

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT RODRIGUEZ ELEMENTARY SCHOOL

2014-16

37-68338-0114033
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: Jordan, Claudia

Contact Person: Jordan, Claudia

Position: Principal

Telephone Number:

Address: 825 South 31st Ave, Rodriguez Elementary, San Diego, CA, 92113,

E-mail Address: cjordan@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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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: Rodriguez Elementary

DUE March 13, 2015

SITE CONTACT PERSON: C. Jordan

PHONE: 619-699-4500

FAX: 619-699-4590

E-MAIL ADDRESS: cjordan@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3-5-15
- 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: 3-9-15
- Other (list): Title 1 Parent Involvement Meetings Date of presentation: 3-9 & 3-10

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.

CLAUDIA E. JORDAN

Type/Print Name of School Principal

Signature of School Principal

3-10-15

Date

Michael Sluzenski

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3/26/15

Date

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

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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

Rodriguez' vision is to create a community of divergent critical thinkers. To build teacher leaders and professional learning communities that problem solve and keep the lense of continual learning up front. Create a professional community that strives for best practices and develops purposeful instruction with high student engagement in lessons and tasks. Alignment to common core standards through our work with Math and Literacy. We want to build a culture in which all students and staff work toward our customized beliefs around being F.I.E.R.C.E. We want all students to grow into responsible citizens and have school pride. We work together as a team to maintain the privilege of the beautiful campus that we have and collaborate on how to work on continual modes of improving for site environment.

Our instruction and assessments are aligned to Common Core State Standards (CCSS) and students are cognitively engaged in rigorous tasks. Instructional decisions are based upon ongoing and regular assessments, both formal and informal. We will refine our PLC format to better meet the needs of our students and to impact teaching practices through the use of data, student work, lesson design, planning, and next steps .

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Our school has reinforced teachers core instructional practice by lesson designs around Common Core standards. Providing Professional Learning Communities at each grade level has strengthen dialogue on the what, how and why we teach strategic strategies and learning behaviors to students. We have to focus on instructional reading levels and will roll out a strong understanding and training around Balanced Literacy.

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
Claudia E. Jordan	Principal
Diana Preston Rubio	Other
Michael Sluzenski	Teacher
Kristen Dove	Teacher
Sandra Piper	Teacher
Francesca Saucedo	Parent
Luis Landa	Parent
Julie Mejia	Parent
Nora Martinez	Parent
Isari Salgado	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/13/2016, 42 % of Rodriguez Elementary Grade 1-5, Students will meet common core grade standards in ELA on the common formative assessment

Closing the Gap SMART Goal:

* By 06/13/2016, 50 % of Rodriguez Elementary Grade 03 will improve performance from instructional reading levels quarterly through the year to use the reading behaviors in Fountas and Pinnel

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Instructional reading levels for current 2nd grade are analyzed each cycle alongside the interim assessments which are bi-annual. Student evidence of critical literacy charts (story arc), student writing samples and conceptual blurbs that provide examples of conceptual word understanding are also analyzed. We use student grade level writing rubrics and critical literacy rubrics to gauge student growth. The goals above are formulated in the Spring of 2015. Based on what we know about our student growth, we anticipate newly entering 3rd graders to begin the 2015-16 school year at or around 40% proficiency. We have based our goal for the 2015-16 3rd graders on this estimate.

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 2: Mathematics**Mathematics SMART Goal:**

* By 06/13/2016, 54 % of Rodriguez Elementary Grade 1-5, Students will achieve a meet common core grade standards in Math on the common formative assessment

Closing the Gap SMART Goal:

* By 06/13/2016, 8 % of Rodriguez Elementary Grade 04, Students will improve performance from Basic level to Grade level to Proficiency Requirements in Math Benchmark 2

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Gathered student evidence of number talk charts (number sequence on base ten), District concept unit assessments and student math journal samples.

