

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ROWAN ELEMENTARY** SCHOOL

2014-16

37-68338-6040117
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: Kossyta, Kimberlee

Contact Person: Kossyta, Kimberlee

Position: Principal

Telephone Number: 619/344-3400;

Address: 1755 Rowan St, Rowan Elementary, San Diego, CA, 92105-5631,

E-mail Address: kkossyta@sandi.net

The following items are included:

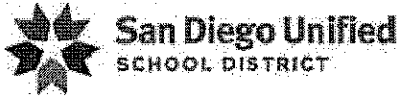
- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



RECEIVED APR 02 REC'D

Attachment 2
Modification of SPSA



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Rowan Elementary School / 0249

DUE March 13, 2015

SITE CONTACT PERSON: K. Kossyta

PHONE: 619.344-3400 FAX: 619.344-3440 E-MAIL ADDRESS: K.Kossyta@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: 3/3/15; included in our SSC.
- 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: _____
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/3/15

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.

K. Kossyta
Type/Print Name of School Principal

K. Kossyta
Signature of School Principal

3/13/15
Date

M. Greene
Type/Print Name of SSC Chairperson

Marion Greene
Signature of SSC Chairperson

3/13/15
Date

Fabiola Bagula
Type/Print Name of Area Superintendent

Fabiola Bagula
Signature of Area Superintendent

3/20/15
Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - 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

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

Rowan Elementary School's vision is that all students are: fully and joyfully engaged in meaningful Common Core State Academic Standards work; use critical thinking and problem solving skills to navigate new learnings; develop perseverance, flexibility, resiliency and determination as they face new challenges and grow their emotional intelligence in order to maximize their full potential and the impact they will have upon the world. Supporting our students is a high quality staff that cooperates, collaborates and collectively works together on behalf of Rowan students and their families. Staff members engage in inquiry and action based learning for their own growth and development, as well as for their students. As a team of learners, we continue to deepen our understanding of curriculum, instruction and assessment through a variety of professional development structures. Rowan students, families and staff feel competent, valued and that they belong; treating one another with love and respect. Our goal each year is to improve upon the past. The ideal state of school culture is when students, staff and families feel that they are part of the Rowan School Family; people committed to doing their best on behalf of our children. Our ideal state allows people to be their best selves, where love and acceptance, compassion and honesty are the foundation for developing integrity, loyalty, cooperation, altruism and perseverance. Academic press exists when all teachers: use data to inform instruction, are provided with ongoing, actionable feedback from colleagues, the administrator and their own self reflections. Lessons are focused, well thought through, strategically designed with differentiation and multiple access points so all students can engage and learn rigorous, grade level CCSS work.

Our current reality is that most, not all students are fully and joyfully engaged in meaningful Common Core State Academic Standards work; as well as not all students are using critical thinking and problem solving skills to navigate new learnings. We are trying to help all students develop more open mindsets as they face challenging curriculum. Most days I work along side a staff that cooperates, collaborates and collectively works together on behalf of our students and Rowan families. Some of my students, staff and families feel that they are competent, they are valued and they belong. Everyone is not always treated with love and respect. In terms of culture, most students, staff and families feel they are part of the Rowan School Family, and often when a family has to leave Rowan, tears are shed. We need to celebrate more of our successes together and work harder to solve any challenges we face. Currently all teachers use data to inform instruction, but we could do it in a more systematic and strategic way. Our motto: Together, students, staff and families, WE CAN DO IT! eloquently summarizes the vision of Rowan Elementary School.

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

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 (+)

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
Kim Kossyta	Principal
Marcos Greene	Teacher
Liza Ronis	Teacher
Gina Marrone	Teacher
Linda Roy	Other
Melissa Verdin	Parent
Blanca Diaz	Parent
Brigida Gross	Parent
Mae Case	Parent
Raquel Marin	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/21/2016, 45 % of Rowan Elementary Students will meet common core grade level standards in English/Language Arts

Teachers will analyze data and scores from the ELA Interim 2 Assessments in PLCs during March and April 2015, which is after the deadline for submission of the SPSA. This analysis of student performance may necessitate a change in English/Language Arts SMART Goal targets.

