THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ROSA PARKS ELEMENTARY SCHOOL

2014-16

37-68338-6114375
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: Buguey, Carolanne
Contact Person: Buguey, Carolanne
Position: Principal
Telephone Number: 619/282-6803;
Address: 4510 Landis St, Rosa Parks Elementary, San Diego, CA, 92105-2822,
E-mail Address: cbuguey@sandi.net

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

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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Attachment 2
Modification of SPSA

ORIGINAL

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: Rosa Parks

SITE CONTACT PERSON: Christina Gonzalez

DUE March 13, 2015

PHONE: 619. 282, 6803   FAX: 619. 282. 5895   E-MAIL ADDRESS: Cgonzalez 1 @ 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: 2/26/15

   ☐ 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): Parent Meeting   Date of presentation: 3/6/15

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 3/9/15

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.

Carolanne Buguey
Type/Print Name of School Principal

_____
Signature of School Principal

3/13/15
Date

Christina Gonzalez
Type/Print Name of SSC Chairperson

_____
Signature of SSC Chairperson

3/13/15
Date

Fabiola Bagula
Type/Print Name of Area Superintendent

_____
Signature of Area Superintendent

3/13/15
Date

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

Updated 02.12.15mdj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

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

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

SCHOOL VISION AND REALITY

The school vision for Rosa Parks is to have the entire school community turn its focused attention on building a culture of teacher led improvement in student achievement, with the deliberate intention of keeping students at the "heart" of the work.

The ideal state at Rosa Parks will be to have our school culture support the academic press to create a sense of urgency that all the stakeholders own and continues to be focused on learning outcomes with instruction and assessment aligned to CCSS. Through this focused work teachers will monitor student progress on a regular basis so students to produce their best work every day, making "every minute count". The ideal state for school culture would be for our entire school organization to use deliberate positive communications/actions, positive relationship building, in our daily work to reflect a school of caring, inclusive, and respect for diverse perspectives in teaching and learning practices.

Currently at Rosa Parks there are structures, knowledge, expertise, relationships, and communications that need to be further developed and improved to enable teachers to lead and build capacity around the relentless work of improving student achievement. There is a beginning of a coordinated effort by staff to improve the school culture and social environment to make it more welcoming and positive to ensure it's worthy of children. There is an academic focus on math. However it's not clearly articulated through the entire school community. The sense of urgency needs to be further developed. There is a need for teachers to build capacity and lead the important transition work to CCSS. Most lessons are not clearly aligned to CCSS with the need for more rigor and work around performance experiences. Primary grade teachers need to embrace the teaching and learning around Common Core standards.

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:   1:22
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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Bill Lane	Classroom Teacher
2. Dawn Kosman	Classroom Teacher
3. Mayra Standley	Classroom Teacher
4. Bryan Golojuch	Classroom Teacher
5. Martha Bajet	Other Staff
6. Christina Gonzalez	Other Staff - Chairperson
7. Carolanne Buguey	Principal
8. Esther Pintor	Parent
9. Lorena Ortega	Parent
10. Oralia Gallegos	Parent
11. Dora Arias	Parent
12. Maribel Arias	Parent
13. Raquel Nolasco	Parent
14. Ana Gonzalez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT
Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/21/2016, 28 % of Rosa Parks Elementary Students, Grades 2-5 will meet Common Core grade level standards in ELA as measured in Interim Assessments

Closing the Gap SMART Goal:
* By 07/21/2016, 23 % of Rosa Parks Elementary Grades 2-5, English Learner will meet or exceed Common Core grade level standards in ELA as measured in Interim Assessments

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

Other Assessments (Please Specify):

Students will utilize web-based programs such as Achieve 3000 (Kid Biz) and Learning Upgrade as intervention programs as well as tracking student progress and performance levels such as reading Lexile levels.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):

Rosa Parks will use the Art Grant to grades K-2 to improve student attendance, parent engagement and student achievement in English Language

