

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SPRECKELS ELEMENTARY SCHOOL

2014-16

37-68338-6040174

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: Fernandez, Cecilia

Contact Person: Fernandez, Cecilia

Position: Principal

Telephone Number: 858/453-5377;

Address: 6033 Stadium St, Spreckels Elementary, San Diego, CA, 92122-3307,

E-mail Address: cfernandez1@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: Spreckels Bilingual Magnet School

DUE March 13, 2015

SITE CONTACT PERSON: Cecilia Fernandez, Ed.D.

PHONE: 858 453-5377

FAX: 858 546-1269

E-MAIL ADDRESS: cfernandez1@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: SSC Representation
- Community Advisory Committee for Special Education Programs (CAC) \emptyset Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) SSC 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, emailed final 3/12/15 draft for review

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.

Cecilia Fernandez, Ed.D.		3/13/15
Type/Print Name of School Principal	Signature of School Principal	Date
Martha M. Ramos		3/13/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lamont A. Jackson		3.16.15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

What is your personal vision for your school? Imagine a school:

Spreckels is a sanctuary of learning

Purpose and student engagement are a natural every day part of Spreckels

The Instructional Leadership Team and the Professional Learning Communities (PLC) work collaboratively towards improving instruction by use of purpose and student engagement

Instruction/lesson study using the Common Core Standards is part of the PLC work

Students are all in classrooms where rigor is a part of everyday instruction

Students are engaged in daily meaning making, rigorous instruction

Describe your ideal state for school culture.

Students are the center of the school

Decisions are made with the students in mind

Strategies are in place to include all students in the work (student engagement, student talk, students doing the work)

Describe your ideal state for academic press.

Teachers believe that students can learn at a high level

Teachers hold students accountable for their learning

Students believe their teachers care about them

All students have equal access to a rigorous curriculum

CORE AND SUPPLEMENTAL SUPPORTS

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Cecilia Fernandez	Principal
Marisela Sparks	Classroom Teacher
Adriana Chaidez-Pepin	Classroom Teacher
Tina Irwin	Classroom Teacher
Martha Ramos	Other School Personnel
Orelia DeBaal	Parent
Mike Garcia	Parent
Teresa Munoz	Parent
Kevin Nuibe	Parent
Julie Wiseman	Parent

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/01/2016, 77 % of Spreckels Elementary Students, Grades 2-5 will perform at at or above grade level on the Interim ELA Assessment level in English/Language Arts

Closing the Gap SMART Goal:

* By 06/01/2016, 60 % of Spreckels Elementary Hispanic or Latino, Grades 2-5 will perform at at or above grade level on the Interim ELA Assessment level 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):

Other assessments may include the interim assessment developed by the English Language Arts Department to be given to students in grades 1-5 throughout the school year.

Progress and Growth Monitoring:

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

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

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

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

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

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/01/2016, 81 % of Spreckels Elementary Students, Grades 2-5 will perform at at grade level or above as measured by the last Math Interim Assessment level in Mathematics

Closing the Gap SMART Goal:
 * By 06/01/2016, 60 % of Spreckels Elementary English Learner, Students will perform at at grade level or above as measured by the last Math Interim assessments level in Mathematics
 * By 06/01/2016, 60 % of Spreckels Elementary Hispanic or Latino, Students will perform at at grade level or above as measured by the last Math Interim Assessment level in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

As assessed by the interim assessment developed by the Mathematics Department to be given to students in grades 1-5 throughout the school year.

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

* By 06/01/2016, 60 % of Spreckels Elementary English Learner, Students, Grades 2-5 will perform at proficient and advanced (EA or A) level in California English Language Development Test

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):

The CELDT Test.

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 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/15/2016, 80 % of Spreckels Elementary Grade 03, Students will perform at Level 38 level in DRA

Closing the Gap SMART Goal:
 * By 06/15/2016, 60 % of Spreckels Elementary Hispanic or Latino, Grade 03, Students will perform at level 38 level in DRA
 * By 06/15/2016, 60 % of Spreckels Elementary English Learner, Grade 03, Students will perform at level 38 level in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

For these goals, the DRA was used at grade 3.

