

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SUNSET VIEW ELEMENTARY SCHOOL**

2014-16

37-68338-6040208
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: McCabe, Jacquelyn

Contact Person: McCabe, Jacquelyn

Position: Principal

Telephone Number: 619/223-7156;

Address: 4365 Hill St, Sunset View Elementary, San Diego, CA, 92107-4116,

E-mail Address: jmccabe@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego 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: Sunset View Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Jackie McCabe

PHONE: (619) 223-7156

FAX: (619) 224-6920

E-MAIL ADDRESS: jmccabe@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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>3-6-15</u> |
| <input checked="" type="checkbox"/> Other (list): <u>ILT, Teachers</u> | Date of presentation: <u>3-5-15, 3-12-15</u> |

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: 3-13-15

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.

Jackie McCabe
Type/Print Name of School Principal

Shari Wood-Valenzuela
Type/Print Name of SSC Chairperson

Kimie Lochtefeld
Type/Print Name of Area Superintendent

Jackie McCabe
Signature of School Principal 3-13-15
Date

S Wood-Valenzuela
Signature of SSC Chairperson 3-13-15
Date

Kimie
Signature of Area Superintendent 4-7-15
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
 - B. Home/School Compact
 - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
 - D. 2014-15 SPSA Addendum

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**Vision**

Personal vision for our school

As teachers continue to implement the Common Core Standards, we would like to see an increase in student communication through purposeful, directed and specific instruction that focuses on listening and speaking skills while utilizing i21 technology to support the work.

Ideal state for school culture.

Briefly & probably overly simplified, the culture of our school community should include and is definitely not limited to: always putting children first; high expectations for all children; collaboration among students, staff and parents; constant & genuine effort to get better/improve; a celebration of traditions; a reliable communication system; positive energy; a feeling of contentment and pride; and high expectations for everyone in the school community.

Ideal state for academic press.

Our academic press should include: 1) The physical environment – using resources and space for efficient and purposeful student learning that easily lends itself to student collaboration; 2) Routines and Rituals – teachers establishing systems and routines in the classroom that support student collaboration and learning; and 3) Classroom Culture and Climate – provides a safe and positive environment where students feel comfortable being risk takers among their peers and teacher.

Current reality

School's current reality in relation to our vision

As teachers implement the Common Core Standards, they are exploring ways to increase listening and speaking through student collaborative work. They recognize the fact that our children need to be challenged more by releasing more responsibility to them. They are at different stages in this process. Some have a better grasp of what that should like in the classroom. I21 technology has finally arrived in all of our classrooms.

While most teachers are eager to utilize the equipment in their teaching, their comfort with the technology varies in each classroom.

Current school culture and social environment.

Our school is very rich in traditions. There are many student activities that have existed for numerous years and will probably exist for many, many more years to come. Our parents are extremely involved with our school. They are eager to support our school in any way that they can and are very visible on our campus. We have a foundation, called Kids First, which focuses on large fundraising activities to support enrichment programs at our school. We have developed many ways to closely collaborate with our parents to ensure that all funded programs will directly support the academic, social, and emotional needs of all our students. The staff is extremely supportive of each other. They will always rise to the occasion to support each other under any circumstance. Generally speaking, children enjoy being at our school. They feel comfortable and safe and are often sad to leave after 4th grade. They are eager to return to visit their former teachers and help with the annual Halloween carnival. Since we have historically been considered a high achieving school, the staff and parents strive to maintain that status.

Current reality in terms of academic press.

Our grade level team work has provided a commonality in the classrooms. Teachers' collaborative planning is reflected in the work being done in the classrooms. The move toward increasing collaboration and conversations among the students and utilizing i21 technology is at varying stages in the classrooms. Some teachers are much further along in this process because they have become the risk takers and are willing to try new approaches.

CORE AND SUPPLEMENTAL SUPPORTS

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

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

Grades K-3:	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
-------	---	----------------

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

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
375-1511	2

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Jacquelyn McCabe	Principal
2. Christine Ottinger	Teacher
3. Tania Estrada	Other
4. Claudia Sobel	Teacher
5. Shari Valenzuela	Teacher
6. Hallie Herbert	Parent
7. Megan Rebelo	Parent
8. Leasa Fisher	Parent
9. Monique Abbonizio	Parent
10. Kristin Swanston	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/14/2016, 87 % of Sunset View Elementary Students, Grades 2-4 will meet or exceed proficient or above in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/14/2016, 70 % of Sunset View Elementary English Learner, Students, Grades 2-4 will meet or exceed Proficient or Advanced in Site Developed or PLC Common Assessment(s)
 * By 06/14/2016, 74 % of Sunset View Elementary Hispanic or Latino, Students, Grades 2-4 will meet or exceed Proficient or Advanced 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):