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 06/13/2016, 15 % of Rodriguez Elementary English Learner, Students, Grades K-5 will have a reclassification status with CELDT, teacher determination and grade level reading level in Ma on the common formative assessment

Closing the Gap SMART Goal:
 * By 06/13/2016, 20 students of Rodriguez Elementary Grade 01, Grade 02 will improve performance from reclassified candidates in primary grades to use OLP scores in California English Language Development Test, increasing from 10 students to 20 students, a gain of 10.00 students points

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Student evidence of critical literacy charts (story arc)
 Student writing samples showing vocabulary development
 Collected conceptual blurbs that provide examples of conceptual word understanding.

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 06/13/2016, 30 % of Rodriguez Elementary Grade 03, Students will reach grade level reading in DRA

Closing the Gap SMART Goal:
 * By 06/13/2016, 50 % of Rodriguez Elementary Grade 04, Students will improve performance from Basic level to Grade level to Proficiency requirements in Fountas and Pinnel

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Instructional reading levels for current 2nd grade and 3rd grade are analyzed each learning cycle. The goals above are formulated in the Spring of 2015. Based on what we know about our student growth, we anticipate newly entering 3rd graders to begin the 2015-16 school year at or around 40% proficiency and newly entering 4th graders to begin around 40% proficiency. We have based our goal for the 2015-16 3rd graders on this estimate.

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 06/13/2016, 45 % of Rodriguez Elementary Parents/Guardians will a participate in at least 2 school events such as our Family Wednesdays in Parent and Community Engagement

Targeted Population:

There are many subgroups of parents. We want to be able to offer different parent venues to access the different groups.

update our school website

update our marquees for monthly events

target one day in the week for flyer/reminder distributions

inform parents of school wide goals/understand SMART goals

spread out parent workshops to avoid scheduling conflicts

What data did you use to form these goals?:

Sign in sheets from different events

Family Wednesdays

Coffee with the Principal

Parent Teacher Conferences

Open House

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the Just Think Literacy Curriculum for Critical Thinking, Supplement with units of Inquiry, District Mathematical Concept Units 2-5, ELA Framework and California Common Core 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 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.

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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, attendance 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 interim assessments 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 and math 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/pull out supplemental small group instruction for targeted students in need.

.50 FTE ELST will consult with teachers to provide supports for targeted English Learners such as LTELs.

.75 FTE Literacy Resource teacher will consult with teachers regarding literacy interventions, assessment, lesson studies and professional development understanding around lesson design and monitoring of students.

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

.75 FTE Literacy Resource teacher will provide supplemental support to teachers with a caseload of students with regards to Student Study Team academic reading concerns.

Counselor and support mentors (if available) will provide monthly check in with at risk students

Support by Support staff (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.

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	0137-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 05, LCFF 1	Support students and parents with socio-emotional issues that effect learning. Provide school and district measures with attendance and the SARB process. Support Student Study Team efforts with students, teachers and parents in the area of academics and socio-emotional concerns.
Position Inschool Resource Tchr,	0.7500	\$60,204.00	0137-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, LCFF 1, LCFF 2	Staff to support PLCs, PDs, small group intruction and individual student assessment or intervention
Position Inschool Resource Tchr,	0.5000	\$40,136.00	0137-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	03, 05, LCFF 2	Support for English Language Learners, CELDT and IPT assessments, reclassification identification and documentation. Parent training support on Program Options for English Learners.

SUPPLEMENTAL SUPPORTS

Supplemental Supports

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$9,293.34	0137-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Instructional materials to support classroom instruction and classroom libraries.
Prof&Curriclm Dev Vist Tchr	-	\$22,000.00	0137-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Monthly PLC meetings at grade level to plan, design and monitor student progress. Teachers learn through lesson study format, videos and planning together lessons.
Other Support Prsnl PARAS Hrly	-	\$400.00	0137-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Parent involvement participation needs the support of childcare for parent meetings and training.

