

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT TIERRASANTA ELEMENTARY SCHOOL

2014-16

37-68338-6089056

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: Olsen, Mary

Contact Person: Olsen, Mary

Position: Principal

Telephone Number:

Address: 5450 La Cuenta Dr, Tierrasanta Elementary, San Diego, CA, 92124-1417,

E-mail Address: lolsen@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

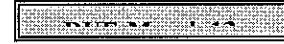
All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

RECEIVED MAR 20 2015

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: Tierrasanta Elementary School



SITE CONTACT PERSON: Lorelei Olsen

PHONE: 858-496-8255

FAX: 858-627-9753

E-MAIL ADDRESS: lolsen@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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3-9-15
- Other (list): _____ Date of presentation: _____

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3-9-15

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Mary Lorelei Olsen
Type/Print Name of School Principal

Mary Lorelei Olsen
Signature of School Principal

3-13-15
Date

Randy Murray
Type/Print Name of SSC Chairperson

Randy Murray
Signature of SSC Chairperson

3/13/15
Date

Dr. Shirley Wilson
Type/Print Name of Area Superintendent

Dr. Shirley Wilson
Signature of Area Superintendent

3/19/15
Date

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

TABLE OF CONTENTS

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

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

Our vision is to provide students rich opportunities to think deeply as well grow their oral and written voices using academic language. Our students will be critical thinkers, problem solvers, and effective communicators with growing accomplishment as they progress through the elementary grades. To achieve this outcome goal for all students, we are developing systems of practice around: purpose and engagement, academic language, writers' workshop, close reading of complex text, mathematical practices, and science notebooks.

Our current reality in relation to our vision is promising. We are moving. There is an urgency and an energy for our work and unity of purpose in the service of student learning. A continuum for our staff spans from interest in this work to a deepening passion for teaching and learning. This is a productive state to be. Strategic staffing and classroom clusters were initiated to better support teacher collaboration as we enter into a new era at TES. Challenges still exist for us: authentic collaborative talk student-to-student; continuous assessment throughout the learning cycle; releasing the think, talk, and task to the students; achieving a balance between struggle, scaffolds, and extensions for all learners; and integrating learning opportunities for all students.

CORE AND SUPPLEMENTAL 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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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
1. Lorelei Olsen	Principal
2. Sonia Kiman	Classroom Teacher
3. Jeni Lench	Classroom Teacher
4. Damon Voinov	Classroom Teacher
5. Jaymen Bouman	Other School Personnel
6. Randy Murray	Parent
7. Kristina Hepburn	Parent
8. Amy Day	Parent
9. Scott Walsh	Parent
10. Matt Bliesener	Parent

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

* By 06/21/2016, 80 % of Tierrasanta Elementary Students, Grades K-5 will score at or above grade level in reading both literary and informational text in Fountas and Pinnel , increasing from 76 % to 80 % , a gain of 4.00 %

Closing the Gap SMART Goal:

* By 06/21/2016, 65 % of Tierrasanta Elementary Hispanic or Latino, Students will score at or above grade level reading both literary and informational text in Fountas and Pinnel , increasing from 56 % to 65 % , a gain of 9.00 %

* By 06/21/2016, 50 % of Tierrasanta Elementary Students with Disability will score at or above grade level reading both literary and informational text in Fountas and Pinnel , increasing from 30 % to 50 % , a gain of 20.00 %

* By 06/21/2016, 65 % of Tierrasanta Elementary Gifted and Talented, Students will score above grade level in reading both literary and informational text in Fountas and Pinnel , increasing from 47 % to 65 % , a gain of 18.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA and ARI

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 06/21/2016, 80 % of Tierrasanta Elementary Grades K-5, Students will score grade level on Common Core State Standards as identified by site-selected problem-based formative in Mathematics , increasing from 70 % to 80 % , a gain of 10.00 %