End of Unit Assessments, DRA, Orbit

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 06/14/2016, 92 % of Sunset View Elementary Students, Grades 2-4 will meet or exceed Proficient or above in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/14/2016, 76 % of Sunset View Elementary English Learner, Students, Grades 2-4 will meet or exceed Proficient or Advanced in Site Developed or PLC Common Assessment(s)
 * By 06/14/2016, 86 % of Sunset View Elementary Hispanic or Latino, Students, Grades 2-4 will meet or exceed Proficient or Advanced 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):

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 06/14/2016, 70 % of Sunset View Elementary English Learner, Students, Grades 2-4 will meet or exceed Proficient or Advanced in Site Developed or PLC Common Assessment(s)

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:

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 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/14/2016, 85 % of Sunset View Elementary Grade 03, Students will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
 * By 06/14/2016, 70 % of Sunset View Elementary Hispanic or Latino, Grade 03, Students will meet or exceed proficient or advanced 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):

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 06/14/2016, 95 % of Sunset View Elementary All Grades, Students, Parents/Guardians will meet or exceed participate in at least 2 school events in Parent and Community Engagement

Targeted Population:

Grades K-4. We would like to focus on parents who are less represented at parent activities (i.e. VEEP and parents of English learners).

What data did you use to form these goals?:

We will utilize sign-in sheets and meeting minutes to verify parent participation at the various parent involvement activities.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California 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, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

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

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

ELST will work with targeted students to improve language development.

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

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

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

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction Intensive Intervention (Tier 3)

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

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

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

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

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Local Control Funding Formula Goals
<p>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?</p> <p>Intervention Support Goal: Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments; as well as the supplies needed to support this activity.</p> <p>Identified Need: Focus will be on ELA and math, lesson planning cycle, and development and review of assessments providing intervention supports</p> <p>Target Group: Struggling and at-risk students</p> <p>Monitoring: Student Interim Assessments</p> <p>Personnel Responsible: Classroom teachers are responsible to monitor student data; Principal will supervise the teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p> <p>Classroom Support Goal:: Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments; as well as the supplies needed to support this activity.</p> <p>Identified Need: Focus will be on ELA and math, lesson planning cycle, and development and review of assessments providing classroom supports</p> <p>Target Group: Struggling and at-risk students</p> <p>Monitoring: Student Interim Assessments</p> <p>Personnel Responsible: Classroom teachers are responsible to monitor student data; Principal will supervise the teachers</p>
<p>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?</p> <p>Professional Development Goal: Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments; as well as the supplies needed to support this activity.</p> <p>Identified Need:</p>

Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
Target Group: Struggling and at-risk students
Monitoring: Classroom teachers to develop ELA and math, lesson planning cycle, and development and review of assessments.
Personnel Responsible: Principal will supervise the teachers by reviewing the items developed

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$750.00	0269-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
Classroom Teacher Hrly	-	\$6,500.00	0269-09800-00- 1157-1000-1110- 01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Classroom teacher will also provide push-in support for targeted students in ELA
Supplies	-	\$269.81	0269-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

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. 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. 2015-16 SPSA Addendum

APPENDIX A**PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**

(Provided by the School Site)

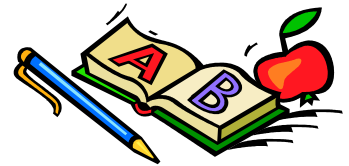
San Diego City Schools
Sunset View Elementary School

HOME/SCHOOL COMPACT

This compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2015-16.

School Responsibilities



Sunset View Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet Common Core State Standards as follows:**

The teachers at Sunset View meet in grade level planning teams on a regular basis. These scheduled meetings provide all of the teachers with an opportunity to plan and discuss grade level curriculum that is aligned to the Common Core State Standards. These meetings also provide teachers with an opportunity to discuss their students' academic progress and plan for instituting successful teaching strategies and effective learning environments that best support our students' individual needs.

- 2. Hold parent-teacher conferences at least two times a year.**

During the 2014-15 school year, Sunset View held parent-teacher conferences on the following dates:

- ◆ November 18-21
- ◆ March 25-27

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

Report cards are sent home to parents three times a year (November, March, and June). Teachers also provide parents with information about student progress through: notes sent home, telephone calls, e-mails, U.S. mail and conferences at school.

4. Provide parents reasonable access to staff.

Parents are informed at the beginning of the year that they are always welcome to call the school and schedule an appointment to meet with their child's teacher.

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

Parents are informed at the beginning of the school year, and throughout the school year about the variety of opportunities our school offers for volunteering. The procedures for observing in the classroom and volunteering at our school are outlined on the school website.