Arts. To reach this, teachers will receive professional development on ways to incorporate acting, dance, and music into their literacy teaching; materials will be purchased to enhance lessons in literacy to incorporate acting, dance, art, and music. Also, the school will support and enhance its arts offerings to motivate students to attend school and to invite parents into the school. It will be necessary to purchase instruments (for students grades K-5) to ensure that all students are active music makers; school time, after school, and evening music concerts will be presented to display student learning, it offer a performance venue for students, and to engage parents and community members onto the school campus to also display other learning that is taking place in the classroom. This will be monitored by using trimester DRA2 reading levels from the baseline (September 2015) to the conclusion of the program (July 2016). Evaluations will be done at the end of each district reporting period to revise the implementation of the program based on individual student achievement.

Area 2: Mathematics

Mathematics SMART Goal:
* By 07/21/2016, 30 % of Rosa Parks Elementary Grades 2-5, Students will meet Common Core grade level standards as measured in Interim Assessments

Closing the Gap SMART Goal:
* By 07/21/2016, 25 % of Rosa Parks Elementary English Learner, Students, Grades 2-5 will meet Common Core grade level standards as measured in Interim Assessments

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, 10 % of Rosa Parks Elementary English Learner, Students, Grades 3-5 will earn redesignation to Fluent English Proficient in California English Language Development Test

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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Title 1 Arts Grant (Award Sites ONLY):

Rosa Parks will use the Art Grant to grades K-2 to improve student attendance, parent engagement and student achievement in English Language Arts. To reach this, teachers will receive professional development on ways to incorporate acting, dance, and music into their literacy teaching; materials will be purchased to enhance lessons in literacy to incorporate acting, dance, art, and music. Also, the school will support and enhance its arts offerings to motivate students to attend school and to invite parents into the school. It will be necessary to purchase instruments (for students grades K-5) to ensure that all students are active music makers; school time, after school, and evening music concerts will be presented to display student learning, it offer a performance venue for students, and to engage parents and community members onto the school campus to also display other learning that is taking place in the classroom. This will be monitored by using trimester DRA2 reading levels from the baseline (September 2015) to the conclusion of the program (July 2016). Evaluations will be done at the end of each district reporting period to revise the implementation of the program based on individual student achievement.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 07/21/2016, 35 % of Rosa Parks Elementary Grade 03, Students will meet or exceed reading level 38/P as measured in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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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Title 1 Arts Grant (Award Sites ONLY):

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Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 07/21/2016, 75 % of Rosa Parks Elementary Parents/Guardians will participate in at least 1 of 8 academic meetings and workshops as measured by Attendance
Targeted Population: Parents of Kindergarten students.   **What data did you use to form these goals?**:   Parent Surveys from 2013-14 workshops
Title 1 Arts Grant (Award Sites ONLY):   Rosa Parks will use the Art Grant to grades K-2 to improve student attendance, parent engagement and student achievement in English Language Arts. To reach this, teachers will receive professional development on ways to incorporate acting, dance, and music into their literacy teaching; materials will be purchased to enhance lessons in literacy to incorporate acting, dance, art, and music. Also, the school will support and enhance its arts offerings to motivate students to attend school and to invite parents into the school. It will be necessary to purchase instruments (for students grades K-5) to ensure that all students are active music makers; school time, after school, and evening music concerts will be presented to display student learning, it offer a performance venue for students, and to engage parents and community members onto the school campus to also display other learning that is taking place in the classroom. This will be monitored by using trimester DRA2 reading levels from the baseline (September 2015) to the conclusion of the program (July 2016). Evaluations will be done at the end of each district reporting period to revise the implementation of the program based on individual student achievement.

