THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ROSS ELEMENTARY SCHOOL

2014-16

37-68338-6040109
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: Cruz, Rosemary
Contact Person: Cruz, Rosemary
Position: Principal
Telephone Number: 858/800-5800;
Address: 7470 Bagdad St, Ross Elementary, San Diego, CA, 92111-4317,
E-mail Address: rcruz1@sandi.net

The following items are included:
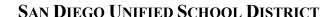☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

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

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: Ross Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Rosemary Cruz

PHONE: (858) 800-5800   **FAX:** (858) 800-5849   **E-MAIL ADDRESS:** rcruz1@sandi.net

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

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

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

    ☐ English Learner Advisory Committee (ELAC)   Date of presentation:_____

    ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:_____

    ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:_____

    ☒ Site Governance Team (SGT)   Date of presentation: _3/2/15 and 3/9/15_

    ☒ Other (list): _____Staff Meeting_____   Date of presentation: _3/24/15_

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.

Rosemary Cruz		_3/13/15_
Type/Print Name of School Principal	Signature of School Principal	Date
Joe Catacutan		_3/10/15_
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kim Louckfield	_Kim_	_4-7-15_
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Updated 02.12.15mdj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

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

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

SCHOOL VISION AND REALITY

Our vision for Ross Elementary is that all children are welcomed, supported safe, and cared for by all adults, all children achieve their full academic and social potential through current, rigorous, challenging, common core based instruction, employees are enthusiastic about their work, stay curret with professional practice, and collaborate to support the success of all students, parents and guardians are actively involved in the educational process through volunteerism, governance, and home based support, and the campus is inviting, clean, well maintained and child centered. Our current reality is we are progressing in the right direction and with consistent and unrelenting focus, our vision will begin to evolve. We are continuing to work in the area of meeting the social emotional needs of high profile students through specialized training.

Ross is a place where teachers and support staff are life-long learners who collaborate professionally to ensure the highest quality of care and education for all students. The administration leads by supporting, collaborating, and inspiring students, staff, parents, and community in order to reach their greatest potential. Parents and families take responsibility and are actively engaged in the social, emotional, physical growth of all students and the community actively participates to support the school's Vision Statements in order to meet the needs of all children.

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

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 (+)
As a Program Improvement Year 5 school, our Program Improvement Restructuring Plan is embedded in our SPSA by within the areas of improving Tier 1 instructional practices in Areas 1, 2 and 3 in order to raise student achievement and in Area 5 to increase Parent Involvement. A copy of our PI Plan is available upon request.

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
Rosemary Cruz	Principal
Robyn Russell	Teacher
Tracie Beck	Parent
Muhadisa Ali	Parent
Joseph Catacutan	Teacher
Sarah Epperson	Teacher
Dee Rutherford	Other
Peggy Bostwick	Parent
Tina Kollymer	Parent
Monique McThompson	Community Member

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2016, 52 % of Ross Elementary Students, Grades 3-5 will meet grade level standards in English/Language Arts

Closing the Gap SMART Goal:
* By 06/30/2016, 49.5 % of Ross Elementary English Learner, Students, Grades 2-5 will achieve a grade level standards in English/Language Arts
* By 06/30/2016, 66 % of Ross Elementary Asian, Students, Grades 2-5 will achieve a grade level standards in English/Language Arts
* By 06/30/2016, 47.6 % of Ross Elementary Hispanic or Latino, Students, Grades 2-5 will meet grade level standards in English/Language Arts
* By 06/30/2016, 54.3 % of Ross Elementary Economically Disadvantaged, Students, Grades 3-5 will meet grade level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

Title 1 Arts Grant (Award Sites ONLY):
Ross will use the Art Grant to determine additional strategies to supports and engage students in both ELA and Math programs by introducing ELA and Math concepts using a variety of Art Project and hands-on activities to motivate struggling learners. Student data will be collected and analyzed monthly by the classroom teachers to determine if student achievement level is enhanced. This monitoring will provide staff with additional information to reteach concepts to these students increasing student proficiency rate. The DRA will be used as the baseline (spring 2015) to the conclusion of the program (June 2017). Evaluations will be done in monthly interval to revise the implementation of the program based on individual student achievement.