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 06/01/2016, 90 % of Spreckels Elementary Parents/Guardians will perform at receive communication (phone call, conference, e-mail, etc.) by site administrator and/or teachers level in Parent and Community Engagement

Targeted Population:

Parents of all B/FBB/BB (particularly Hispanic/Latino) and English learner students.

What data did you use to form these goals?:

Logs, attendance sign-in sheets

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

- All teachers will use the ELA Common Core Framework and California common core standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction five 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., Interim Assessments, DRA - to level 44, WRAP, 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.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction and math instruction.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- 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.
- Push-in teachers at grades K, 1, and 2 will provide a Double Dose of guided reading for targeted students, February - May, twice a week.
- 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.

Spreckels Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor will provide monthly check in with at risk students
- Push-in teachers at grades K, 1, and 2 will provide more literacy instruction for targeted students, February - May, twice a week.
- 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 Library Asst,	0.3125	\$7,847.19	0263-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, LCFF 1, LCFF 2	Open the library in the afternoon to support English Language Arts, research skills, additional read alouds and shared readings.
Supplies	-	\$10,604.43	0263-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	To purchase supplemental instructional supplies for the classrooms to improve teaching and learning.
Supplies	-	\$1,510.00	0263-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	03, 05, LCFF 2	To purchase supplies for parent events and meetings.
Prof&Curriclm Dev Vist Tchr	-	\$5,639.00	0263-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, LCFF 1, LCFF 3	Release time / or hourly paid time for teachers to plan together and to collaborate on common core lessons.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

Push-in teachers at grades K, 1, and 2 will provide a Double Dose of guided reading for targeted students, February - May, twice a week.

Identified Need:

Targeted students who are in need of extra support.

Target Group:

Students who are below grade level in English Language Arts.

Monitoring:

Monitoring will be done with data from the DRA, Interim Benchmarks, and monthly teacher-reported reading scores. The principal will monitor instruction in the classroom.

Personnel Responsible:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the ELA Common Core Framework and California common core standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction five 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., Interim Assessments, DRA - to level 44, WRAP, 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.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction and math instruction.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- 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.
- Push-in teachers at grades K, 1, and 2 will provide additional literacy instruction for targeted students, February - May, twice a week.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor will provide monthly check in with at risk students
- Push-in teachers at grades K, 1, and 2 will provide more literacy instruction for targeted students, February - May, twice a week.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

Teachers will use a balanced literacy model. Targeted students will be pulled to small group for additional instructional time.

Identified Need:

Targeted students who are in need of extra support.

Target Group:

Students who are below grade level in English Language Arts

Monitoring:

Monitoring will be done with data from the DRA, Interim Benchmarks, and monthly teacher-reported reading scores. The principal will monitor instruction in the classroom.

Personnel Responsible:

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal

Identified Need:

Target Group:

Monitoring:

Personnel Responsible:

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.2000	\$15,098.80	0263-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	The school counselor supports students with attendance and students who are struggling at school.
Supplies	-	\$14,066.83	0263-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Supplemental instructional supplies such as journals, chart paper, manipulatives, etc.

APPENDICES

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

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

APPENDIX A

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



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

Spreckels Bilingual Magnet
TITLE I PARENT INVOLVEMENT POLICY

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

Spreckels Bilingual Magnet has developed a written Title I parental involvement policy with input from Title I parents. ***The school developed the plan with input from the staff, SSC and parents.***

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

The Parent Involvement Policy was sent home in the Tuesday Parent Envelope.