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 Common Core State 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 Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
Teachers will use graphic organizers, Thinking Maps and QTEL teaching strategies to support student understanding and increase content knowledge.
ELST will work with targeted students to improve language development.
All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)
Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
Targeted additional small flexible group instruction will be used to address specific needs in literacy
Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
Educational specialist will provide push in supplemental small group instruction for targeted students in need.
ELST will consult with teachers to provide supports for targeted English Learners.
Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

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

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

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

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

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 Teacher-Bilingual Education,	1.0000	$77,005.00	0230-30100-00-1107-0000-0000-01000-0000	Title I Basic Program	01, 02, 03	Over-formula teacher for class size reduction
Position Library Asst,	0.4375	$10,986.06	0230-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04, 05	Provides additional support to give students access for literacy resources
Position School Counselor	0.5000	$37,747.00	0230-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Provides additional emotional and social support for students
Position ESL Asst,	0.2500	$6,438.75	0230-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	01, 03, 04	Ensuring English Learner compliance requirements are met
Position Regular Teacher,	1.0000	$74,403.00	0230-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Over-formula teacher for class size reduction for primary
Supplies	-	$691.00	0230-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies that support teaching and learning
Short Term Leave Visiting Tchr	-	$3,000.00	0230-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teacher allocation for upper grade over formula teacher
Prof&Curriclm Dev Vist Tchr	-	$34,000.00	0230-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Professional Development for teachers
Classroom Teacher Hrly	-	$18,000.00	0230-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	After school tutoring to support student learning gaps
Other Support Prsnl PARAS Hrly	-	$810.00	0230-30100-00-2281-2490-0000-01000-0000	Title I Basic Program	05	Childcare for Parent Involvement Activities
Conference Local	-	$1,000.00	0230-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Opportunities for Parents to attend conferences to support student academic achievement
Supplies	-	$2,197.56	0230-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies that support parent center trainings and meetings.
Other Support Prsnl PARAS Hrly	-	$810.00	0230-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for Parent Involvement Activities
Other Support Prsnl OTBS Hrly	-	$810.00	0230-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05	Provide parents additional language support for meetings and trainings.

Rosa Parks Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Local Control Funding Formula Goals
Goal 1: Intervention Supports
Intervention Support Goal: KidBiz/Learning Upgrade is an online web application is provided to increase the number of students achieving grade level standards as evidenced by meeting or exceeding grade level criteria. **Identified Need:** Increasing student lexile and DRA levels **Target Group:** Students in grades 2-5 **Monitoring:** Trimester monitoring of student lexile and DRA levels **Personnel Responsible:** Administration, classroom teachers
Goal 2: Classroom Supports
Classroom Support Goal: To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies and improved communication between the school and home. **Identified Need:** Instruction in core curriculum (where the emphasis for expenditures will be made) is improved through the thoughtful procurement and application of classroom supports such as supplemental supplies and communication of student achievement/behavior with families. **Target Group:** All students. **Monitoring:** Administration approval of instructional supplies requests based on the academic rationale provided, i.e., how will the expenditure support desired grade-level learning goals. **Personnel Responsible:** Administration, classroom teachers
Goal 3: Professional Development
Professional Development Goal: Professional Development opportunities and collaboration amongst teachers to calibrate Common Core instruction and incorporate QTEL strategies to maximize student achievement according to desired outcomes. **Identified Need:** Teachers benefit from additional time outside of contract to analyze student achievement results and collaboratively plan instruction that is driven by the data. **Target Group:** All students.
Monitoring: Monitoring of progress is conducted through the PLCs and regularly scheduled grade level collaboratives. Additional monitoring is conducted through the evaluation and observation processes by the Administration.

Personnel Responsible: Administration, Lead and Classroom Teachers, ILT.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Network Sys Techn	0.2000	$7,788.00	0230-09800-00-2405-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provides technical support for various teacher and learning technological experiences
Position Regular Teacher,	1.0000	$74,403.00	0230-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Over formula teacher for class size reduction
Non Clsrm Tchr Hrly	-	$500.00	0230-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Professional Development for teachers
Supplies	-	$21,176.00	0230-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Supplies that support teaching and learning
Interprogram Svcs/Paper	-	$2,000.00	0230-09800-00-5733-2490-0000-01000-0000	LCFF Intervention Support	LCFF 2	Supplies that support teaching and learning
Prof&Curriclm Dev Vist Tchr	-	$6,700.00	0230-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Professional Development for Teachers
Short Term Leave Visiting Tchr	-	$2,600.00	0230-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Visiting teacher allocation for upper grade over formula teacher

APPENDICES

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

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

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

APPENDIX A

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

Rosa Parks Elementary: Parent Involvement Policy

Mission Statement

To create collaboration among parents, families, leaders and community volunteers to improve relationships among families, teachers and administrators.

To represent the rights of students to be successful,

Help bring more resources for students and their needs,

Raise the self-awareness and self-esteem of all children,

Improve our responsibilities as volunteers for the good of all.

Meetings

Rosa Parks provides monthly Parent meetings to allow for parent involvement.   Meetings are translated in Spanish and Vietnamese (tentative).

Past topics have included State Test Scores, homework and after school programs, combo classrooms, Biliteracy- SEI- MEC programs, self-esteem for students, safety & security, school discipline, and workshops.

Each monthly parent meeting has a topic and provides 1/2 hour for parent questions to the principal who then responds to the questions.

Communication

The school wide parent newsletter is sent home with each student and provides information on upcoming programs, parent meetings, principal news. The parent newsletter is written in English, Spanish, and Vietnamese.

Rosa Parks Parent Center

is open Monday through Friday from 7:30 AM -3:30 PM. Parents can call or walk in to request information as well as attend meetings or workshops in the center. The parent center also has staff to assist with translation and school requests.

The Rosa Parks Parent Center provides weekly flyers and posters of programs.

Parent Leadership

Parents are elected to serves as members of School Site Council (SSC), Governance Team and English Learner Advisory Committee (ELAC). These committees assist school staff in making the best decisions to educate our students. If you would like more information please contact the school office.

Volunteer Opportunities

Monthly volunteer meetings are held the 1st Wednesday of every month @ 7:45 am. These meetings provide an opportunity for team building, school information, planning and recognition.

The Parent Center has volunteer applications, and a sign in book for volunteers in order to keep a record of all volunteer hours at the school.

School Police Parent Patrol

Parents come join our parent patrol team! A.M. Parent Patrol helps maintain the safety of our students to and from school. Members meet monthly with the Principal and Vice Principal to discuss concerns and receive training. If you are interested please contact the school.

Parent Center Staff

Irma Alvarado-Parent Outreach Facilitator
Gabriela Carmargo Laparte-Newsletter
Editor/Translator
Soraya Freire – Parent Center
Administrator/Social Worker
Thu Tong – Parent Outreach Facilitator
Nathalie Uriarte, MSW- Social Worker
Ana Valladares, MSW -Social Worker

The Parent Center is dedicated to
improving the quality of life in our
community, helping keep children safe and
supporting our families.

Our Mission: To support families' well
being for students' success.

San Diego Unified
SCHOOL DISTRICT
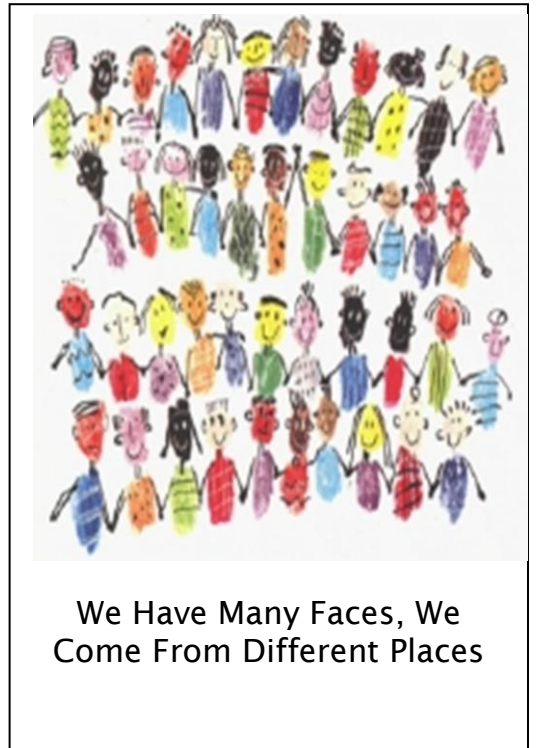
ROSA PARKS ELEMENTARY SCHOOL

Principal: Carolanne Buguey

4510 Landis Street
San Diego, CA 92105
Telephone (619) 282-6803
Fax (619) 282-5895
http://parks.sandi.net

We are committed to a
quality education within
a safe school for all
students.

ROSA PARKS
ELEMENTARY SCHOOL

We Have Many Faces, We
Come From Different Places

PARENT POLICY

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

HOME/SCHOOL COMPACT
2014-15 SCHOOL YEAR

Rosa Parks Elementary School and the parents of the students participating in activities and services funded by TITLE I agree to share responsibility for the improvement of student academic achievement and the building of a partnership that will help children meet California's grade level standards.

This Home/School Compact is in effect during the 2014-15 school year.

<u>School Responsibilities</u>

1. Students will be provided a standards-based curriculum and instruction by No Child Left Behind (NCLB) highly qualified teachers. Students will be provided standards-based textbooks in all core curriculum areas. All teachers will participate in staff development to enhance teaching and learning in the classroom. Students will be provided opportunities through after school programs and intersession (for District identified students) to meet grade level expectations. Students will be placed in appropriate classes (MEC, SEI and Bilingual) using teacher evaluation, in addition to State and District testing/guidelines.

2. Teacher/Parent conferences will be held twice yearly to provide parents information on student progress. Student achievement will be discussed and recommendations will be made by teachers on how to improve student achievement if needed and how parents can support learning at home.

3. Teachers communicate with parents through conferences, phone calls, and written notes/letters. Parents will be informed when students are experiencing difficulties and a supportive learning plan will be developed by the teacher and parent.

4. Parents are encouraged to volunteer at Rosa Parks Elementary and are provided a Parent Center for parent meetings. Parents may make an appointment to meet with their child's teacher or to observe in the classroom. The school counselor provides support for students and parents through informal and formal meetings.

5. The Parent Center will provide opportunities for parents to work in the school on Parent Patrol, ELAC, Health and Wellness Council, Health Care Coordination, SGT and SSC committees which support the work of the teachers and students. Parents can request to observe the classroom instruction and to volunteer in the classroom setting. Parents are involved in field trips, cultural events and after school activities.

Parent Responsibilities

We, as parents, will support our child's learning by:
- Ensuring children's on time, daily attendance.
- Ensuring that homework is complete and home reading is done on a daily basis.
- Participating, as appropriate, in decisions with teachers and other school staff to address needs, concerns, and progress of students.
- Communicating with my child's teacher through parent/teacher conferences.
- Monitoring my child's after school activities.
- Staying informed about my child's education and communicating with the teacher, bringing questions or concerns to the attention of the teacher so we can work together to support the child.
- Serving, when possible, on advisory groups, such as SSC, DAC, ELAC, DELAC, SGT, Health and Wellness Council, Health Care Coordination or other advisory groups.
- Volunteering in my child's school.