Closing the Gap SMART Goal:
 * By 06/21/2016, 70 % of Tierrasanta Elementary Hispanic or Latino, Students will score grade level on Common Core State Standards as identified by site-selected problem-based formative in Mathematics , increasing from 64 % to 70 % , a gain of 6.00 %
 * By 06/21/2016, 75 % of Tierrasanta Elementary Economically Disadvantaged, Students will score grade level on Common Core State Standards as identified by site-selected problem-based formative in Mathematics , increasing from 67 % to 75 % , a gain of 8.00 %
 * By 06/21/2016, 70 % of Tierrasanta Elementary English Learner, Students will achieve a grade level on Common Core State Standards as identified by site-selected problem-based formative % in Mathematics , increasing from 63 % to 70 % , a gain of 7.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Site Selected Problem of the Month.

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 07/21/2016, 60 % of Tierrasanta Elementary English Learner in ELD and SDAIE, Students will score at or above grade level reading complex text in DRA , increasing from 47 % to 60 % , a gain of 13.00 %
 * By 06/21/2016, 80 % of Tierrasanta Elementary English Learner, Students will perform at at a level that meets or exceeds reclassification criteria level in California English Language Development Test , increasing from 65 % to 80 % , a gain of 15.00 %

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):

Fountas and Pinnel Instructional Level

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 06/21/2016, 80 % of Tierrasanta Elementary Grade 03, Students will score at or above grade level when reading complex text in DRA , increasing from 73 % to 80 % , a gain of 7.00 %

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):

Fountas Pinnel Instructional Level

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

* By 06/21/2016, 98 % of Tierrasanta Elementary Parents/Guardians will achieve a on time and all day attendance for their children in Parent and Community Engagement , increasing from 96 % to 98 % , a gain of 2.00 %

Targeted Population:

Parents of students not yet proficient at any grade level are one targeted population.

Parents of English Learners, Hispanic students, Students with Disabilities and Economically Disadvantaged students are another target group.

What data did you use to form these goals?:

Monthly attendance data gathered through PowerSchool..

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

- All teachers will use Wonders Program, ELA Framework and Common Core State Standards grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding
- All English learners will be assessed using CELDT
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, 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 interim assessments 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
- 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.

Tierrasanta Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- 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 teacher
- Counselor and support mentors will provide monthly check in with 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
PullOut/Push in Hrly	-	\$15,222.00	0274-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide short term cyclical support for gap learners not yet meeting grade level standards.
Other Support Prsnl PARAS Hrly	-	\$92.00	0274-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Provide supervision of students so that parents may participate in parent workshop.
Non Clsrn Tchr Hrly	-	\$865.00	0274-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	05	Current certificated staff will design parent workshops to support parent involvement in their child's education.
Inservice supplies	-	\$100.00	0274-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provide handout materials for parents as a instructional resource at home.

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:

Students currently in the achievement gap will meet or exceed grade level Common Core State Standards in reading and mathematics.

Identified Need:

Almost 25% of students do not yet meet grade level Common Core State Standards in reading and mathematics.

Target Group:

Current target groups are English Learners, Students with Disabilities, Hispanic Students, and those who are Economically Disadvantaged.

Monitoring:

Monthly monitoring of instructional reading levels and site-selected math problem of the month. In addition, classroom teachers will monitor regularly student progress using exit slips, anecdotal records, and other classroom formative assessments.

Personnel Responsible:

Classroom teachers and principal

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:

All students will participate a minimum of four days a week in Writers' Workshop, Problem of the Month, and Linked Close Reading Lessons. Students will develop their voice and choice through these classroom learning opportunities as they think critically, solve problems, and explain their thinking with evidence.

Identified Need:

Students do not yet demonstrate independence or depth in their thinking through collaborative conversations.

Target Group:

All students must provide evidence for their thinking as they read, write, and solve mathematical problems. Most vulnerable are English Learners, Students with Disabilities, Hispanic students, and Students who are Economically Disadvantaged.

Monitoring:

Monitoring is through anecdotal records, conference notes, checklists, exit slips, and other school-selected formative assessments.