Rodriguez Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Conference Local	-	\$700.00	0137-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Increasing parent involvement and understanding of how to support their children can be supported by having parent leaders from ELAC and SSC attend the Title 1 conference and return to train and share information with more parents.
Interfund Svcs/Field Trip	-	\$700.00	0137-30103-00-5785-2495-0000-01000-0000	Title I Parent Involvement	05	Bus transportation for parent participation at District and Ballard center meetings.
Supplies	-	\$1,253.80	0137-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Instructional materials to support classroom instruction and classroom libraries.
Supplies	-	\$3,062.07	0137-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03	Instructional materials that will be used to support after school reading and math, push in support with struggling readers and ELL assessments.
Prof&Curriclm Dev Vist Tchr	-	\$9,100.00	0137-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Monthly PLC meetings at grade level to plan, design and monitor student progress. Teachers learn through lesson study format, videos and planning together lessons.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Our intervention support goal will be to professional train teachers in Common Core lesson planning, provide afterschool tutoring for 3rd-5th Basic students, provide an intervention push in teacher to support K-2nd struggling students.

Identified Need:

Using the 5 SMART goals, specific students will be part of our Closing the Gap goal. Our specific targeted groups will be 1st and 2nd grade ELL students who are reclassification candidates, 3rd grade students at the Basic band in Literacy, and 4th grade students at the Basic band in Math.

Target Group:

Our specific targeted groups will be 1st and 2nd grade ELL students who are reclassification candidates, 3rd grade students at the Basic band, and 4th grade students at the Basic band.

Monitoring:

We will monitor our K-2 struggling students with reading assessments for growth, our afterschool students will be monitored using instructional reading levels for growth measures. ELDPI and DRA will be used for our 1st and 2nd grade reclassification candidates and math exit slips and math interims will be used with our 4th grade students. Finally our 3rd grade students will be measured by instructional reading levels.

Personnel Responsible:

Teachers, Literacy Resource teacher, the push in intervention teacher and the principal will monitor students progress.

Goal 2: Classroom Supports**Classroom Support Goal:**

Providing professional development meetings for teachers will assist in the understanding and strengthening of core instructional practice. Having monthly PLCs in order to learn about what a strong lesson design is and what standards to focus on will support classroom instruction.

Identified Need:

Understanding deeper Common Core standards in mathematics and reading is a need. Learning about balanced literacy with District support will strengthen our reading practice.

Target Group:

Struggling readers and math students as well as English Learning not meeting OLP levels for their second language pathway.

Monitoring:

Teachers and push in support will use instructional reading behavior levels to gauge growth in literacy in class or in afterschool tutoring , math exit slips and journals, and ELDPI for English Language growth

Personnel Responsible:

Teachers, Literacy Resource teacher, the push in intervention teacher and the principal will monitor students progress.

Goal 3: Professional Development**Professional Development Goal:**

Rodriguez Professional Development goal is to support teachers in improving core instruction alongside the learning and understanding of Common Core Standards. Part of this goal is to have all teachers attend the required district trainings in ELA, Math, and Science. Provide Monthly on-site PD second Wednesday of each month. Coordinate monthly (Professional Learning Communities) PLCs with the focus on Common Core-aligned lesson planning and developing common assessments. Provide grade-level PLC lesson planning and analysis of student work during the PLCs. The use of Lesson studies are to support understanding of effective instruction via observation of students with the Literacy Resource teacher, fellow teachers or subject experts. Regular observation of lessons and feedback to teachers will help with the analysis of student data collection and setting targets for growth for the following PLC.

Identified Need:

An identified need is to support teachers with understanding of Common Core lessons roled out with new Math Concept units and Literacy units. Ther has been an instructional shift since the implementation of Common Core Standards.

Target Group:

Our specific targeted groups will be 1st and 2nd grade ELL students who are reclassification candidates, 3rd grade students at the Basic band, and 4th grade students at the Basic band.

Monitoring:

The followng items will be used for monitoring student growth. They are the interim assessments in Math and LIteracy, the monthly instructional reading levels, exit slips, anotated notes from small group instruction and student writing.

