

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PENN ELEMENTARY SCHOOL

2014-16

37-68338-6077317

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: Gomez, Maria

Contact Person: Gomez, Maria

Position: Principal

Telephone Number:

Address: 2797 Utica Dr, Penn Elementary, San Diego, CA, 92139-3843,

E-mail Address: mgomez1@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



RECEIVED MAR 25 REC'D

Attachment 2
Modification of SPSA

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: Penn Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Maria Gomez

PHONE: 619-430-1700

FAX: 619-479-2225

E-MAIL ADDRESS: mgomez1@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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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: _____
- X Other (list): ILT Date of presentation: 3/5/15

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/5/15

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.

Maria Gomez
Type/Print Name of School Principal

Maria Gomez
Signature of School Principal

3/5/15
Date

Tangie Green
Type/Print Name of SSC Chairperson

Tangie Green
Signature of SSC Chairperson

3/5/15
Date

Lamont Jackson
Type/Print Name of Area Superintendent

Lamont Jackson
Signature of Area Superintendent

3-23-15
Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

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

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

SCHOOL VISION AND REALITY

The vision for Penn is to create a school where children are truly at the heart of all decisions. A place where everyone feels they are respected, loved, and inspired to do their best.

The ideal state for our school culture is to build a place where staff, students, parents, and community members truly feel they are part of our Penn family. The goal is to create a school which is warm, inviting, and welcoming that it is be a place everyone would love to work, visit, attend and want to learn.

In terms of our academic press at Penn, the goal is to have an academic learning environment where students and teachers are being stimulated to learn through different modalities. A place where collaboration and risk taking is the norm amongst our staff and students. A place where we are always aiming to achieve academic excellence, while meeting all of our students' diverse needs.

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 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
Christina Merino	Parent
Jaqueline Turner	Parent
Tangine Green	Parent
Jaime Terrazas	Parent
Kimberly Weese	Parent
Maria Gomez	Principal
Loraine Poveda	Classroom Teacher
Katie Meador	Classroom Teacher
Christina Torcellini	Classroom Teacher
Heather Brady	Other School Personnel

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 07/21/2016, 40 % of Penn Elementary Students will Meet Common Core Grade level Standards in SBAC

Closing the Gap SMART Goal:

* By 07/21/2016, 30 % of Penn Elementary English Learner, Students will meet common core grade level standard 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:**

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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 07/21/2016, 35 % of Penn Elementary Students will achieve a Meet common core grade level standards in SBAC

Closing the Gap SMART Goal:
 * By 07/21/2016, 30 % of Penn Elementary English Learner, Students will Meet common core grade level standards 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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Area 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 57.5 % of Penn Elementary English Learner, Students will perform at a growth of one proficiency band in ELD 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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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/21/2016, 50 % of Penn Elementary Grade 03, Students will be at level 38 in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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 07/21/2016, 100 % of Penn Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

Targeted Population:

Penn's targeted population is parents of English Language Learners. By July, 100% of parents of English language learners will participate in at least two school events to support their child's learning including such activities as parent conferences, Family Literacy, Math or Science nights, Family Friday events, ELAC, SSC or SGT meetings, parent trainings, Title I Parent Meetings as documented by sign in sheets and parent surveys.

What data did you use to form these goals?:

parent sign-in sheets

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, Interim assessment, 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 provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers such as Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs..
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim 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.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

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

teachers.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position ESL Asst,	0.2500	\$6,438.75	0235-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide Tier 2 support for our Beginner EL students 1-5
Position School Counselor,	0.6000	\$45,296.40	0235-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Provide social and emotional support for struggling students and monitor and work with attendance
Supplies	-	\$7,401.00	0235-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Supplemental instructional supplies such as math manipulatives, chart paper, pencils, etc...
Prof&Curriclm Dev Vist Tchr	-	\$7,500.00	0235-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide teachers with time after hours to meet regarding aligning common core lessons
Supplies	-	\$696.00	0235-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Educational Books/videos for the parent room available for check-out on varying topics
Interprogram Svcs/Paper	-	\$300.00	0235-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	04, 05	Paper to provide flyers geared towards parents informing them of school events
Inservice supplies	-	\$500.00	0235-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies to run meetings for parents and help organize our categorical documents.
Postage Expense	-	\$200.00	0235-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to mail letters home to parents.
Contracted Svcs > \$25K	-	\$4,000.00	0235-30106-00-5100-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03	Release time for teachers to meet in their PLC/ Contracting services with Young Audiences
Prof&Curriclm Dev Vist Tchr	-	\$2,866.00	0235-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Release time to allow teachers time to meet with grade level PLCs and align lessons to common core.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

Provide targeted small support (Tier 2) in Literacy to students in 1st and 3rd grade.

Identified Need:

Students who are receiving this targeted intervention are falling behind in literacy and require additional assistance to approach their grade level classmates.

Target Group:

Students who are considered below grade level according to district DRA standards and report card.

Monitoring:

Data collection (running records and anecdotal notes from the F&P intervention program).

Personnel Responsible:

Teacher and Administrator

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

Supplemental instructional materials and online supports will be provided to enhance student achievement.

Identified Need:

Classrooms need additional materials that are common core aligned.

Target Group:

All of my TK-5 classrooms.

Monitoring:

Data collection from ongoing formative assessments, DRA & Interim assessments

Personnel Responsible:

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?

Monitoring:

Bi-weekly PLC agendas/reflections on collaboratively planned lessons followed by ongoing classroom observation and feedback.

Personnel Responsible:
Teachers and Administrators

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Contracted Svcs > \$25K	-	\$33,276.00	0235-09800-00-5100-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Release time for teachers to meet in their PLC/Contracting with Young Audiences

APPENDICES

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

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Penn Elementary
TITLE I PARENT INVOLVEMENT POLICY

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

Penn Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parental input was elicited through ELAC, annual Title 1 meeting, Site Governance and School Site Council meetings.

Our school distributed the policy to parents of Title I students at the beginning of the school as it was sent home with each student.

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

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Penn Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Traditionally, there is a meeting set up in the evening where parents are invited to have dinner with the principal and go over the Title 1 budget. Recently, we have had the meeting at a coffee with the principal following a school assembly (in order to get more parents attending).
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings vary from coffee with the principal during the day, to dinner with the principal in the evenings.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parents are informed and provide input to our policy at our ELAC meetings. We also ensure that pertinent information is discussed at our SSC meeting and Coffee with the Principal throughout the year.
- The school provides parents of Title I students with timely information about Title I programs. Parents are informed in a variety of ways. We advertise our meetings on our school website. We also have a parent bulletin posted directly outside the main office where meeting notices and actions are posted. Flyers are sent home with information.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done at our back to school night, parent conferences and ELAC meetings throughout the year.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Our school has ELAC and other parent meetings where we ensure that Title I parents have a voice and are allowed to give input with decisions that affect their children (academically and financially).

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

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

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



Penn Elementary School and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2014-2015

School Responsibilities

William Penn Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable participating children to meet California's student academic achievement standards as follows:

Penn Elementary School will provide high-quality curriculum and instruction by having qualified, well-trained teachers planning lessons based on state standards and students' needs. Staff works regularly and collaboratively in staff development opportunities to plan instruction that accelerates our students to proficient and advanced levels as measured by Common Core State Test. Teachers select appropriate materials and supports, plan effective lessons and provide supportive room environments to meet the needs of all students and accelerate all students' learning.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Teachers/Staff are available to meet with parents daily and throughout the year. Formal Parent/Teacher Conferences dates for the 2014-2015 school year are: Nov. 17, 18, 19, 20, 21, 2014 and March 24, 25, 27, 2015.

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

Formal report cards are given three times a year: November, March, and July. Report cards are handed to parents at Parent/Teacher Conferences or sent home with students. Teachers select individual methods for providing reports for students' progress. Many teachers send home weekly or daily academic/behavior progress reports.

4. Provide parents reasonable access to staff.

Staff/Teachers are generally available a half hour before and after school daily. Parents are encouraged to call, stop by or write notes to teachers to set up an appointment for a meeting. Teachers/Staff respond in an appropriate time frame to any parent's request for a meeting concerning their child. Teachers respond through oral and written communication to parents' request.

