THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MIRAMAR RANCH ELEMENTARY SCHOOL

2014-16

37-68338-6069116
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: Crane, Peggy
Contact Person: Crane, Peggy
Position: Principal
Telephone Number: 858/271-0470;
Address: 10770 Red Cedar Dr, Miramar Ranch Elementary, San Diego, CA, 92131-1204,
E-mail Address: pcrane@sandi.net

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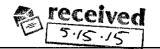- ☒ Home/School Compact

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 MAY 1 9 REC'D

Attachment 2
Modification of SPSA

received
5·15·15

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: Miramar Ranch Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Peggy Crane

PHONE: 858-271-0470 **FAX:** 858-549-6817 **E-MAIL ADDRESS:** pcrane@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:_____

   X Site Governance Team (SGT) Date of presentation: 3/10/15

   ☑ 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: 3/10/15

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Peggy A. Crane		5-14-15
Type/Print Name of School Principal	Signature of School Principal	Date
Eric Morgan		5-15-15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Fabiola Bagula		
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
What is your personal vision for your school?My personal vision for MRE, discussed at our first meeting this SY, is simply stated as *All Means All.* The staff understands this to mean that each child is deserving of and will receive whatever supports and opportunities necessary (academic, physical, social, emotional) to be prepared for a college or career path leading to success.

Describe your ideal state for school culture.An ideal school culture includes willing and involved parent and community members, a social and physical environment supportive of both students and staff, and a leadership team made up of teachers, administrators and other staff working together to improve instructional practice and support each student.

Describe your ideal state for academic press. Teachers will be well-trained in the transition to CCSS and able to develop lessons aligned to the Common Core. Teachers will use collected formative and summative data along with relevant feedback to inform instruction.

What is your school's current reality in relation to your vision? Currently, the staff understands my vision, can describe it, and know that my decisions are based on that vision and what I believe best supports children. That is not to say that all agree with my vision or have adopted it, but they are clear in what my vision is and its importance.

Describe your current school culture and social environment. We are fortunate to have a highly involved and caring parent and community group very supportive of staff, students and administration. Teachers collaborate freely and often, even more so this year with the adoption of the CCSS. The ILT is made up of teaching staff who are leaders with a willingness to take on new challenges and share their work. We have begun the work of beautifying adult spaces on campus, and are working to make our classrooms child-centered. Public acknowledgement of student and staff achievements exemplify our motto to "Work Hard and Be Nice".

Describe your current reality in terms of academic press. All of last SY PD was focused on the transition to CCSS and the accompanying assessments. Teachers this year are meeting twice monthly to plan lessons and assessments. Teacher- and district-created assessments are used to measure student progress. Walkthroughs thus far have focused on classroom environment and adherence to cocreated lessons and pacing of the new curriculum in ELA, math and writing.

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
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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Peggy Crane	Principal
Eric Morgan	Parent
Mary Corbett	Parent
Joe Wurtz	Parent
Kellie Wong	Parent
Amy Davis	Parent
Katie Cluff	Parent
Lynn Thomas	Teacher
Julie Best	Teacher
Lori Whitley	Other School Representative
Stacey Walker	Teacher
Bill Kalchik	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2016, 38 % of Miramar Ranch Elementary Students will meet or exceed Level 3 or higher in SBAC

Closing the Gap SMART Goal:
* By 06/30/2016, 20 % of Miramar Ranch Elementary Students with Disability will meet or exceed Level 3 or higher in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

District Interim Assessments
Instructional Reading Levels (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 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2016, 40 % of Miramar Ranch Elementary Students will meet or exceed Level 3 or higher in SBAC

Closing the Gap SMART Goal:
* By 06/30/2016, 20 % of Miramar Ranch Elementary Students with Disability will meet or exceed Level 3 or higher in SBAC

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 06/30/2016, 70 % of Miramar Ranch Elementary English Learner will meet or exceed 1 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): Site-developed assessments and *Ongoing Assessment of Language Practice* from FELD curriculum.
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 06/30/2016, 75 % of Miramar Ranch Elementary Grade 03, Students will meet or exceed read at independent reading level 38 in DRA

Closing the Gap SMART Goal:
* By 06/30/2016, 40 % of Miramar Ranch Elementary Grade 03, Students with Disability will meet or exceed read at independent reading level 38 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 06/30/2016, 97 % of Miramar Ranch Elementary Students will meet or exceed regular Attendance

Targeted Population:

The parents of our Special Education and Meal Eligible students are the least likely to ensure daily attendance.
What data did you use to form these goals?:

Attendance data

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.
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

Intervention Support Goal:
LCFF funds will be spent in support of our English Language Learners. This group is underperforming in both ELA and Math. Funds will support an hourly ELST, CELDT testing throughout the school year, and daily FELD instruction for all identified students.