Personnel Responsible:

Principal, Literacy Resource teacher, English Language Support teacher (ELST), Instructional Leadership Team (ILT) and teachers within each PLC grade level.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Noon Duty Assistant	0.3500	\$7,554.75	0137-09800-00-2905-8300-0001-01000-0000	LCFF Intervention Support	LCFF 1	Supervision and safety support for students during their lunch recess. Provide guidance on proper behaviors and social peer interactions.
Position School Counselor,	0.2500	\$18,873.50	0137-09800-00-1210-3110-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support students and parents with socio-emotional issues that effect learning. Provide school and district measures with attendance and the SARB process. Support Student Study Team efforts with students, teachers and parents in the area of academics and socio-emotional concerns.
Supplies	-	\$9,649.26	0137-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional materials support for classroom libraries and instruction.
Classroom PARAS Hrly	-	\$2,100.00	0137-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Para educator support for the assistance of IPT teaching English Language Learners who are identified limited speakers from the CELDT test.
Classroom Teacher Hrly	-	\$5,900.00	0137-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Afterschool instructional tutoring support for students who are on the Basic band and need to reach Proficiency
Interprogram Svcs/Field Trip	-	\$2,160.00	0137-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Educational experiences outside the classroom and school environment enrich students learning of their subject areas. These outside educational experiences provides a better understanding of the community, city and world they live in. Reading about subjects yet seeing them first hand enhances better knowledge of the subject.
Prof&Curriclm Dev Vist Tchr	-	\$15,900.00	0137-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	IInstructiional support for PLCs, teachers learning of standards, assessments, lessons studies and lesson planning.
Prof&Curriclm Dev Vist Tchr	-	\$9,100.00	0137-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Support with the state CELDT assessment of students in the Fall.

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

Laura G. Rodriguez Elementary School
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.

Laura G. Rodriguez Elementary school has developed a written Title I parental involvement policy with input from Title I parents. *Parent input came from parent meetings such as Coffee with the Principal, Title 1, GATE, Program Options and ELAC.*

It has distributed the policy to parents of Title I students.

The policy is distributed each Fall to parents. This year it will be revised to accommodate new policy template requirements.

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 *Laura G. Rodriguez Elementary school*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *Annual October morning and evening meeting are held.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Parent meetings are offered at 8:40am soon after start of the school day and in the evenings at 6:00pm.*
- 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. ** *The process of revising and improve has been to discuss Title 1 programs and the parent improvement policy at the bi-annual Program Options meetings, ELAC, and SSC. Each Fall the new revised policy and programs are discussed. Spring meetings for Parent Involvement policy will be included.*
- The school provides parents of Title I students with timely information about Title I programs. *Information is provided after the District CELDT tests are administered in the fall, student placement is adjusted around current ELL levels and Program Options meetings are an extension of explaining all District English Learner Programs.*
- 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. *Monthly Coffee with the Principal will host on curriculum and subject explanation/presentations to parents. Assessments are explained with curriculum and strategy support and student proficiency levels are explained at parent-teacher conferences or ongoing parent teacher meetings.*

- 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. ***Parent requested meetings for their child's educational progress is strongly recommended and encouraged on an ongoing basis beyond the bi-annual parent teacher conferences.***

*****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)]***

School-Parent Compact

Laura G. Rodriguez Elementary school distributes to parents of Title I students a school-parent compact. *Parent input comes from parent meetings such as Coffee with the Principal, Title I, GATE, Program Options, individual parent input and ELAC.* The compact, which has been developed from parents input with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

School Responsibilities

The Laura G. Rodriguez Elementary will:

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

- o *Standards based assessments and district adopted textbooks and curriculum are implemented*
- o *Systematic ELD training is currently underway with all staff*
- o *Units of Inquiry are an ongoing training and professional development that teachers attend to incorporate a more aligned standards based instructional program with English Language Arts.*
- o *QTEL train upper grade teachers*

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.

- o *Nov. 17th-Nov. 21st , 2014 and March 23rd h-March 27th , 2015*

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

- o *Periodic reports by teachers, academic and behavioral.*
- o *Phone or parent teacher conferences to discuss more specific progress*

4. Provide parents reasonable access to staff.

- o *Staff is available on a daily basis to assist and meet with parents. An open door policy is the belief of the staff at large.*
- o *Access to principal is on the spot meetings or immediate phone call return or scheduled meeting.*
- o *For scheduled appointments or conferences, the turn around time for a scheduled meeting is 1 to 2 days or an immediate phone call.*

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

- *Parent classroom volunteers is highly encouraged*
- *Monthly assemblies are planned to promote school wide character focus and award recognition*

Parent Responsibilities

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

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

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. Emphasis on writing a page a day to build up stamina.*
- *Read at least 30 minutes every day outside of school time. The higher amount of reading students do correlates with the higher amount of vocabulary and language they are exposed to.*
- *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.*
- *Work on the Laura G. Rodriguez way of life which is to be respectful, responsible and being a role model via character traits. Work on being a F.I.E.R.C.E scholars which is to work toward being Focused, Independent, Engaged, Responsible, Compassionate and Enthusiastic with my learning and with others.*

Building Capacity for Involvement

Laura G. Rodriguez Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Hold annual meetings on Common Core Standards per their child's grade level,***

present information on standards and assessments at their parent teacher conference and demonstrated at Coffee with the Principal meetings, ways that parents can help their child with reading and math strategies.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *Teachers provide parents with homework packets that align with our school homework policy of Reading daily, Writing daily and Math focus work per their level.*
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *Parent input is provided at staff meetings, with the Instructional leadership team, at school committees and councils. Staff coordinates together how to meet the parent involvement goal set out in the SPSA.*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *Include all parents in the monthly Family Wednesdays where we target our SPSA parent involvement goals, bring off site resources to our school in the areas of language, mental health services and enrichment services.*
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. *Our school provides/distributes materials and information in two languages, English and Spanish.*
- The school provides support for parental involvement activities requested by Title I parents. *The following are current requests for support that parents ask for: Translations for meetings, materials in their native language, childcare and document or technical support with applications.*

Accessibility

Laura G. Rodriguez Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *Our school provides/distributes materials and information in two languages, English and Spanish. Presenting information and explaining school and district acronyms is important in breaking down a better understanding of what programs or assessments are in SDUSD.*

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)



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

Laura G. Rodriguez Elementary School

School-Parent Compact

Laura G. Rodriguez Elementary school distributes to parents of Title I students a school-parent compact. *Parent input comes from parent meetings such as Coffee with the Principal, Title I, GATE, Program Options, individual parent input and ELAC.* The compact, which has been developed from parents input with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

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The *Laura G. Rodriguez Elementary* will:

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 - o *Standards based assessments and district adopted textbooks and curriculum are implemented*
 - o *Systematic ELD training is currently underway with all staff*
 - o *Units of Inquiry are an ongoing training and professional development that teachers attend to incorporate a more aligned standards based instructional program with English Language Arts.*
 - o *QTEL train upper grade teachers*
- 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.**
 - o *Nov. 17th-Nov. 21st, 2014 and March 23rd h-March 27th, 2015*
- 3. Provide parents with frequent reports on their child's progress.**
 - o *Periodic reports by teachers, academic and behavioral.*
 - o *Phone or parent teacher conferences to discuss more specific progress*
- 4. Provide parents reasonable access to staff.**

- *Staff is available on a daily basis to assist and meet with parents. An open door policy is the belief of the staff at large.*
- *Access to principal is on the spot meetings or immediate phone call return or scheduled meeting.*
- *For scheduled appointments or conferences, the turn around time for a scheduled meeting is 1 to 2 days or an immediate phone call.*

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

- *Parent classroom volunteers is highly encouraged*
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- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

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. Emphasis on writing a page a day to build up stamina.*
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- *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.*
- *Work on the Laura G. Rodriguez way of life which is to be respectful, responsible and being a role model via character traits. Work on being a F.I.E.R.C.E scholars which is to work toward being Focused, Independent, Engaged, Responsible, Compassionate and Enthusiastic with my learning and with others.*