APPENDIX C

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

San Diego Unified School District
Site: 0230 Rosa Parks Elementary
As of Date 04-03-2015
Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		$348,466.00		$5,195.00
		$348,466.96		$5,195.04
		-$0.96		-$0.04
Certificated Salaries / Monthly	**2.5000**	**$189,155.00**	**0.0000**	**$0.00**
2000 Regular Teacher	1.0000	$74,403.00	0.0000	$0.00
2025 Teacher-Bilingual Education	1.0000	$77,005.00	0.0000	$0.00
2605 School Counselor	0.5000	$37,747.00	0.0000	$0.00
Classified Salaries / Monthly	**0.6875**	**$17,424.81**	**0.0000**	**$0.00**
6471 ESL Asst	0.2500	$6,438.75	0.0000	$0.00
6472 Library Asst	0.4375	$10,986.06	0.0000	$0.00
Certificated Salaries		**$55,000.00**		**$0.00**
1157 Classroom Teacher Hrly		$18,000.00		$0.00
1162 Short Term Leave Visiting Tchr		$3,000.00		$0.00
1192 Prof&Curriclm Dev Vist Tchr		$34,000.00		$0.00
Classified Salaries		**$810.00**		**$1,620.00**
2281 Other Support Prsnl PARAS Hrly		$810.00		$810.00
2282 Other Support Prsnl OTBS Hrly		$0.00		$810.00
Employee Benefits		**$85,386.15**		**$377.48**
Books and Supplies		**$691.00**		**$2,197.56**
4301 Supplies		$691.00		$2,197.56
Services and Other Operating		**$0.00**		**$1,000.00**
5209 Conference Local		$0.00		$1,000.00

APPENDIX D

2014-15 SPSA ADDENDUM

Rosa Parks Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 7/21/2015, 58% of Rosa Parks Elementary Students, Grades 2-5 will meet Common Core Grade Level standards in ELA as measured in English/Language Arts in district and
Mathematics	By 7/21/2015, 68% or Rosa Parks Elementary Students, Grades 2-5 will meet Common Core grade level standards as measured in Mathematics district and site based
English Language Development	By 7/21/2015, 60 English Learner Students, Grades 2-5, will earn redesignation as determined by district requirements and California English Language Development Test.
Graduation/Promotion Rate	By 7/21/2015, 45% of Rosa Parks Elementary students in Grade 3 will meet Common Core grade level standards in English Language Arts as measured by the Developmental Reading
Parent Involvement and Community Engagement	By 7/21/2015, 75% of Rosa Parks Parents/Guardians will participate in at least 1 of 8 academic meetings and workshops as measured by attendance logs/sign-ins.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model in the following pages.**

* 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	FTE	30100 Title I Basic TOTAL 319,931.00	FTE	30103 Title I TOTAL 4,070.00	Rationale
2000 Regular Teacher	1.50	113,109.00	-	-	Over-formula teacher for class size reduction
2605 School Counselor	0.60	46,266.60	-	-	Provides emotional and social support for students
6472 Library Asst	0.44	11,134.81	-	-	Provides additonal support to provide students access to literacy resources
1162 Short Term Leave Visiting Tchr		3,000.00		-	Visiting teacher allocation for upper grade lover formula teacher
1192 Prof&Curriclm Dev Vist Tchr		31,993.00		-	Professional Development for Teachers
1957 Non Clsrm Tchr Hrly		6,000.00		-	Professional Development for Teachers
2281 Other Support Prsnl PARAS Hrly		4,000.00		-	Childcare for Parent Involvement Activities
Employee Benefits		**61,054.89**		**-**	
4301 Supplies		43,372.70		3,070.00	Supplies that support teaching and learning
5209 Conference Local		-		1,000.00	Opportunities for parents to attend conferences to support student academic achievement

Elementary Core and Supplemental Supports Statement

<u>TEACHER ALLOCATIONS:</u>

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

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

<u>NURSE:</u>

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

<u>COUNSELOR</u>

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

Enrollment	Days	Position Equivalent FTE	
1-493	1		0.2
494-726	1.5	0.3	
727-960	2	0.4	
961-1,195	2.5	0.5	
1,196-1,429	3	0.6	

<u>HEALTH TECHNCIAN</u>

Allocation is based on projected enrollment and managed centrally.

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