Closing the Gap SMART Goal:

* By 06/21/2016, 35 % of Rowan Elementary English Learner will meet common core 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):

Instructional Reading levels, student writing and projects, district and site designed formative assessments aligned to Common Core Academic Standards, CELDT and SBAC scores.

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 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).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/12/2016, 45 % of Rowan Elementary Students will meet common core grade level standards on number sense as determined in Mathematics

Teachers will analyze data and scores from the Mathematics Interim 2 Assessments in PLCs during March and April 2015, which is after the deadline for submission of the SPSA. This analysis of student performance may necessitate a change in Mathematic SMART Goal targets.

Closing the Gap SMART Goal:
 * By 06/21/2016, 35 % of Rowan Elementary Hispanic or Latino, Students will meet common core grade level standards in Mathematics
 * By 06/21/2016, 35 % of Rowan Elementary English Learner, Students will meet common core grade level standards 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):

End of Topic Assessments, Site Developed Assessments

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 3: English Learner**English Learner SMART Goal:**

* By 06/21/2016, 46 % of Rowan Elementary English Learner will improve performance from Intermediate based on Fall 2015 scores to to early advanced in California English Language Development Test

With the new Proficiency Level Continuum Descriptors for California English Language Development Standards as assessed by the CELDT, our SMART Goal would be written as: Emerging to Expanding to Bridging.

Closing the Gap SMART Goal:

* By 06/21/2016, 40 % of Rowan Elementary English Learner will meet proficient instructional reading level in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Site Developed Assessments

Progress and Growth Monitoring:

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/21/2016, 55 % of Rowan Elementary Grade 05, Students will read at level V-W as measured by DRA /WRAP in English/Language Arts
 * By 06/21/2016, 62 % of Rowan Elementary Grade 03, Students will read at level Q as measured by DRA/WRAP 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):

Units of Inquiry responses to Literature and Reading Comprehension work.

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 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).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 06/21/2016, 100 % of Rowan Elementary Parents/Guardians will attend at least 3 academic events as measured by Attendance

Targeted Population:

Based on available student assessment data, we will provide additional outreach to English Learner and students with disabilities and families.

What data did you use to form these goals?:

Decades of research prove strong parental involvement is crucial in supporting student achievement.

Progress and Growth Monitoring:

The following opportunities are provided to families to support and increase participation and involvement in their child(ren)'s academic life: Parent/Teacher Conferences (Reporting Periods 1 and 2), Fall and Spring Open Houses, monthly Family Fridays focused on CCSS, Workshops, Evening with the Astronomers, fieldtrips, Attendance Team meetings, SSTs, 504 meetings and IEP meetings. Teachers and administration are available to meet throughout the year whenever a family requests a meeting.

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

All teachers will use the Units of Inquiry in English Language Arts, and CCSS 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, SBAC, interims, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

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, health assistant, registrar, 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 interims 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. weekly progress report, phone call, home visit to discuss the progress of students.

Educational specialist will provide push in supplemental small group instruction for targeted students in need as case load permits.

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.

Rowan Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intensive Intervention (Tier 3)
 Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 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 Inschool Resource Tchr,	0.3000	\$24,081.60	0249-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 04	Providing intervention/small group support for students who can benefit from additional support in order to meet grade level standards. This position also releases teachers for professional development.
Supplies	-	\$28,399.75	0249-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to support English Language Arts such as pencils, headphones for listening/learning centers, crayons, batteries and powercords and student writing journals.
Prof&Curriclm Dev Vist Tchr	-	\$1,500.00	0249-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release time for classroom teachers to collaborate in PLCs and participate in lesson studies and student monitoring.
Supplies	-	\$487.50	0249-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Instructional materials to facilitate parent trainings/Family Friday events that support academic skill development at home.
Other Support Prsnl PARAS Hrly	-	\$500.00	0249-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare to provide parents the opportunity to attend community academic involvement activities.
Prof&Curriclm Dev Vist Tchr	-	\$3,500.00	0249-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Release time for classroom teachers to collaborate in PLCs and participate in lesson studies and student monitoring.
Prof&Curriclm DevHrlyClsrmTchr	-	\$625.00	0249-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Hourly time outside of the regular school day for classroom teachers to collaborate in PLCs and participate in lesson studies and student monitoring.