APPENDIX C

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

San Diego Unified School District
 Site: 0137 Rodriguez Elementary
 As of Date 04-14-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$207,838.00		\$3,147.00		\$13,548.00
		\$207,838.00		\$3,147.00		\$13,548.00
		\$0.00		\$0.00		\$0.00
Certificated Salaries / Monthly	1.5000	\$119,213.50	0.0000	\$0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	1.2500	\$100,340.00	0.0000	\$0.00	0.0000	\$0.00
2605 School Counselor	0.2500	\$18,873.50	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$22,000.00		\$0.00		\$9,100.00
1192 Prof&Curriclm Dev Vist Tchr		\$22,000.00		\$0.00		\$9,100.00
Classified Salaries		\$0.00		\$400.00		\$0.00
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$400.00		\$0.00
Employee Benefits		\$57,331.16		\$93.20		\$1,385.93
Books and Supplies		\$9,293.34		\$1,253.80		\$3,062.07
4301 Supplies		\$9,293.34		\$1,253.80		\$3,062.07
Services and Other Operating		\$0.00		\$1,400.00		\$0.00
5209 Conference Local		\$0.00		\$700.00		\$0.00
5785 Interfund Svcs/Field Trip		\$0.00		\$700.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Rodriguez Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 06/13/2015, 35 % of Rodriguez Elementary Grade 1-5, Students will meet common core grade standards in ELA on the common formative assessment
Mathematics	By 06/13/2015, 49 % of Rodriguez Elementary Grade 1-5, Students will meet common core grade standards in Math on the common formative assessment
English Language Development	By 06/12/2015, 10 % of Rodriguez Elementary English Learner, Students, Grades 3-5 will reclassification status with CELDT, teacher determination and passing ELA on the common formative assessment
Graduation/Promotion Rate	By 06/13/2015, 35 % of Rodriguez Elementary Grade 03, Students will reach grade level reading in DRA
Parent Involvement and Community Engagement	06/13/2015, 30 % of Rodriguez Elementary Parents/Guardians will achieve a participate in at least 2 school events in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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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	
		207,291.00		2,679.00		13,384.00	
2040 Inschool Resource Tchr	1.00	80,271.00	-	-	-	-	Support PLCs, training for teachers to learn new strategies, assist in monitoring process for site, lesson studies with teachers and push-in-pull out support for targeted Tier 2 students
2605 School Counselor	0.30	23,133.30	-	-	-	-	School counselor above district allocation to provide support for students who would otherwise not be able to access curriculum due to social/emotional needs.
1192 Prof&Curriclm Dev Vist Tchr		36,000.00		-		10,000.00	Classroom teacher release time to participate in PLC and conduct work consisting of data analysis, collaborative lesson planning and incorporation of CCSS.

2281 Other Support Prsnl PARAS Hrly	-	400.00	-	Childcare for parent involvement activities to support families and their ability to participate.
Employee Benefits	37,664.73	87.97	1,260.00	
4301 Supplies	27,822.00	191.00	2,124.00	Instructional materials for parent involvement
				Paper to provide written communication to families consisting of items such as invitations to academic events as well as updates on academic progress.
5733 Interprogram Svcs/Paper	-	1,600.00	-	RAZ kids supplementa; software to provide students at risk of not meeting grade level standards increased access to curriculum via reteaching opportunities.
5841 Software License	2,400.00	-	-	Postage to get written communication to families as listed above.
5920 Postage Expense	-	400.00	-	

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:	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**

School Name: Rodriguez Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$207,838.00
Enter Total Allocation: Resource 30106	\$13,548.00
Sum or Resources 30100 & 30106	\$221,386.00
10% allocation needed for PD	\$22,138.60

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		Visiting teachers to support PLCs, lesson studies and the understanding and plannig of Common Core lessons within each grade level.	\$22,000.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106		Visiting teachers to support the site with CELDT testing which provides Language Development levels. VTs to support the K-2 mathematical Seminar Units aligned to Common Core.	\$9,100.00
<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			\$31,100.00
10 % allocation has been met			YES