS TO BE
RESPONSIBLE + RESPECTFUL + CARING**

SCHOOL – WIDE RULES

To ensure a safe, positive, rewarding educational experience, we will:

- use voices, words, and actions that show respect for others
- listen and follow directions of all staff members
- keep hands, feet and objects to ourselves
- be courteous, kind and thoughtful to all
- take care of school property and respect property of others
- use safe conduct at all times
- leave toys, radios, walkmans, games, scooters, rollerblades, gameboys, cd players, trading cards (including but not limited to Pokeman cards, sports trading cards, etc.) at home. Parents may be asked to obtain these items from teacher, counselor or administration rather than sending them home with student if they are brought to school.

These rules apply on the way to school, at school, and on the way home.

Dress Code

Classroom buildings are air conditioned; some students may feel that a sweater or jacket is needed. Be sure the child's name is on the clothing. Open shoes or thongs are unsafe for playground play and participating in physical education instruction. Tennis shoes or closed shoes are safer during outside activities. Clothing should be appropriate for school.

The purpose of the dress code at Miller Elementary is to:

- ensure student safety
- to maintain appropriate standards of dress
- to maintain a positive learning environment

Students may not wear:

- baggy or saggy pants that fall below the waistline
- tee shirts worn down to the knees
- bandanas
- sandals, elevated heels or flip flops
- shorts, dresses or skirts shorter than mid thigh
- blouses/tops that are sheer or expose the midriff, halter tops or spaghetti straps
- tobacco or alcohol ads on clothing
- make up
- inappropriate language on shirts
- dangling earrings or long necklaces that pose a safety hazard.

Your help concerning proper dress for school is appreciated to assure your child's safety and maintain an environment conducive to learning. If you have any questions, call and speak with your child's teacher.

**VISION STATEMENT
HOME/SCHOOL COMPACT
2014-2015**



DORIE DOLPHIN

**DORIS MILLER ELEMENTARY SCHOOL
4343 SHIELDS STREET
SAN DIEGO, CALIFORNIA 92124
858/496-8319**

APPENDIX C

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

San Diego Unified School District
 Site: 0206 Miller Elementary
 As of Date 04-14-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		82,493.00		2,496.00
		82,493.22		2,496.00
		(0.22)		-
Certificated Salaries / Monthly	0.25	18,873.50	-	-
2605 School Counselor	0.25	18,873.50	-	-
Certificated Salaries		35,100.00		-
1157 Classroom Teacher Hrly		100.00		-
1189 Retired Clsrm Teacher Hrly		33,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		2,000.00		-
Employee Benefits		12,213.72		-
Books and Supplies		13,906.00		1,896.00
4301 Supplies		13,906.00		-
4304 Inservice supplies		-		1,896.00
Services and Other Operating		2,400.00		600.00
5733 Interprogram Svcs/Paper		2,400.00		500.00
5920 Postage Expense		-		100.00

APPENDIX D

2014-15 SPSA ADDENDUM

Miller Elementary

Area Goals for 2014-15 SY	
English Language Arts:	1.1. By 07/21/2015, 45 % of Miller Elementary Students will perform at common core grade level standards identified by site
Mathematics	2.1. By 07/21/2015, 60 % of Miller Elementary Grade 1-5, Students will perform at common core grade level standards identified by site developed formative assessments level in Mathematics 2.1.1. By 07/21/2015, 50 % of Miller Elementary Students with Disability will perform at common core grade level standards identified by site developed formative assessments level in Mathematics 2.1.2. By 07/21/2015, 50 % of Miller Elementary Hispanic or Latino, Grade 1-5 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics
English Language Development	4.1. By 07/21/2015, 35 % of Miller Elementary English Learner, Grades 2-5 will perform at Proficient or Advanced level in California English Language Development Test
Graduation/Promotion Rate	3.1. By 07/21/2014, 62 % of Miller Elementary Grade 03, Students will perform at level R level in DRA Closing the Gap SMART Goal 3.1.1. By 07/21/2015, 60 % of Miller Elementary Hispanic or Latino, Grade 03, Students will perform at Level R level in DRA 3.1.2. By 07/21/2015, 66 % of Miller Elementary English Learner, Grade 03 will perform at Level R level in DRA 3.1.3. By 07/21/2015, 40 % of Miller Elementary Grade 03, Students, Special Education will perform at Level R level in DRA
Parent Involvement and Community Engagement	3.2. By 07/21/2015, 80 % of Miller Elementary Parents/Guardians will perform at participate in a minimum of two school family events level 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 page.
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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	
		76,698.00		2,108.00	
2605 School Counselor	0.40	30,844.40	-	-	To support the Positive Behavior Support Plan adopted by the site. This research based program also includes academic goal setting and supporting Common Core Standards. Counselor will monitor data around student behavior and teach lessons that support a positive culture and climate.
1157 Classroom Teacher Hrly		4,500.00		-	Teachers meet in Professional Learning Teams to review lesson development and assessments that meet the needs of the Common Core and the Smarter Balanced Assessment. Teachers will develop assessments through Illuminate and use this to support interventions and common lesson development.

1189 Retired Clsrm Teacher Hrly		19,000.00		-	Retired classroom teachers lead small group interventions in Reading for students significantly below grade level reading expectations. The SOAR program works closely with the classroom teacher and within their lesson development and assessment goals. The small groups meetin regularly and are no larger than 8 to 10.
1192 Prof&Curriclm Dev Vist Tchr		250.00		-	Release time for teachers to meet within the school day and support the collaborative approach to planning as discussed above with our Professional Learning Teams.
Employee Benefits		13,058.72		-	Fixed costs
4301 Supplies		8,545.00		308.00	Instructional Materials to augment the current materials purchased. These materials include planners, AVID materials, and new consumables for the new Mathematics program. The instructional materials will be used to support our SOAR program and other small group instructional models to support our at-risk learners. Parent funds are for materials for our Math and ELA family nights.
4304 Inservice supplies		-		1,200.00	Materials for our Family nights and for our Family Fridays. These days work with Parents to support them in their understanding of the Common Core and how they can support their child. Family Fridays also allow students to showcase their work and talk about it.
5733 Interprogram Svcs/Paper		500.00		500.00	Instructional Materials to support the new math program and the amount of duplicating that it requires. Parent support for communication with parents through the newsletter or other bulletins.
5920 Postage Expense		-		100.00	Parent home communication.

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