Identified Need:
Daily Focused ELD instruction and teacher support.

Target Group:
All English Language Learners.

Monitoring:
Ongoing through FELD instruction and assessment; annual growth shown through CELDT administration.

Personnel Responsible:
Jody Neiss
Amy Davis
Janna Holmes

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Special Ed Tech Clsrm Hrly	-	$6,000.00	0210-09800-00-2154-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	SPED Tech is additional Tier 3 support for identified students with IEPs under the direction of M/M or M/S teacher; supports provided both in a seperate setting and in the Gen Ed classroom.
Supplies	-	$252.00	0210-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Classroom supplies are essential to core instruction for all students.
Retired NonClsrm Tchr Hrly	-	$6,000.00	0210-09800-00-1986-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1	Intervention teachers provide Tier 2 supports to identified focus students, establish short term goals with classroom teacher, monitor progress with classroom teacher, and document results of interventions.

APPENDICES

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

A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. 2014-15 SPSA Addendum

APPENDIX A

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

Miramar Ranch
NON-TITLE I PARENT INVOLVEMENT POLICY

Miramar Ranch Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents.
Parents and staff were surveyed for their input regarding budget, staffing, and instructional priorities. Additional input collected from SSC/SBMT meetings, Principal meetings, and staff meetings.

It has distributed the policy to parents of Non-Title I students.
Policy is distributed through Parent Handbook and website.

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 ***Miramar Ranch Elementary*** 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. ***Back-to-School parent meeting and weekly newsletter.***

- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. ***SSC/SBMT meetings are held after school hours. FFA meetings are held monthly in the mornings, twice a year there are evening meetings.***

- 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. ***Miramar Ranch will annually survey parents and staff in the review of policy and announce any changes through the weekly newsletter, SSC/SBMT meetings.***

- The school provides parents of Non-Title I students with timely information about Non-Title I programs. ***Information is provided through the school website, weekly newsletters, and principal phone calls and emails.***

- 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. ***Information is shared directly with parents and guardians at Parent-Teacher conferences. Additionally, information is provided through the school website, weekly newsletters, and principal phone calls and emails.***

- 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. ***Parent surveys, principal meetings, SSC/SBMT meetings, school website, weekly newsletters, and principal phone calls and emails are all used to distribute information.***
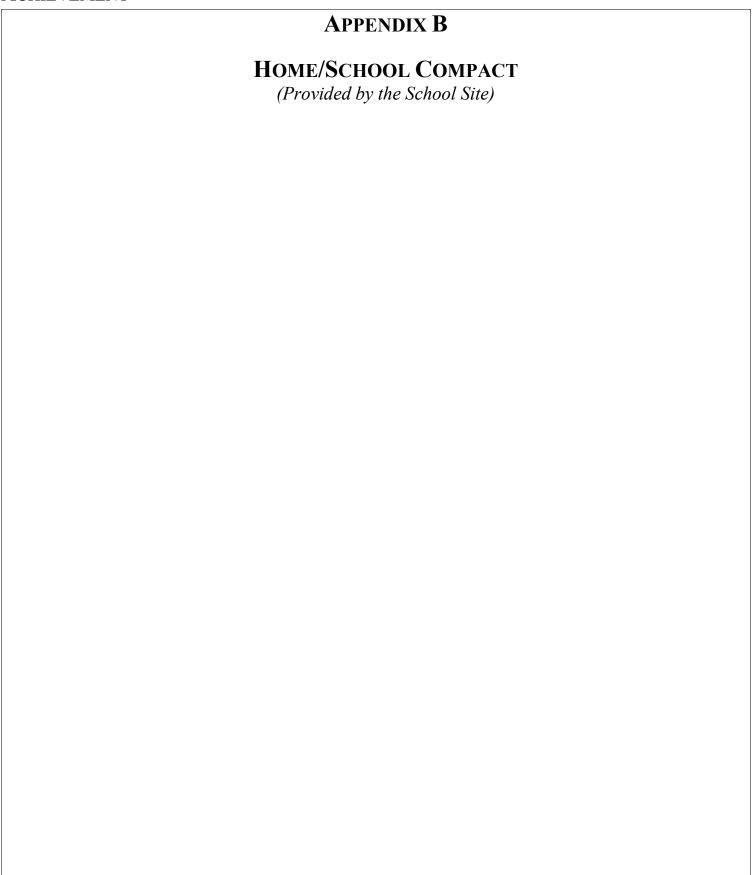
*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Non-Title I children. [20 USC 6318 Section 1118(c) (3)]

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

MIRAMAR RANCH ELEMENTARY SCHOOL
HOME / SCHOOL COMPACT

Miramar Ranch Elementary School and the parents of the students participating in activities, services and programs agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility and show mutual respect for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve California's high academic standards.

SCHOOL RESPONSIBILITIES

MIRMAR RANCH ELEMENTARY SCHOOL will:

1. **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:**
   Miramar Ranch Elementary School offers a learning environment that encompasses rigorous academic standards and high expectations in citizenship for our students. The MRE mission is:

   > a commitment to partner with students, parents, teachers and community members to develop confident, responsible, compassionate, cooperative and creative students. Our commitment is to provide a safe and academically rigorous environment that challenges all students to rise to their highest potential.

At Miramar Ranch Elementary School, our instructional focus is to meet the needs of our 21st century learners. We believe we must provide opportunities for our students to be critical thinkers, problem solvers and communicators. We believe our students need opportunities to analyze and synthesize information to solve problems with a new perspective.

At Miramar Ranch Elementary School, we have a rigorous Seminar and GATE programs. We also offer Art Corps to all of our students in addition to a Super Science Lab to all students at all grade levels. Our students have many choices to discover their talents.

We have a library media center that provides students with supplementary instructional resources such as novels, dictionaries, encyclopedias, on-line resources and a friendly place to study!

At Miramar Ranch Elementary School, we encourage and advocate for parental involvement at all levels. Miramar Ranch Elementary School is fortunate to have a very active Family Faculty Association, School Site Council and School Governance Team. Miramar Ranch Elementary School meets monthly with the School Site Council, School Site Governance Team and the Family Faculty Association (FFA). The FFA provides additional funding to

purchase instructional materials, capital improvement projects and technology maintenance. Our School Site Council and School Governance Team provide guidance to the principal in budgetary decisions and governance of school items.

You will find that at Miramar Ranch Elementary School we provide a nurturing and rigorous educational experience to meet the individual needs of our students.

2. **Hold parent teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.**
   - Student Study Teams (upon request)
   - 504 meetings (upon request)
   - Individualized Educational Program meetings (upon request)
   - Individual Parent/Teacher meetings (upon request)

3. **Provide parents with frequent reports on their student's progress.**
   Report Cards will be distributed to students. Reporting period ends on the following dates:
   - November 5, 2014
   - March 4, 2015
   - June 13, 2015
   Report Cards are distributed at Parent Teacher Conferences or by the following dates:
     - November 21, 2014
     - March 13, 2015
     - June 13, 2015
   Individual teachers will send out class progress reports at various times.

3. **Provide parents reasonable access to staff.**
   - MRE has a voicemail system where parents can leave voice messages for their student's teachers and/or other staff members. All MRE staff members will return correspondence within 24 hours during the work week.
   - On the MRE website, http://www.miramarranch.org/ staff contact information is posted including email addresses. Please visit the MRE website for up to date information regarding MRE.

4. **Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:**
   MRE welcomes parent volunteers!
   - In the First Week Packet, parents are given the opportunity to sign up to be a parent volunteer. Once the form is returned, parents will be placed on a volunteer list. Staff members will refer to the list to solicit parent volunteers.
   - All *volunteers* must have a TB clearance.
   - If a parent is interested in being a volunteer, but did not return the volunteer form, parents can sign up to be a volunteer in the main office.
   MRE welcomes all parents to visit our classes!