Personnel Responsible:

Classroom teachers and principal

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:
 Provide staff time to calibrate and collaborate student progress in a continuous instructional cycle in reading, writing, and mathematics problem solving.

Identified Need:
 Teachers are not yet fully calibrated in their work and are still developing systems for collaborative strategic lesson design as a continuous instructional cycle.

Target Group:
 All teachers require professional development to build capacity in the best service of student progress.

Monitoring:
 Principal to calendar targeted classroom visits to gather data to design coaching cycles for continuous instructional improvement.

Personnel Responsible:
 Instructional Leadership Team and Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.1000	\$3,344.50	0274-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, LCFF 1, LCFF 2	Students who have access to care and first aid at school are healthy and can focus on learning.
Interprogram Svcs/Paper	-	\$500.00	0274-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, LCFF 1, LCFF 2	Paper to download and create leveled reading books at student's level to improve making meaning text, fluency, and stamina.
Supplies	-	\$8,994.00	0274-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, LCFF 1, LCFF 2, LCFF 3	Instructional supplies to support intervention and support for students not yet at grade level. Professional books to build teacher capacity.
PullOut/Push in Hrly	-	\$6,075.00	0274-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Short term intervention and support cycles to accelerate the achievement while closing existing gaps for targeted learners.

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
Office of Accountability
Monitoring and Accountability Reporting Department

Tierrasanta Elementary School

TITLE I PARENT INVOLVEMENT POLICY

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

- ***Tierrasanta Elementary School*** has developed a written Title 1 parental involvement policy with input from Title 1 parents. **This policy was presented to the School Site Council and Parent Teacher Organization. Participants provided input at each meeting and the School Site Council adopted this version.**

It has distributed the policy to parents of Title 1 students. **This policy is distributed to all families via our Monday Folder Program on the second Monday in September annually.**

The policy describes the means for carrying out the following Title 1 parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive.]

Involvement of parents in the Title 1 Program

To involve parents in the Title 1 Program at *Tierrasanta Elementary School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the right of parents to be involved in the Title 1 program. **At the Fall Back-to-School Night, each classroom is provided this important information to share as part of their classroom presentation. Parent attendance is highest at these classroom meetings and almost all parents are in attendance. Therefore, the information is widely provided to our Title 1 parent population.**
- The school offers a flexible number of meetings for Title 1 parents, such as meeting in the morning or evening. **Meetings are intentionally scheduled for morning, afternoon, and evening times on various days of the week to accommodate parental needs.**
- The school involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title 1 programs and the Title 1 parental involvement policy. **Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC). The annual Title 1 Parental Involvement Policy review will take place concurrently with the annual review of the Single Plan for Student Achievement.**

- The school provides parents with timely information about Title 1 programs. **The Roadrunner, school newsletter, is distributed monthly to all families. A section highlights information about Title 1 programs, including an overview, data review, and instructional highlights.**

- The school provides parents of Title 1 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. **Parents are provided this information during parent/teacher conference held twice each school year for each student.**

- If requested by parents of Title 1 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 School Site Council, current student assessment data, student progress, and evaluating the effectiveness of Title 1 programs is a regular agenda item to promote opportunities for parents to participate and provide input into the school's educational program. Additionally, opportunities will be offered for the formulation of parental suggestions at meetings other than the School Site Council. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.**

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

TIERRASANTA ELEMENTARY SCHOOL SCHOOL – PARENT COMPACT

School – Parent Compact

Tierrasanta Elementary School distributes to parents of Title 1 students a school-parent compact. The compact, which has been jointly developed with parents outlines how the 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 achievement standards. It addresses the following legally required items, as well as other items suggested by parents of Title 1 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 School – Parent Compact was presented in draft form using the district template. Title 1 parents and staff provided input and the compact was finalized. The School – Parent Compact is distributed to parents of Title 1 students the second Monday in September annually via the school's Monday Folder Program.