Local Control Funding Formula Goals

Goal 1: Intervention Supports
Intervention Support Goal:
 Providing an additional classroom teacher can reduce the number of combination classes and/or reduce class sizes.

Identified Need:
 Base on predicted student enrollment and teacher allocations we anticipate having multiple combination classes.

Target Group:
 All students will benefit from this intervention.

Monitoring:
 Administration and teachers collect and analyze instructional reading levels, on demand writing scores, interim scores, math concept scores and other available formative assessments in order to determine student growth.

Personnel Responsible:
 Administration and classroom teachers.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Noon Duty Assistant,	0.0935	\$2,018.20	0249-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	[no data]	Noon duty support above the district allocation. The additional coverage is in order to ensure safety for our students while in the playground.
Position Noon Duty Assistant,	0.0026	\$56.12	0249-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	[no data]	Noon duty support above the district allocation. The additional coverage is in order to ensure safety for our students while in the playground.
Position Noon Duty Assistant,	0.0039	\$84.18	0249-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	[no data]	Noon duty support above the district allocation. The additional coverage is in order to ensure safety for our students while in the playground.
Supplies	-	\$20,356.00	0249-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	These funds have been set aside to provide intervention support. Instructional supplies are indicated in order to represent the full amount of funding available toward this end.

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 CITY SCHOOLS
ROWAN ELEMENTARY

TITLE I PARENT INVOLVEMENT POLICY

- ◆ In the fall, an annual meeting will be held to share with parents the Title I program and its requirements.
- ◆ Rowan Elementary will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
 - ◆ Improving communication between the school and home;
 - ◆ Discussing current student assessment data and student progress;
 - ◆ Providing information about school and district resources for student academic improvement;
 - ◆ Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities;
 - ◆ Conferencing with teachers;
 - ◆ Providing training programs to help parents support and work with their children at home and at school.
- ◆ Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.
- ◆ The schoolwide calendars and notices are sent home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. School flyers are used to advertise parent meetings and training sessions offered at Rowan Elementary, the District Advisory Council's Harold J. Ballard Parent Center, Parent University, and throughout the district. Every attempt is made to contact parents in the language of the parents. Information is also on our marquee.
- ◆ During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion, and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- ◆ Parents are notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

**ESCUELAS DE LA CIUDAD DE SAN DIEGO
ESCUELA PRIMARIA ROWAN**

PÓLIZA DE LA INVOLUCRACIÓN DE PADRES DEL TÍTULO I

- En el otoño, una junta anual se llevará a cabo para compartir con los padres el Programa del Título I y sus requisitos.
- La Escuela Primaria Rowan proveerá un número flexible de juntas para permitir la involucración de padres. Estas juntas mensuales serán planeadas por la escuela en idiomas apropiados para los grupos de padres. Los temas cubiertos durante estas juntas incluirán:
 - Como mejorar la comunicación entre la escuela y el hogar.
 - Como discutir la evaluación de la información corriente y el progreso de los alumnos;
 - Como proveer información sobre los recursos de la escuela y del distrito para el mejoramiento académico de los alumnos;
 - Como evaluar la eficacia de la póliza de la involucración de padres de la escuela para aumentar la participación de padres en las actividades del Título I;
 - Como conferir con las maestras;
 - Como proveer programas de entrenamiento para ayudar a los padres a apoyar y trabajar con sus hijos/as en casa y en la escuela.
- Opiniones de padres de las juntas de padres y las sesiones de entrenamiento se compartirán con el Comité de la Escuela de Sitio (SSC) para proveer una manera organizada, corriente, y oportuna para involucrar a los padres en el planeo, la revisión, y las decisiones para el mejoramiento del programa.
- Los calendarios y avisos de la escuela se mandan a casa para informar a los padres y la comunidad sobre las juntas de interés. Para juntas especiales, grupos de selectos idiomas reciben avisos en su idioma. Juntas de Padres y Sesiones de Entrenamiento que se ofrecen en la Escuela Primaria Rowan, el Centro de Padres del Comité del Distrito de Harold J. Ballare, la Universidad de Padres, y a través del distrito, son anunciados por folletos, "marquee," y por boletines afuera de las salones. Todos los intentos se hacen para contactar a los padres en su propio idioma. La información también se encuentra en el letrero en frente de la escuela.
- Durante las juntas de padres, se proveerán oportunidades para sugerencias de padres. Estas sugerencias se revisarán con tiempo, y si es posible, se les darán las respuestas en la próxima junta programada. Temas que sean apropiados para revisión/acción del SSC se pondrán en la agenda de la administración de la escuela para la próxima junta programada.
- Los padres se notificarán anualmente de los resultados individuales de los alumnos por el Departamento de "Research and Reporting" y el Departamento de Exámenes. Una explicación de la información es disponible en varios idiomas.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

**SAN DIEGO UNIFIED SCHOOL DISTRICT
HOME/SCHOOL COMPACT**

Rowan Elementary 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 the school year 2014-2015

School Responsibilities

Rowan Elementary School will:

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

High quality curriculum and instruction aligned with the Common Core State Academic Standards is the cornerstone of our academic programs. Teachers plan English Language Arts Units of Inquiry lessons collaboratively to ensure that every child has access to curriculum that will help them meet grade level standards. Rowan teachers use Envision Math daily to guide math instruction. Focused English Language Development is provided to all English Learners to support and accelerate their English language acquisition. The Nurtured Heart behavior strategies implemented school wide provide supportive and effective learning environment for all students.

- 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.** Our Parent/Teacher conferences will be held November 17 - 21, 2014 & March 16 - 20, 2015. Conferences will be available before school, in the afternoon and evening as necessary to support family involvement. Spanish translation will be provided as needed. A goal setting form will be used for each child to set specific targets and clearly state school, student and family responsibility.

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

All Rowan families receive weekly communication regarding their child's academic progress and behavior. In addition, parent conferences are scheduled when requested by families. Weekly reports are translated as needed. Families with children who receive Specialized Academic Instruction hear from support providers on a frequent basis regarding goal progress.

- 4. Provide parents reasonable access to staff.**

During the first 3 weeks of school, all classroom teachers are required to make phone calls home to every family. Teachers are available by phone, the internet, and in person to consult with families. Any parent who would like to schedule a meeting with a staff member just needs to make the request verbally or in writing and all attempts are made to schedule

this meeting as soon as possible. Most teachers are also available before or after school for drop-in informal discussions. Many teachers provide their home phone number in their opening of school letters so parents have to access to them at all times.

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

One Friday of every month is designated as Family Friday. Parents work with their children in their classrooms the first half hour of the day and then attend a parent training taught by the Principal and support staff for the second half hour. The focus of Family Fridays rotates: Literacy, Math, Health/PE, and Science, as requested by parents. Parents are encouraged to volunteer in their child's classroom, attend field trips, student performances, and participate in all school wide activities. Parents who are part of the Rowan PTA are seen around campus weekly, helping students and teachers and supporting school wide projects. Our PTA has launched a "Give us 16" campaign to encourage all families to be present at school 16 hours a year. All volunteers need to complete the district's volunteer application.

Staff Responsibilities:

We, as staff, will support our students' learning by:

- Providing high-quality curriculum and instruction.
- Endeavoring to motivate all students to learn.
- Having high expectations and helping every child to develop a love of learning.
- Communicating regularly with families about student progress.
- Providing a warm, safe, and caring learning environment.
- Providing meaningful homework assignments to reinforce and extend learning and requiring daily reading.
- Participating in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participating in collaborative decision making and consistently working with families and our school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- **Respecting the school, students, staff, and families.**

Parent Responsibilities:

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

- Valuing education and supporting life long learning for both children and adults.
- Providing a safe and secure environment, leading by example and following all school rules.
- Monitoring attendance.
- Providing a quiet time and place for homework and making sure that homework is completed.
- Monitoring TV viewing and video gaming.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Attend Fall and Spring Parent/Teacher Conferences and at least 1 Open House.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by listening to ConnectEd messages, 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/district advisory groups.
- Ensuring that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- **Respecting the school, staff, students, and families.**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve Common Core State Academics Standards by:

- Doing my best every day.
- Having a positive and respectful attitude.
- Following the *Rowan Way*.
- Doing my homework as assigned by the teachers and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Choosing healthy habits and limiting my TV watching and video game playing.
- Communicating regularly with my parents/family and teachers about school experiences so that they can help me to be successful in school.
- **Respecting the school, classmates, staff and families.**

Developed by Rowan's School Site Council September, 2014.

Please return this portion, signed, to your child's teacher by **October 3, 2014**. Thanks.

Rowan Home School Compact 2014-2015

We acknowledge that we have read and understood the Rowan Home-School Compact and that TOGETHER AS A TEAM, staff, students, and families WE CAN MAKE A POSITIVE DIFFERENCE FOR ALL STUDENTS.

STUDENT

PARENT

PRINCIPAL

DATE

APPENDIX C

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

San Diego Unified School District
 Site: 0249 Rowan Elementary
 As of Date 04-17-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$62,673.00		\$1,104.00		\$4,753.00
		\$62,673.00		\$1,104.00		\$4,753.23
		\$0.00		\$0.00		-\$0.23
Certificated Salaries / Monthly	0.3000	\$24,081.60	0.0000	\$0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	0.3000	\$24,081.60	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$1,500.00		\$0.00		\$4,125.00
1170 Prof&Curriclm DevHrlyClstrmTchr		\$0.00		\$0.00		\$625.00
1192 Prof&Curriclm Dev Vist Tchr		\$1,500.00		\$0.00		\$3,500.00
Classified Salaries		\$0.00		\$500.00		\$0.00
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$500.00		\$0.00
Employee Benefits		\$8,691.65		\$116.50		\$628.23
Books and Supplies		\$28,399.75		\$487.50		\$0.00
4301 Supplies		\$28,399.75		\$487.50		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Rowan Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 06/12/2015, 40 % of Rowan Elementary Students will meet common core grade level standards in English/Language Arts
Mathematics	By 06/12/2015, 45 % of Rowan Elementary Students will achieve a meet common core grade level standards on number sense as determined in Mathematics
English Language Development	By 06/12/2015, 40 % of Rowan Elementary English Learner will improve performance from Intermediate based on Fall 2013 scores to to early advanced in California English Language Development Test
Graduation/Promotion Rate	By 06/12/2015, 45 % of Rowan Elementary Grade 03, Elementary Grade 05, Students will meet common core grade level standards in English/Language Arts
Parent Involvement and Community Engagement	By 06/12/2015, 100 % of Rowan Elementary Parents/Guardians will attend at least 3 academic events as measured by Attendance

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	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		\$70,006.00		\$1,244.00		\$6,217.00	
2040 Inschool Resource Tchr	0.4700	\$37,727.37	0.0000	\$0.00	0.0500	\$4,013.55	Provides push-in support for students performing below grade level as well as additional support for students enrolled in combination classes.
2451 Clerical Hourly Employee Benefits		\$12,022.17		\$875.00 \$192.44		\$1,278.96	This additional clerical time provides translation services as well developing the Parent/Student Handbook which sets the academic expectations for the school year.
4301 Supplies		\$1,256.46		\$0.00		\$924.49	Instructional supplies to support English Language Arts such as pencils, headphones for listening/learning centers, printer ink, crayons, batteries and powercords and student writing journals
4304 Inservice supplies		\$19,000.00		\$0.00		\$0.00	This amount is to save funds toward the actual salary of the in-school resource teacher.
5920 Postage Expense		\$0.00		\$176.56		\$0.00	Postage to provide written communication between school and such as home regarding child's progress and learning events on campus.

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 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: Rowan Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$62,673.00
Enter Total Allocation: Resource 30106	\$4,753.00
Sum of Resources 30100 & 30106	\$67,426.00
10% allocation needed for PD	\$6,742.60

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	1195	Release time for classroom teachers to collaborate in PLCs and participate in lesson studies and student monitoring	\$1,500.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Release time for classroom teachers to collaborate in PLCs and participate in lesson studies and student monitoring	\$3,500.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1170	Hourly time outside of the regular school day for classroom teachers to collaborate in PLCs and participate in lesson studies and student monitoring.	\$625.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1109	. 1 FTE Providing intervention/small group support for students who can benefit from additional support in order to meet grade level standards. This position also releases teachers for professional development.	\$8,027.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$13,652.00
10 % allocation has been met			YES