- If you are interested in visiting our classes, please call to make an appointment to visit your student's classes!

PARENT RESPONSIBILITES

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

- Monitoring my student's attendance;
- Making sure that homework is completed and turned in on time;
- Checking student planner on a daily basis;
- Monitoring the amount of television my student watches;
- Promoting positive use of my student's extracurricular time;
- Staying informed about my student's education and communicating with the school by promptly reading all notices from MRE or SDUSD either received by my student or by mail and responding as appropriate;
- Visiting the MRE website for up to date information regarding MRE at: http://www.miramarranch.org/ ;
- Serving and/or attending to the extent as possible, on advisory groups or committees such as School Site Council, SBMT, FFA;
- Attending school events/functions to know more about my students' educational experience such as Back to School Night and Open House;
- Participating in decisions related to my student's education;
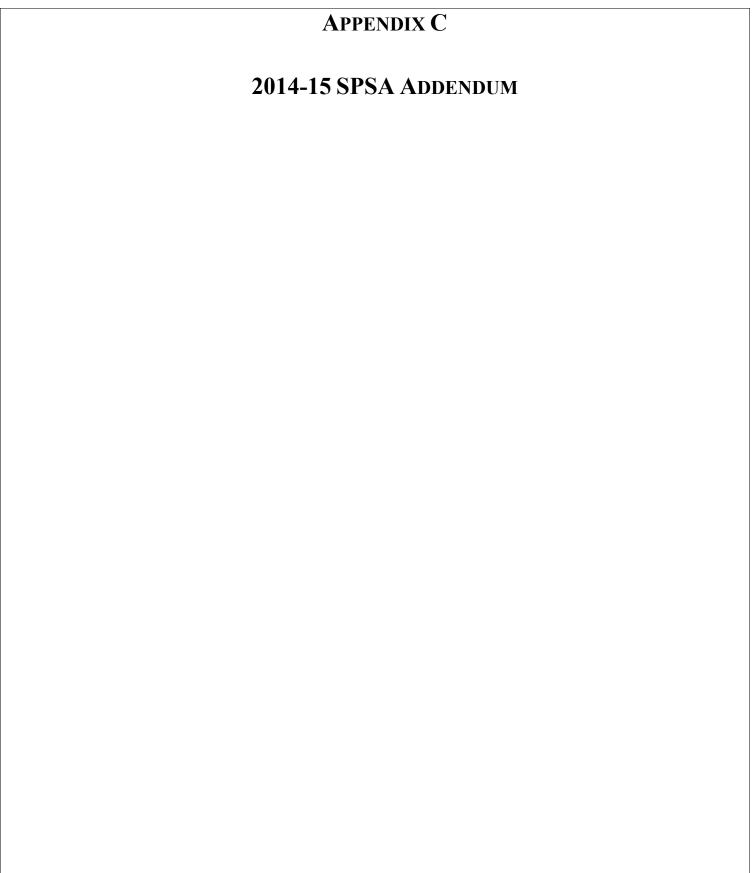- Volunteering, when available, at MRE.

STUDENT RESPONSIBILITES

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

- Attend school on a regular basis;
- Be accountable for my learning;
- Participate in class;
- Do my homework every day and ask for help when I need it;
- Use student planner on a daily basis (5th grade);
- Read at least 30 minutes every day outside of school time;
- Attend after school assistance / tutoring as often as needed;
- Be a responsible citizen to my school and community;
- Limit the time I watch television.

APPENDIX C

2014-15 SPSA ADDENDUM

Area Goals for 2014-15 SY	
English Language Arts:	By June 2015, 33 % mastery in ELA (SPED at 16%) as measured by Smarter Balanced Assessment.
Mathematics	By June 2015, 36 % mastery in Math (SPED at 18%) as measured by Smarter Balanced Assessment.
English Language Development	By June 2015, 66 % of ELL students will show one year's growth as measured by CELDT.
Graduation/Promotion Rate	By June 2015, 72 % of third grade students will read at or above grade level as measured by the DRA.
Parent Involvement and Community Engagement	By June 2015, Average Daily Attendance (ADA) will increase to 95% through a program of parent education and attendance awards.

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

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	01:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	01:32.1

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	0.2
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
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