Building Capacity for Involvement

Tierrasanta Elementary School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor, and improve the achievement of their children. This is accomplished by these layered initiatives:
 - Classroom teachers provide an overview of grade level standards, assessments, how to monitor, and improve the achievement of their children at the annual Back-to-School Night held each September. A handout is also provided.
 - The principal provides this information via the school's newsletter, *The Roadrunner*, published and distributed monthly.
- The school provides Title 1 parents with materials and training to help them work with their children to improve their children's achievement through these initiatives:
 - At parent-teacher conferences held a minimum of twice annually, teachers provide information as well as strategies on how to best support and/or extend their children's learning at home.
 - The school provides three afternoon or evening parent workshops so that parents may receive training and materials specific to literacy, mathematics, and science to further support and/or extend their children's learning at home.
- With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions and in how to work with parents as equal partners.
 - The school staff is receiving formal training on this important topic.
 - The Instructional Leadership Team is exploring models that have proven effective.
- The school coordinates and integrates the Title 1 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.
 - Family Nights are offered in science and math to support this work at school with families.
 - School-wide family classroom events will begin a minimum of five times this school year.

- The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that parents understand.
 - The school clerk is compensated on the bilingual pay differential to support this work. She is available to share information as well as translate for families to access and understand school functions and learning.
 - Information sent home is provided multiple languages.
- The school provides support for parental activities requested by Title 1 parents.

Accessibility

Tierrasanta Elementary School provides opportunities for participation of all Title 1 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. The school values all parents' participation in their children's education. That message is provided through multiple pathways, but most commonly with a smile, a greeting, and

APPENDIX C

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

San Diego Unified School District
 Site: 0274 Tierrasanta Elementary
 As of Date 04-14-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		17,540.00		1,211.00
		17,540.31		1,210.17
		(0.31)		0.83
Certificated Salaries		15,222.00		865.00
1159 PullOut/Push in Hrly		15,222.00		-
1957 Non Clsrn Tchr Hrly		-		865.00
Classified Salaries		-		92.00
2281 Other Support Prsnl PARAS Hrly		-		92.00
Employee Benefits		2,318.31		153.17
Books and Supplies		-		100.00
4304 Inservice supplies		-		100.00

APPENDIX D

2014-15 SPSA ADDENDUM

Tierrasanta Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 7/21/15, 77% of TES students, grades 2-5, will score grade level on Common Core State Standards on DRA/ARI, increasing from 70% to 77%, a gain of 7% points.
Mathematics	By 7/21/15, 80% of TES students, grades 2-5, will score grade level on Common Core State Standards as identified by site-developed formative assessments in Mathematics, increasing from 77% to 80%, a gain of 3% points.
English Language Development	By 7/21/2015, 56% of TES English Learners, grades 2-5, will score grade level on Common Core State Standards on DRA/ARI in English/Language Arts, increasing from 51% to 56%, a gain of 5%.
Graduation/Promotion Rate	By 7/21/15, 65% of TES Third Graders will score grade level on Common Core State Standards on DRA in English/Language Arts, increasing from 58% to 65%, a gain of 7%.
Parent Involvement and Community Engagement	By 7/21/15, 98% of TES Parents/Guardians will achieve on time all day attendance for their children in parent and community engagement increasing from 96% to 98%, a gain of 2%.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following page.
--------------------------------------	--

* 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		Rationale
	FTE	TOTAL	FTE	TOTAL	
		18,356.00		1,112.00	
1157 Classroom Teacher Hrly		16,302.00		-	Provide short-term intervention and support to students currently performing below grade level in reading and mathematics as a means to raise their academic performance.
1957 Non Clsrm Tchr Hrly		-		710.00	TES certificated staff plan evening workshop for parents to support and increase their involvement in their child(ren)'s educational progress.
2281 Other Support Prsnl PARAS Hrly		-		92.00	Provide supervision of qualified staff during evening parent workshop and to increase overall attendance at the event to increase parent involvement.
Employee Benefits		2,054.06		109.72	State law requires specific benefits are compensated for paid employees.
4304 Inservice supplies		-		200.00	Cost of materials to support parent involvement (eg. Handouts, writing utensils, and paper.)

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