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

Parents may volunteer, participate and/or observe classroom activities or other school activities by stopping by before or after school, calling or writing a note to teachers/staff to arrange for the meeting. Teacher/staff may request a 24 hour notice to observe in the classroom. At Parent Orientation, Open House, Parent/Teacher Conferences and other school events teachers/staff elicit parent involvement and provide sign-in sheets at these events. All volunteer programs must follow District Administrative Procedure No.4595 regarding school volunteers. T.B. tests, background check are required and provided free of charge by the district for parents to volunteer in classrooms.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notice from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, or other school advisory groups.
- Parents may request progress reports from school and teachers as needed.

Student Responsibilities

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

- Do my homework every day and ask for help when I need it.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Apply myself during class time to the best of my ability.

APPENDIX C

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

San Diego Unified School District
 Site: 0235 Penn Elementary
 As of Date 04-13-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		85,786.00		1,696.00		7,302.00
		85,786.35		1,696.00		7,302.49
		(0.35)		-		(0.49)
Certificated Salaries / Monthly	0.60	45,296.40	-	-	-	-
2605 School Counselor	0.60	45,296.40	-	-	-	-
Classified Salaries / Monthly	0.25	6,438.75	-	-	-	-
6471 ESL Asst	0.25	6,438.75	-	-	-	-
Certificated Salaries		7,500.00		-		2,866.00
1192 Prof&Curriclm Dev Vist Tchr		7,500.00		-		2,866.00
Employee Benefits		19,150.20		-		436.49
Books and Supplies		7,401.00		1,196.00		-
4301 Supplies		7,401.00		696.00		-
4304 Inservice supplies		-		500.00		-
Services and Other Operating		-		500.00		4,000.00
5100 Contracted Svcs > \$25K		-		-		4,000.00
5733 Interprogram Svcs/Paper		-		300.00		-
5920 Postage Expense		-		200.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Penn Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 7/21/15 50% of our 3-5 students will meet common core standards in SBAC
Mathematics	By 7/21/15 50% of our 3-5 students will meet common core standards in SBAC
English Language Development	By 7/21/15, 50% of English Language Learners will grow at least one proficiency band as measured by California English Language Development Test
Graduation/Promotion Rate	By 7/ 21/15, 75% of 3rd grade students will be reading at level (FP 38) as determined by the DRA
Parent Involvement and Community Engagement	By 7/21/15, 100% of our parents will attend 2 or more school activities.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in 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		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		85,202.00		1,515.00		7,566.00	
2040 Inschool Resource Tchr	0.10	8,027.10	-	-	0.05	4,013.55	Support staff with PD around ELD best practices for EL students
2605 School Counselor	0.40	30,844.40	-	-	-	-	Support attendance and social emotional needs in order to learn
6471 ESL Asst	0.25	6,354.00	-	-	-	-	Provide Tier 2 support to Beginner EL students K-5
1170 Prof&Curriclm DevHrlyClstrmTchr		5,000.00		-		-	Teachers will meet after school to plan common lessons
1192 Prof&Curriclm Dev Vist Tchr		10,000.00		-		-	Trelease time for teachers to meet in PLC and cross visit
2281 Other Support Prsnl PARAS Hrly		-		300.00		-	Translate for spanish speaking parent meetings & babysit
Employee Benefits		15,939.11		65.98		1,278.96	Fixed costs
4301 Supplies		9,037.00		500.00		2,273.00	Supplemental instructional supplies such as math manipulatives, chart paper, pencils, etc...
5209 Conference Local		-		300.00		-	Conference and registration fees for parents
5721 Interprogram Svcs/Duplicating		-		349.00		-	Flyers geared towards informing parents of school events

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Penn Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$85,786.00
Enter Total Allocation: Resource 30106	\$7,302.00
Sum or Resources 30100 & 30106	\$93,088.00
10% allocation needed for PD	\$9,308.80

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100			
<input type="checkbox"/> 30106	1192	Provide teachers with time after hours to meet regarding aligning common core lessons	\$7,500.00
<input type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1192	Provide teachers with time after hours to meet regarding aligning common core lessons	\$2,886.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$10,386.00
10 % allocation has been met			YES