THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SAN DIEGO SCPA SCHOOL

2016-17

37-68338-3730371
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: Farson, Timothy
Contact Person: Farson, Timothy
Position: Principal
Telephone Number: 619-470-0555
Address: 2425 Dusk Dr, San Diego SCPA, San Diego, CA, 92139-2412,
E-mail Address: tfarson@sandi.net

The following items are included:
- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 28, 2016

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.
2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: SDSCPA

SITE CONTACT PERSON: Gloria Garcia

PHONE: (619) 470-0555 ext. 2213 FAX: (619) 479-8449 E-MAIL ADDRESS: ggarcia@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☐ 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:_____
   ☐ 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: 2/22/2016
   ☐ 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: February 24, 2016

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.

Timothy E. Farson
Type/Print Name of School Principal

Signature of School Principal

Date

Frank Elig
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

Date

Lamont Jackson
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

Updated 01.14.16mj8
TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
   A. Data Reports
   B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
   C. Home/School Compact
   D. Categorical Budget Allocations Summary Grid
   E. 2016-17 SPSA Assessment and Evaluation
   F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
   G. WASC Recommendations (WASC Schools Only)
**SAN DIEGO SCPA**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EXECUTIVE SUMMARY**

**INTRODUCTION**

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 2016-2017 SSC approved categorical budget. The work toward approving the 2016-2017 categorical budget was completed in the spring of 2016 in preparation for the 2016-2017 school year. This document is contained in the appendix and has been updated to address the 2016-2017 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

The San Diego School of Creative and Performing Arts is a San Diego Unified School District college-preparatory, arts-focused public magnet school for students in grades 6 through 12 whose passion leads them through an intense and rigorous dual curriculum in the Arts and Academics. SCPA strives to maintain an in-depth and focused curriculum that includes conservatory preparatory arts training, university preparatory academic curriculum and increasing opportunities to work in campus, community, and national performances. SCPA stakeholders desire to maintain and continue to grow on the national level as a public, arts magnet school.

Our current reality requires further support for the 5 in-depth and focused majors (Dance, Dramatic Arts, Visual Arts & Media, Creative Writing, and Music) with a concentrated scope and sequence designed to provide intense arts training and university preparatory academics. Each year staff members vote for a 7 period day to provide an additional class period for all students to take a quality arts experience. Our students have achieved excellence in universities and conservatories across the nation including UCLA, the New England Conservatory, Juilliard, New York University, Boston University, Carnegie Mellon and Boston Conservatory.

Our seven-period day allows students to participate in a variety of core academic subjects and to concentrate in an art major. Performances, recitals, visual arts exhibitions, and the senior exhibitions are venues for students to demonstrate what they have mastered in addition to the more standard summative and formative assessments (CST, CAHSEE, On-Demand Writing, and on-going classroom assessments). Artists-residencies through our 17 community partners enhance student learning in and through the arts.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

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

- **MS:** 1: 28.73

- **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.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days</th>
<th>Position Equivalent FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-493</td>
<td>1</td>
<td>.2</td>
</tr>
<tr>
<td>494-726</td>
<td>1.5</td>
<td>.3</td>
</tr>
<tr>
<td>727-960</td>
<td>2.0</td>
<td>.4</td>
</tr>
<tr>
<td>961-1,195</td>
<td>2.5</td>
<td>.5</td>
</tr>
<tr>
<td>1,196-1,429</td>
<td>3.0</td>
<td>.6</td>
</tr>
</tbody>
</table>

HEALTH TECHNICIAN
Allocation is based on projected enrollment and managed centrally.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-374</td>
<td>1</td>
</tr>
<tr>
<td>375-1511</td>
<td>2</td>
</tr>
<tr>
<td>1512-2267</td>
<td>3</td>
</tr>
</tbody>
</table>

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..."
San Diego SCPA  SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Component A: Additional Instructional Supports (Tier II)
SCPAs mathematics CST data show increases for two of the student groups: an 11.6 percentage point increase from 2008 to 2012 for African-American students, and an increase of 5.2 percentage points from 2008 to 2012 for socioeconomically disadvantaged students. However, the mathematics CST data show a decrease of 5.6 percentage points from 2008 to 2012 for the English learner students. These are the three student groups who have not met the AYP 2012 mathematics goals.
1: Enroll students in the appropriate level of Learning Upgrade based upon their results in the strands from the Brigance mathematics assessment within first two weeks of the 2013–2014 school year.
2: Teach and implement test-taking strategies and performance tasks across all subjects each term.
3: Administer the Mathematics Diagnostic Testing Program (MDTP) on the 9th Grade Bridging Day in August to identify an approximate mathematics level for students.
4: Place Para-educators in the appropriate subject areas based upon their skill-sets.

Component B: Teacher Planning and Professional Development
The Western Association of Schools and Colleges (WASC) recommended SCPA develop a cohesive and coherent professional development plan that will lead to higher student achievement. The staff feels the need for professional development that focuses on its target student groups (English learner, socioeconomically disadvantaged, African American, and students with disabilities). SCPAs mission is to create professional development engaging ALL staff in meaningful, strategic learning and educational opportunities throughout the year.
1: Select and develop horizontal teams (specific focus on validating middle grades and creating a rigorous instructional environment) that will share outcomes based upon strategies taught in PD.
2: Create student-led professional development that focuses on student engagement from the student perspective (a minimum of once a year).
3: Create/hold Modified Professional Development days to have time for mandatory diversified professional development for classified and certificated staff.
4: Develop pre-and post-student surveys about the professional development to be administered.

Component C: Student Engagement
Students cannot learn if they are not present and engaged in the classroom. Student-centered classrooms engage students because they acknowledge student’s needs, abilities, interests, and learning styles. In addition, having a system of consistent incentives and consequences can assist with motivating students to be engaged in their learning.
1: Provide staff with methods to learn about students (e.g., learning style profiles, interest surveys, etc.).
2: Implement at least one method to learn about students in each class.
3: Define engagement and provide staff with research-based methods to engage students.
4: Implement at least one research-based method to engage students each unit.
5: Implement a system of incentives and consequences for attendance.

**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.

SSC and Site Governance Team and Instructional Leadership Team were consulted during the SPSA development process as documented on the Recommendations and Assurances page.
### SCHOOL SITE COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Engle, Frank</td>
<td>Community Member</td>
</tr>
<tr>
<td>9. Perez, LuzElena</td>
<td>Parent</td>
</tr>
<tr>
<td>10. Linekin, Taylor</td>
<td>Student</td>
</tr>
<tr>
<td>11. Lopez, Leslie</td>
<td>Student</td>
</tr>
<tr>
<td>12. Sarao, Ciara</td>
<td>Student</td>
</tr>
<tr>
<td>1. Farson, Timothy</td>
<td>Principal</td>
</tr>
<tr>
<td>2. Pino Antl, Andrea</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>3. Pompilio, Roxanne</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>4. Swain, Richard</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>5. Van Dusen, David</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>6. Garcia, Gloria</td>
<td>Other</td>
</tr>
<tr>
<td>7. Baldan, Melissa</td>
<td>Parent</td>
</tr>
</tbody>
</table>
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**
- By 06/30/2017, 75% of San Diego SCPA Students will meet or exceed standards level in English Language Arts on SBAC, increasing from 56.8% to 75%, a gain of 18.20% points
- By 06/30/2017, 15% of San Diego SCPA Special Education, Students will meet or exceed standards in English Language Arts on SBAC, increasing from 6.7% to 15%, a gain of 8.30% points
- By 06/30/2017, 75% of San Diego SCPA Students will meet or exceed UC eligibility level in "a-g" ELA courses, increasing from 65% to 75%, a gain of 10.00% points

**Closing the Gap SMART Goal:**
- By 06/30/2017, 65% of San Diego SCPA Black or African American, