

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT SHERMAN ELEMENTARY SCHOOL

**2014-16**

37-68338-6040158

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:** Caballero, Edward

**Contact Person:** Caballero, Edward

**Position:** Principal

**Telephone Number:**

**Address:** 301 22nd St, Sherman Elementary, San Diego, CA, 92102-2918,

**E-mail Address:** ecaballero@sandi.net

**The following items are included:**

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

**Board Approval: June 23, 2015**



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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



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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: Sherman Elementary

**DUE March 13, 2015**

SITE CONTACT PERSON: Edward Caballero

PHONE: (619) 615-7000

FAX: (619) 615-7090

E-MAIL ADDRESS: ecaballero@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: 3/4/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT) Date of presentation: 3/17/15
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

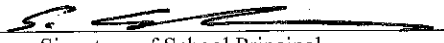
4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough 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: 3/17/15


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.

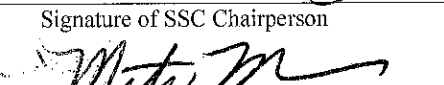
Edward Caballero  
Type/Print Name of School Principal

Silvia Ramirez  
Type/Print Name of SSC Chairperson

Mitzi Merino  
Type/Print Name of Area Superintendent

  
Signature of School Principal

  
Signature of SSC Chairperson

  
Signature of Area Superintendent

3/17/15  
Date

3/17/15  
Date

\_\_\_\_\_  
Date

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

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

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

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

**SCHOOL VISION AND REALITY**

The vision for Sherman Academy is to establish an instructional program that focuses on 21st century skills, in which students are prepared for life in a global society by receiving a strong foundation in English and Spanish Language Arts (via 50/50 Dual Language Immersion Program), Mathematics, Science, History/Social Science, Cultural Understanding, Technological and Media Literacy, and Visual and Performing Arts. The overall goal of the 21<sup>st</sup> Century Skills Program is to assure high academic achievement and to prepare students for the future by teaching them core values and higher-order thinking skills, which they can apply in the “real world”.

Historically, Sherman had been identified by the State Board of Education as one of the 1,000 lowest performing schools in California. When the school reopened in 2008, the 50/50 dual language immersion model was implemented with incoming first-graders, kindergarteners, and pre-kindergarteners. Since the reopening, the school has raised performance by 193 points on the California Academic Performance Index (API), which led Sherman from the lowest performing elementary school in all the San Diego Unified School District (SDUSD) to an accomplished high performing school in 2013 ( 8 above SDUSD API & 16 above California API). The following are a sample of Sherman Academy's successes over the past 6 years: First *neighborhood* school to successfully implement pre-kindergarten through 5<sup>th</sup> grade dual language program in SDUSD

One of three school's to be named as a having a “Promising Practice” to close the achievement gap by National Clearinghouse for English Language Acquisition, United States Department of Education (2012)

“Homeless Students Find Welcoming Community In Sherman Heights” – KPBS (2012)

California Business for Education Excellence “Honor Roll” Recipient (2012-13)

San Diego County Office of Education “Achievement Gap Task Force” Presenter (2013)

“California Title I Academic Award” Recipient (2013-14)

The current academic foci for this year are on written & oral expression, number sense and collaborative planning around the Common Core State Standards. The Instructional Leadership Team is working to determine specific needs across grade levels, which will determine how resource teachers will directly support students and classroom teachers in the transition to Common Core State Standards.

**CORE AND SUPPLEMENTAL SUPPORTS**

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

**NURSE:**

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

Enrollment/Days Per Week

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

**COUNSELOR**

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

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

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on

substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

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

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

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

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

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

#### **SPSA ALIGNMENT TO THE LEA PLAN**

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

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 08/31/2016, 16 % of Sherman Elementary Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC

**Closing the Gap SMART Goal:**

\* By 08/31/2016, 16 % of Sherman Elementary Hispanic or Latino, Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC

\* By 08/31/2016, 16 % of Sherman Elementary English Learner, Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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**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 08/31/2016, 19 % of Sherman Elementary Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC

**Closing the Gap SMART Goal:**  
 \* By 08/31/2016, 19 % of Sherman Elementary Hispanic or Latino, Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC  
 \* By 08/31/2016, 19 % of Sherman Elementary English Learner, Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

**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 08/31/2016, 16 % of Sherman Elementary English Learner, Grades 3-5, Students will meet or exceed Common Core grade-level standards in SBAC

**Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

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

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 08/31/2016, 68 % of Sherman Elementary Grades K-5, Students will meet or exceed grade level equivalency on the district's Grade Level Reading Expectations and Reading Assessment Cr in DRA

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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**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 06/30/2016, 80 % of Sherman Elementary Parents/Guardians will participate in at least school 2 events as measured by Attendance

**Targeted Population:**

Parents of students in grades 4 & 5 are least represented at school events.

**What data did you use to form these goals?:**

Parent-Teacher Conferences, Curriculum Nights, Family Science Night, Family Fridays, ELAC or SSC meetings, and parent workshops as documented by sign in sheets and parent surveys.

**Area 6: Additional Site Identified Area (Optional)****Additional Site Identified SMART Goal:**

\* By 08/31/2016, 25 % of Sherman Elementary Grades 3-5, Students will meet or exceed SLA Common Core grade-level standards in Interim Assessments

**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):**

Spanish Literacy Interim Assessments both district and site developed.

**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/Spanish Language Arts, ELA/SLA Common Core State Standards in designing and differentiating instruction.

Every English/Spanish Learner will receive 30 minutes of daily Systematic English Language Development / Systematic Spanish Language Development instruction based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will implement Singapore Mathematics Program (Common Core Edition) and Common Core State Standards in designing and differentiating instruction.

The staff will provide a minimum of 60 minutes of mathematics instruction daily, with time dedicated to routines on a daily basis (with an emphasis on “number sense”)

Teachers will team teach and collaboratively plan on a weekly basis, to develop expertise in core areas of instruction and deliver a consistent grade level and vertically aligned instructional program.

Teachers will incorporate the use of collaborative learning groups based upon student needs and content instruction.

Teachers will provide daily balanced literacy instruction including guided reading/differentiated small group instruction.

Staff will use multiple measures of assessment (i.e. End of Unit, Interim Assessments, Site and 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 EL DPI to provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will incorporate the use of short-term formative assessments to monitor student learning, plan instruction and re-teach students who have not learned.

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

All English learners will be assessed using CELDT and the Express Placement Assessment from the SELD curriculum.

All Spanish learners will be assessed using LAS Links in Spanish

GATE students will participate in differentiated instruction, project based learning and field trips to enrich learning.

Auxiliary staff (i.e. Resource Teachers, Special Education Resource Staff, Librarian Assistant, etc.) will provide model lessons/strategies in ELA/SLA.

Counselor, Nurse, Health Technician and Healthy Start Coordinator will facilitate medical, dental and mental health referrals to community agencies.

Counselor, Nurse, Health Technician, Healthy Start Coordinator, 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.

**Strategic Support (Tier 2)**

Extended learning time will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted small group instruction will be used to address specific needs in mathematics.

Auxiliary Staff will provide supplemental small group instruction for targeted students in need.

Auxiliary Staff will work with targeted students to improve language development.  
 Auxiliary Staff will consult with teachers to provide supports for targeted English/Spanish Learners.  
 Intensive, focused direct instruction will be provided to targeted students at their point of need, across content areas by classroom teacher.  
 Teachers or support staff will provide additional small group sessions of appropriate literacy interventions for targeted students.  
 Incorporate the support of Auxiliary staff to provide extra teaching and clarifying of concepts during whole group and small group instruction.

**Intensive Intervention (Tier 3)**

Special Education Staff will provide supplemental small group instruction to targeted students.  
 Special Education Staff will push in/pull out to classrooms, observe and collaborate with classroom teacher to assist with differentiating instruction based upon student need.  
 Special Education Staff and Resource Teachers will collaborate to provide supplemental support to English/Spanish learners with language needs as appropriate.  
 Support for Staff: Professional Development Plan  
 Monthly meetings of the Instructional Leadership Team will occur to plan the collaborative planning meetings for teachers and the professional development sessions.  
 Teachers will meet monthly to collaboratively plan units of study based on Common Core State Standards  
 Teachers will meet every week to collaboratively plan lessons and analyze assessment results and student work to determine progress towards the goals (facilitated by grade level partner teachers).  
 Monthly on-site professional development sessions will focus on the teaching of the 21<sup>st</sup> Century Instructional Program through a focus on Writing & Oral Expression and Number Sense.  
 Grade level and resource teachers will attend professional development focused on Writing & Oral Expression and Mathematics related to Number Sense.  
 All staff will provide professional collegueship/guidance to teachers in the area of improving the teaching.

**SUPPLEMENTAL SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	1.0000	\$80,272.00	0259-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Provides additional learning opportunities (push-in support) in English language development, reading, writing, and mathematics for students who are performing below proficient. Also, plans professional development, provides teachers coaching support and assists with collaborative grade level planning.
Position Inschool Resource Tchr,	0.4000	\$32,108.80	0259-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Provides additional learning opportunities for all students to increase reading, writing and mathematics achievement through technology. Allows for 1 hr./week of collaborative planning time for English/Spanish teachers at grade level.

## Sherman Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Retired Clsrm Teacher Hrly	-	\$32,239.00	0259-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provides additional learning opportunities (push-in support) in Spanish & English language development, reading, writing and mathematics for students who are performing below proficient.
Prof&Curriclm Dev Vist Tchr	-	\$33,455.00	0259-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teacher release time for professional development, collaborative planning/professional study & student assessment.
Classroom Teacher Hrly	-	\$5,800.00	0259-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide additional learning opportunities for at-risk students to increase reading, writing and mathematics achievement.
Interprogram Svcs/Duplicating	-	\$200.00	0259-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Provides parent handbooks for distribution at the start of the year and for all incoming students.
Classroom Teacher Hrly	-	\$400.00	0259-30103-00-1157-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Provides teacher led parent workshops designed to build parent capacity in strategies to use at home to increase student academic achievement.
Supplies	-	\$868.00	0259-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent involvement activities designed to build parent capacity in strategies to use at home to increase student academic achievement.
Other Nonclsrm PARAS Hrly	-	\$826.00	0259-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare services for parent involvement workshops (Family Fridays, SSC, ELAC, etc.) designed to build parent capacity in strategies to use at home to increase student academic achievement.
Admission/Entry Tickets	-	\$500.00	0259-30103-00-5859-2495-0000-01000-0000	Title I Parent Involvement	05	Entrance fees for parent involvement conferences (CABE) designed to build parent capacity in strategies to use at home to increase student academic achievement.
Inservice supplies	-	\$500.00	0259-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments for parent involvement activities designed to build parent capacity in strategies to use at home to increase student academic achievement.



**Local Control Funding Formula Goals**

**Goal 1: Intervention Supports**  
**Intervention Support Goal:**  
 Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA, CELDT and site developed assessments.

**Identified Need:**  
 There are students at all grade levels who are not meeting grade level standards and they would benefit from push-in/pull-out support

**Target Group:**  
 Student not meeting grade level standards.

**Monitoring:**  
 DRA, CELDT and site-developed assessment results

**Personnel Responsible:**  
 Principal, ILT, Classroom Teachers, Push-in/Pull-out Staff

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.5750	\$14,438.83	0259-09800-00-2231-2420-4760-01000-0000	LCFF Intervention Support	LCFF 1	Provides additional learning opportunities (pull-out support) in English language development for students who are performing below proficient.
Retired Clsrm Teacher Hrly	-	\$11,000.00	0259-09800-00-1189-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1	Provides additional learning opportunities (push-in support) in Spanish; English language development, reading, writing and mathematics for students who are performing below proficient.
Classroom NonUnion Hrly	-	\$45,270.00	0259-09800-00-2183-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Provides bi-literacy learning opportunities for all students to increase achievement in all core curricular areas through 50/50 dual immersion program. Plans Spanish professional development, provides teachers coaching support and assists with collaborative grade level planning and curriculum development.

## APPENDICES

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

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

**APPENDIX A**

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



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

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**SHERMAN ACADEMY**  
**TITLE I PARENT INVOLVEMENT POLICY 2015-16**

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

Sherman Academy has developed a written Title I parental involvement policy with input from Title I parents. In preparation for the upcoming school year, the policy is reviewed and updated during a public School Site Council meeting in the spring, where all stakeholders are invited.

The policy is distributed to parents of Title I students during the annual Title I parent meeting and posted on the school website.

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 Sherman Academy, 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. The meeting is held in conjunction with the general School Site Council, Site Governance Team and English Language Advisory Committee to inform parents of the roles and responsibilities of each of the advisory groups and seek nominations for involvement in the shared-decision making process here at Sherman Academy.
- 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 through the ongoing monitoring of the Single Plan for Student Achievement through School Site Council and the English Language Advisory Committee.
- The school provides parents of Title I students with timely information about Title I programs and 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 through:
  - New parent orientations
  - Parent Handbook
  - Back-to-school/Curriculum meetings
  - Monthly newsletters
  - School website
  - Advisory group meetings
  - Family Fridays
  - Parent-Teacher/Administrator Conferences
- The school offers a flexible schedule of meetings for Title I parents, in both English and Spanish. 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 through the above mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



## **HOME/SCHOOL COMPACT**

Sherman Academy 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) (school-wide), 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 2014-2015 school year.

### **School Responsibilities**

#### **Sherman Academy 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:**

*“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.”*

Sherman Academy has an expert and talented teaching staff. As part of the San Diego Unified School District, we have educational standards and objectives in all curriculum areas. The standards for each curriculum area at each grade level are provided by the state of California. Our students are consistently exposed to extensions of the curriculum and enrichment experiences on a daily basis.

Our mission is to assure high academic achievement and to prepare students for success in our Global Society. Our comprehensive instructional program focuses on 21st century skills, in which students are prepared for life in a global society by receiving a strong foundation in English and Spanish Language Arts (via 50/50 Dual Immersion Program), Mathematics, Science, History/Social Science, Cultural Understanding, Technological and Media Literacy, and Visual and Performing Arts. The overall goal of the 21<sup>st</sup> Century Skills Program is to assure high academic achievement and to prepare students for the future by teaching them core values and higher-order thinking skills, which they can apply in the “real world”.

- 2. Hold parent-teacher conferences to discuss each child's academic achievement.**

Teachers expect to meet with every parent to establish the communication between home and school to better meet the needs of each student. Parent-teacher conferences are held twice a year to discuss student progress and establish/review academic goals. The first conference, held in November, is for all parents. The second conference, held in March, is mandatory for parents whose child is not meeting grade level standards and optional for all others.

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

Teachers provide parents with report cards three times a year. The first report card is given out in November during parent/teacher conferences. The second report card is given out in March during parent/teacher conferences or sent home with the student, if no conference is scheduled. The last report card is sent home with students on the last day of school, unless the student has lost or damaged a text or library book. The report card will be mailed home upon payment of the damaged or lost book.

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

It is always our intent to keep parents informed (i.e. in-person, phone, email, newsletters, weekly reports, etc.) and resolve concerns at the lowest possible level. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern by meeting with the classroom teacher at an agreed upon time before or after school. If the concern is not resolved, the principal may be contacted and a meeting between the parties involved will be arranged in an effort to resolve the issue. Finally, if the concern cannot be resolved with the principal, the parent may address their concern to the district.

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

Research shows that children do better in school when parents communicate often with teachers and become involved in the school. Due to our unique 21<sup>st</sup> Century Skills program it is the expectation that parents will participate a minimum of 20 hours each school year. At Sherman Academy there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic program, such as, participation in governance committees, special events, fundraising events, parent organizations, parent-teacher meetings and classrooms.

**Parent Responsibilities**

**I, as a parent, will support my child's learning by:**

- Committing to continued enrollment in Sherman's 21<sup>st</sup> Century Skills Program through 5<sup>th</sup> Grade
- Monitoring attendance and making sure my child arrives to school on time.
- Making sure that homework is completed and my child reads daily in English and Spanish (our local library is a great resource).
- Making sure that my child is dressed in school uniform.
- 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.
- Participating, as appropriate, in decisions related to my child's education (i.e. parent-teacher meetings, communicating behavior or academic concerns, etc.).
- Volunteering in my child's classroom.

- Attend school events, such as Family Fridays, Dad’s Club, Curriculum/Family Nights, parent workshops, etc.
- Attending my child’s visual and performing arts performances.
- 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**

**I will be responsible for improving my academic success to meet or exceed grade level standards by:**

- Following and demonstrating the Sherman Way.
- Coming to school on time and being ready to learn.
- Listening and participating during classtime and asking my teacher for help when I need it.
- Asking my family to read to me or with me for 30 minutes each day in English and Spanish.
- Welcoming help from my family on my homework.
- Completing my homework on time in a thorough and legible way.
- Giving my parents all school notices and information every day.
- Letting my teacher or parent know if I am having problems with my classwork or classmates.

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**Home/School Compact Signature Section**

*Return this section to your child’s teacher or the main office upon enrollment.*

*I have read and understand the above stated Parent and Student responsibilities. I will do my part by trying to fulfill these duties to the best of my ability.*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print: \_\_\_\_\_



**APPENDIX C**

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

San Diego Unified School District  
 Site: 0259 Sherman Elementary  
 As of Date 04-10-2015  
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$234,258.00		\$3,547.00
		\$234,258.25		\$3,547.38
		-\$0.25		-\$0.38
<b>Certificated Salaries / Monthly</b>	<b>1.4000</b>	<b>\$112,380.80</b>	<b>0.0000</b>	<b>\$0.00</b>
2040 Inschool Resource Tchr	1.4000	\$112,380.80	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>\$71,494.00</b>		<b>\$400.00</b>
1157 Classroom Teacher Hrly		\$5,800.00		\$400.00
1189 Retired Clsrn Teacher Hrly		\$32,239.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$33,455.00		\$0.00
<b>Classified Salaries</b>		<b>\$0.00</b>		<b>\$826.00</b>
2955 Other Nonclsrn PARAS Hrly		\$0.00		\$826.00
<b>Employee Benefits</b>		<b>\$50,383.45</b>		<b>\$253.38</b>
<b>Books and Supplies</b>		<b>\$0.00</b>		<b>\$1,368.00</b>
4301 Supplies		\$0.00		\$868.00
4304 Inservice supplies		\$0.00		\$500.00
<b>Services and Other Operating</b>		<b>\$0.00</b>		<b>\$700.00</b>
5721 Interprogram Svcs/Duplicating		\$0.00		\$200.00
5859 Admission/Entry Tickets		\$0.00		\$500.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Sherman Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By June 2015, 16% of Sherman Elementary School students in grades 1-5 will score Proficient or Advanced in the area of written and oral expression as measured by the ELA portion of the Common Core State Standards district interim assessment, end of unit, reading inventory, writing and oral or site developed assessments.
<b>Mathematics</b>	By June 2015, 19% of Sherman Elementary School students in grades 1-5 will perform at Proficient or Advanced in the area of number sense as measured by the Math portion of the Common Core State Standards district interim assessment, end of unit (Singapore Math), benchmark or site developed assessments.
<b>English Language Development</b>	By June 2015, 16% of Sherman Elementary School students in grades 1-5 will score Proficient or Advanced in the area of written and oral expression as measured by the ELA portion of the Common Core State Standards district interim assessment, end of unit, reading inventory, writing and oral or site developed assessments.
<b>Graduation/Promotion Rate</b>	By June 2015, 64% of all students will be reading at grade level equivalent on the district's Grade Level Reading Expectations and Reading Assessment Crosswalk as measured by the Developmental Reading Assessment.
<b>Parent Involvement and Community Engagement</b>	By June 2015, 80% of parents will participate in at least two school events to support their child's learning, including such activities as Parent Teacher Conferences, Curriculum Nights, Family Science Night, Family Fridays, ELAC or SSC meetings, and parent workshops as documented by sign in sheets and parent surveys.

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model in the following pages.</b>
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\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I Parent		Rationale
	FTE	TOTAL	FTE	TOTAL	
		<b>217,913.00</b>		<b>2,817.00</b>	
2040 Inschool Resource Tchr	1.50	120,406.50	-	-	Provides additional learning opportunities (push-in support) in English language development, reading, writing, and mathematics for students who are performing below proficient. Also, plans professional development, provides teachers coaching support and assists with collaborative grade level planning.
1157 Classroom Teacher Hrly		5,800.00		-	Provide additional learning opportunities for at-risk students to increase reading, writing and mathematics achievement.
1189 Retired Clsrm Teacher Hrly		7,697.00		-	Provides additional learning opportunities (push-in support) in Spanish & English language development, reading, and writing for students who are performing below proficient.
1192 Prof&Curriclm Dev Vist Tchr		26,000.00		-	Teacher release time for professional development, collaborative planning/professional study & student assessment.
2955 Other Nonclsrn PARAS Hrly		-		860.00	Childcare services for parent involvement workshops (Family Fridays, SSC, ELAC, etc.) designed to build parent capacity in strategies to use at home to increase student academic achievement.
<b>Employee Benefits</b>		<b>43,345.22</b>		<b>189.13</b>	See above

4301 Supplies	144.28	768.05	Supplies for parent involvement activities designed to build parent capacity in strategies to use at home to increase student academic achievement.
4304 Inservice supplies	-	500.00	Light refreshments for parent involvement activities designed to build parent capacity in strategies to use at home to increase student academic achievement.
5721 Interprogram Svcs/Duplicating	200.00	-	Provides parent handbooks for distribution at the start of the year and for all incoming students.
5735 Interprogram Svcs/Field Trip	4,320.00	-	Provides additional learning opportunities for all students to make a "real world" connection.
5841 Software License	10,000.00	-	Provides supplemental technology programs that supports the core curriculum for all students.
5859 Admission/Entry Tickets	-	500.00	Entrance fees for parent involvement conferences (CABE) designed to build parent capacity in strategies to use at home to increase student academic achievement.