Parent Responsibilities

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

- ☆ Ensuring that my child gets a nutritious breakfast every morning
- ☆ Ensuring that my child gets adequate sleep every night (10-12 hours)
- ☆ Making sure that my child gets to school every day and is on time
- ☆ Making sure that my child's homework and daily reading is completed
- ☆ Monitoring the amount of television my child watches
- ☆ Volunteering at Sunset View when I can
- ☆ 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 (and looking in their backpacks every night)
- ☆ Serving, to the extent possible, on advisory groups, such as the School Site Council, Site Governance Team, or other school advisory groups
- ☆ Ensuring that the school office has current contact information (phone numbers, address, etc.) in case of an emergency



APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District

SUNSET VIEW ELEMENTARY SCHOOL
4365 Hill Street, San Diego, CA 92107

(619) 223-7156
Fax: (619) 224-6920
www.sunsetviewelementary.com

Jacquelyn McCabe
Principal

Sunset View Elementary School NON-TITLE I PARENT INVOLVEMENT POLICY

Sunset View Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents at the monthly School Site Council (SSC) meetings. Parents are notified about the policy via the school eblast. The policy is located on the school's web page. A hard copy is sent home with all students.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Sunset View Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. Parents are informed at our monthly SSC and Site Governance Team (SGT) meetings which are open to the public and advertised in our school master calendar which is sent home to all parents and is available on our school website.
 - The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Most meetings at our school are scheduled in the morning since we are a late start school but if it becomes necessary to accommodate parents' needs by scheduling a meeting at a different time/date, then we are more than willing to make this accommodation.
 - The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. The SSC develops and reviews Non-Title I programs at its monthly meetings.
 - The school provides parents of Non-Title I students with timely information about Non-Title I Programs via SSC, SGT, the school website, eblasts, *Java with Jackie*, and fliers and letters sent home.
 - The school provides parents of Non-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 at monthly SSC and SGT meetings, Back-to-School Night and at Parent/Teacher conferences.
 - If requested by parents of Non-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. At the beginning of the school year, all parents are informed that they may contact their child's teacher to schedule an appointment to discuss their child's progress at school.
-



San Diego Unified School District

SUNSET VIEW ELEMENTARY SCHOOL
4365 Hill Street, San Diego, CA 92107

(619) 223-7156
Fax: (619) 224-6920
www.sunsetviewelementary.com

Jacquelyn McCabe
Principal

School-Parent Compact

Sunset View Elementary School distributes to parents of Non-Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.
- The SSC revises the Home-School compact on a yearly basis. The compact is located on the school website and is sent home with the students.

Building Capacity for Involvement

Sunset View Elementary School engages Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides parents of Non-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 at monthly SSC and SGT meetings, Back-to-School Night and at Parent/Teacher conferences.
 - The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement at Back-to-School Night, Parent/Teacher conferences and through parent trainings offered at the school and by the Pt. Loma cluster schools .
 - With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at staff meetings at the beginning of the school year.
 - The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are invited to take an active part in their child's education at our school and are invited to participate in the daily classroom routines along with special events in the classrooms and at the school.
 - The school distributes information related to school and parent programs, meetings, and
-



San Diego Unified School District

SUNSET VIEW ELEMENTARY SCHOOL
4365 Hill Street, San Diego, CA 92107

(619) 223-7156
Fax: (619) 224-6920
www.sunsetviewelementary.com

Jacquelyn McCabe
Principal

other activities to Non-Title I parents in a format and language that the parents understand. We utilize a variety of ways to distribute information (i.e. eblast, website, School Messenger, *Java with Jackie*, fliers and letters, etc.) and translate information as needed.

- The school provides support for parental involvement activities requested by Non-Title I parents. Parental involvement activities that are requested by the parents are handled through our SGT. The activities are discussed at SGT, then taken back to the staff for discussion and then brought back to SGT for resolution.

Accessibility

Sunset View Elementary School provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. We utilize a variety of ways to distribute information (i.e. eblast, website, School Messenger, *Java with Jackie*, fliers and letters, etc.) and translate information as needed.

APPENDIX C

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

APPENDIX D

2014-15 SPSA ADDENDUM

Sunset View

Area Goals for 2014-15 SY	
English Language Arts:	By 06/12/2015, 87 % of Sunset View Elementary Students, Grades 2-4 will meet or exceed proficient or above in Site Developed or PLC Common Assessment(s).
Mathematics	By 06/12/2015, 92 % of Sunset View Elementary Students, Grades 2-4 will meet or exceed Proficient or above in Site Developed or PLC Common Assessment(s).
English Language Development	By 06/12/2015, 70 % of Sunset View Elementary English Learner, Students, Grades 2-4 will meet or exceed Proficient or Advanced in Site Developed or PLC Common Assessment(s).
Graduation/Promotion Rate	By 06/12/2015, 70 % of Sunset View Elementary Hispanic or Latino, Grade 03, Students will meet or exceed proficient or advanced in Site Developed or PLC Common Assessment(s).
Parent Involvement and Community Engagement	By 06/12/2015, 95 % of Sunset View Elementary All Grades, Students, Parents/Guardians will meet or exceed participate in at least 2 school events in Parent and Community Engagement.

Academic Program Description:	Please see the base program model in the following four pages.
--------------------------------------	---