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2016, 65 % of Ross Elementary Students, Grades 2-5 will meet grade level standards in Mathematics

Closing the Gap SMART Goal:
* By 06/30/2016, 85.1 % of Ross Elementary Asian, Students, Grades 2-5 will meet grade level standards in Mathematics
* By 06/30/2016, 57.1 % of Ross Elementary Hispanic or Latino, Students will meet grade level standards level in Mathematics
* By 06/30/2016, 66.5 % of Ross Elementary Economically Disadvantaged, Students, Grades 2-5 will meet grade level standards in Mathematics
* By 06/30/2016, 64.6 % of Ross Elementary English Learner, Students will meet grade level standards level in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Area 3: English Learner

English Learner SMART Goal:
* By 06/30/2016, 49.5 % of Ross Elementary English Learner, Grades 2-5 will meet grade level standards in English/Language Arts

Closing the Gap SMART Goal:
* By 06/30/2016, 49.5 % of Ross Elementary English Learner, Grades 2-5 will achieve a increase one proficiency level or reach EA or Advanced 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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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/30/2016, 60 % of Ross Elementary Grade 03, Students will meet grade level standards in English/Language Arts

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 06/30/2016, 60 % of Ross Elementary Students will be represented by their parents participating in at least 2 school events in Parent and Community Engagement
Targeted Population: Hispanic or Latino Asian socio economic disadvantage English language learners **What data did you use to form these goals?** Attendance sheets
Progress and Growth Monitoring: Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals. The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.
Title 1 Arts Grant (Award Sites ONLY): Ross will use the Art Grant to determine additional strategies to supports and engage students in both ELA and Math programs by introducing ELA and Math concepts using a variety of Art Project and hands-on activities to motivate struggling learners. Student data will be collected and analyzed monthly by the classroom teachers to determine if student achievement level is enhanced. This monitoring will provide staff with additional information to reteach concepts to these students increasing student proficiency rate. The DRA will be used as the baseline (spring 2015) to the conclusion of the program (June 2017). Evaluations will be done in monthly interval 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, Common Core State Standards grade level standards in designing and differentiating instruction.
Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
Teachers will provide balanced literacy instruction including daily guided reading.
Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim 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 and Thinking Maps to support student understanding.
EL support teacher/assistant 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 interim 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.
EL support teacher/assistant will consult with teachers to provide supports for targeted English Learners.
Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending

students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

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

EL support teacher/assistant 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 will provide monthly check in with families of at risk students

Support by Support staff and EL support teacher/assistant 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 Guidance Asst	0.7500	$21,146.25	0247-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Provide additional guidance assistance time to work with students on social/emotional needs so that they are ready to learn.
Position Library Asst,	0.3750	$9,416.63	0247-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04	Supplemental library assistant to work with students on research skills and provide literacy support through read alouds
Interprogram Svcs/Field Trip	-	$3,000.00	0247-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Curricular trips to provide real life experiences to support the instructional program
Supplies	-	$12,000.00	0247-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Classroom supplies as essential for core instruction for all students
Prof&Curriclm Dev Vist Tchr	-	$10,000.00	0247-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
Software License	-	$7,982.00	0247-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Computer software to support core instruction for all students in reading comprehension,phonics,and math
Classroom Teacher Hrly	-	$500.00	0247-30103-00-1157-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Planning and conduct family literacy, math, science, art nights to support literacy and math skills
Inservice supplies	-	$475.85	0247-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Light refreshments and supplies for family nights to support literacy and/or math skills

Supplies	-	$500.00	0247-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Classroom supplies as essential for core instruction for all students
Software License	-	$6,682.00	0247-30106-00-5841-2495-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Computer software to support core instruction for all students in reading comprehension, phonics, and math

Local Control Funding Formula Goals
Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?
Intervention Support Goal: Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA and site developed assessments. **Identified Need:** There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support. **Target Group:** Students not meeting grade level standards. **Monitoring:** DRA scores and results of site-developed assessments **Personnel Responsible:** Principal, ILT, Classroom Teachers, Push-in/Pull out teachers/assistants
Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?
Classroom Support Goal: To increase access to grade level standards and improve learning, basic supplies are necessary and computer software will be utilized. **Identified Need:** All students are in need of basic classroom supplies. **Target Group:** All students are in need of basic supplies for learning. **Monitoring:** Administrative approval of instructional requests will be based on academic rational provided. **Personnel Responsible:** Principal and Classroom teachers
Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?
Professional Development Goal:

Professional Development opportunities and collaboration among teachers to calibrate common core instruction and develop site-based assessments

Identified Need:
Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction.

Target Group:
All students

Monitoring:
Monitoring of progress is conducted through the PLC's and monitoring meeting s with the principal and RSP. Additional monitoring is conducted through the evaluation and observation processes by the principal.

Personnel Responsible:
Principal, ILT, Classroom Teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst	0.3750	$10,573.13	0247-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Push in/pull out support and intervention for students
Prof&Curriclm Dev Vist Tchr	-	$17,918.00	0247-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	CELDT, PD for teachers, push in/pull out teacher for intervention and support
Other Support Prsnl PARAS Hrly	-	$2,000.00	0247-09800-00-2281-2490-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Push in/pull out support for teachers and students, translation in meetings and communications
Software License	-	$1,670.00	0247-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Computer software to support core instruction for all students in reading comprehension,phonics,and math
Interprogram Svcs/Paper	-	$500.00	0247-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Classroom supply necessary for writing, reading text, and homework
Equipment Non Capitalized	-	$50.00	0247-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Needed hardware such as iPads and laptops to support instruction and learning
Supplies	-	$1,131.00	0247-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Classroom supplies as essential for core instruction for all students

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)

Ross 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.

Ross Elementary has developed a written Title I parental involvement policy with input from Title I parents with our SSC.

It has distributed the policy to parents of Title I students.
The Title I Parent Involvement Policy is sent home at the beginning of the school year and at Back to School Night.

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 **Ross Elementary**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  Presented at Back to School Night and SSC Meeting

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  Presentation at Back to School Night is held in the evening.

- 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. ***Policy is revised with SSC***

- The school provides parents of Title I students with timely information about Title I programs.
  Information is included in newsletters, website, PTO meetings, SSC, Awards Assemblies, and assemblies

- 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.
  Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences

- 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.
  SSC Meeting dates and times are public and parents/community are invited to attend

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

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

School-Parent Compact
Ross Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed 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
- *Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
- *SSC Meeting dates and times are public and parents/community are invited to attend*

Building Capacity for Involvement
Ross Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.
The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- *Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
- *SSC Meeting dates and times are public and parents/community are invited to attend*

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - *Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
  - *SSC Meeting dates and times are public and parents/community are invited to attend*

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.

> *-Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
– *SSC Meeting dates and times are public and parents/community are invited to attend*

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.
– *Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
– *SSC Meeting dates and times are public and parents/community are invited to attend*

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.
– *Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
– *SSC Meeting dates and times are public and parents/community are invited to attend*

The school provides support for parental involvement activities requested by Title I parents.
– *Information is included in newsletters, school-wide messages, PTO meetings, SSC, and parent conferences*
– *SSC Meeting dates and times are public and parents/community are invited to attend*

Accessibility
Ross Elementary 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. *Forms and documents are sent home to the families in a variety of different language to meet the communities needs.*

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

ROSS ELEMENTARY

HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year 2015-2016

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES
The **Ross Elementary Administrator, Teachers, and Staff** 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:

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.
   November and March

3. Provide parents with frequent reports on their child's progress.
   - ***Progress reports will be completed 3 times per year***
   - ***Conferences are available 2 times per year***
   - ***Parents may request meeting with teacher***
   - ***Communication with teacher***

4. Provide parents reasonable access to staff.
   - ***Arrange meetings/conference***
   - ***Back to School Night and Open House***

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

Page 2

- *Arrange with teacher to volunteer in the classroom, field trips, special activities*
- *24 hour notice for classroom observation*

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.

- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

APPENDIX C

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

San Diego Unified School District						
Site: 0247 Ross Elementary						
As of Date 04-09-2015						
Extended Summary						
	30100 Title I Basic		**30103 Title I Parent**		**30106 Title I**	
Name	**FTE**	**TOTAL**	**FTE**	**TOTAL**	**FTE**	**TOTAL**
		88,105.00		**1,552.00**		**6,682.00**
		88,104.78		**1,552.00**		**6,682.00**
		0.23		**-**		**-**
6425 Guidance Asst	0.75	21,146.25	-	-	-	-
6472 Library Asst	0.38	9,416.63	-	-	-	-
1157 Classroom Teacher Hrly		-		500.00		-
1192 Prof&Curriclm Dev Vist Tchr		10,000.00		-		-
Employee Benefits		24,559.90		76.15		-
4301 Supplies		12,000.00		500.00		-
4304 Inservice supplies		-		475.85		-
5735 Interprogram Svcs/Field Trip		3,000.00		-		-
5841 Software License		7,982.00		-		6,682.00

APPENDIX D

2014-15 SPSA ADDENDUM

Ross

Area Goals for 2014-15 SY	
English Language Arts:	By 06/30/2015, 49.5 % of Ross Elementary English Learner, Grades 2-5 will meet grade level standards in English/Language Arts;
Mathematics	By 06/30/2015, 65 % of Ross Elementary Students, Grades 2-5 will meet grade level standards in Mathematics
English Language Development	By 06/30/2015, 49.5 % of Ross Elementary English Learner, Grades 2-5 will meet grade level standards in English/Language Arts
Graduation/Promotion Rate	By 06/30/2015, 60 % of Ross Elementary Grade 03, Students will meet grade level standards in English/Language Arts
Parent Involvement and Community Engagement	By 06/30/2015, 60 % of Ross Elementary Students will be represented by their parents participating 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 four 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	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		87,939.00		1,329.00		6,637.00	
6425 Guidance Asst	0.75	21,282.75	-	-	-	-	Guidance Asst to provide direct support to students and their families to encourage student attendance while meeting social and emotional needs.
6472 Library Asst	0.38	9,544.13	-	-	-	-	Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards.Support will be provided as part of library services and targeted support in the classroom.

1192 Prof&Curriclm Dev Vist Tchr		11,000.00		-		2,400.00	Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum and assessment to enhance the instructional program with a focus on struggling students
Employee Benefits		23,373.55		-		302.40	Fixed costs
4301 Supplies		19,738.57		1,029.00		3,934.60	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
5721 Interprogram Svcs/Duplicating		-		300.00		-	Duplicating to create materials (handbooks, brochures, flyers, etc.) for family involvement activities to support strategies that develop academic skills.
5735 Interprogram Svcs/Field Trip		3,000.00		-		-	Field Trips for students to promote educational opportunities and support to promote academics

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified SCHOOL DISTRICT

APPENDIX E

School Name:	Ross Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	$88,000.00
Enter Total Allocation: Resource 30106	$6,682.00
Sum or Resources 30100 & 30106	$94,682.00
10% allocation needed for PD	$9,468.20

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
☑ 30100 ☐ 30106	1192	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.	$10,000.00
☐ 30100 ☑ 30106	5841	Computer software to supplement the core instruction for all students in reading comprehension,phonics,and math	$6,682.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$16,682.00
		10 % allocation has been met	**YES**