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 *Spreckels Bilingual Magnet* 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. This meeting is held in September at a morning meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Various meetings are held at the school for Parent groups – PTA, ELAC, SSC/Governance and UC Cluster Meetings. PTA host several meetings both at 9:15 a.m. and 6:00 p.m., the ELAC meets in the morning, the SSC/Governance and the UC Cluster meetings are early evening meetings.***
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school’s Title I programs and the Title I parental involvement policy. ***** The policy is explained in depth with a PowerPoint presentation at the September Title I Meeting.***
- The school provides parents of Title I students with timely information about Title I programs. ***This information is provided in September and throughout the school year. Many years we have a parent representative that attends the DAC – District Advisory Committee and reports back to the parents. The same is true with a parent representative at the DLAC Monthly meeting.***
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ***This occurs through Parent/Teacher conference, parent coffees, PTA meetings and at the SSC / Governance Team meetings.***

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***Available on request.***

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

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

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



SPRECKELS BILINGUAL MAGNET HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year **2014 - 2015**.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

Spreckels Bilingual Magnet 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: ***Teachers and the Principal work together to insure that the students are taught using the Common Core Standards. Teachers and the Principal spend time working together in Professional Development and Professional Learning Communities planning instruction both as a grade level and as a school.***
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
November 17 – 18, 2014 and March 24 – 27, 2015 and as requested by either the teacher and/or the parent.
3. Provide parents with frequent reports on their child's progress. ***Reporting Periods are in November, March and June. Also other times as requested and/or needed by the teacher and/or the parent.***
4. Provide parents reasonable access to staff. ***The easiest way to communicate with the teacher is by using the teacher's district email. Another way would be to make an appointment with the teacher either before or after school.***
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: ***Parents are welcome to volunteer in the classrooms. However, all volunteers must complete a Volunteer Application, have a clear TB test, and sign in and out when volunteering at the school. All volunteers must also review the Code of Conduct for School Volunteers located in the Volunteer Sign-In Binder.***

PARENT RESPONSIBILITIES

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

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

Optional additional provisions

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

*Please note that signatures are not required.

APPENDIX C

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

San Diego Unified School District
 Site: 0263 Spreckels Elementary
 As of Date 04-13-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		20,310.00		1,510.00		6,498.00
		20,310.00		1,510.00		6,497.82
		0.00		-		0.18
Classified Salaries / Monthly	0.31	7,847.19	-	-	-	-
6472 Library Asst	0.31	7,847.19	-	-	-	-
Certificated Salaries		-		-		5,639.00
1192 Prof&Curriclm Dev Vist Tchr		-		-		5,639.00
Employee Benefits		1,858.38		-		858.82
Books and Supplies		10,604.43		1,510.00		-
4301 Supplies		10,604.43		1,510.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Spreckels Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By June, 2015, 40% of the Spreckels students in Grades 3-5 will score at or above grade level on the SBAC ELA test.
Mathematics	By June, 2015, 36% of the Spreckels students in Grades 3-5 will score at or above grade level on the SBAC Mathematics test.
English Language Development	By June, 2015, 65% of students in Grade 3-5 will score in the Early Advanced (EA) or Advanced (A) on the CELDT.
Graduation/Promotion Rate	By June, 2015, 60% of the Spreckels students in Grade 3 will score at DRA level 38 or above.
Parent Involvement and Community Engagement	By June, 2015, 90% of the Spreckels students in grades K-5 will receive calls emails from school messenger as well as phone calls, conferences, email and text messages from the classroom teacher and other school personnel.

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

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		18,065.00		1,413.00		7,057.00	
2605 School Counselor	0.05	3,855.55	-	-	-	-	Counselor monitors attendance as well as runs groups for students who are struggling at school.
6472 Library Asst	0.31	7,955.98	-	-	-	-	To staff the library for students to have books and be able to conduct research in the library. Also provides additional read aloud and/or shared reading for the students.
1192 Prof&Curriclm Dev Vist Tchr		-		-		6,267.42	To provide collaboration time for teacher to build on common core lesson study.
2451 Clerical OTBS Hrly		2,631.31		-		-	To complete the September - October CELDT testing.
Employee Benefits		3,621.25		-		789.69	Fixed Costs
4301 Supplies		-		1,413.90		-	Instructional materials and supplies for parent events and meetings

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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



APPENDIX E

School Name: Spreckles Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$20,210.00
Enter Total Allocation: Resource 30106	\$6,498.00
Sum or Resources 30100 & 30106	\$26,708.00
10% allocation needed for PD	\$2,670.80

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 type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1192	Release time / or hourly paid time for teachers to plan together and to collaborate on common core lessons.	\$5,639.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$5,639.00
10 % allocation has been met			YES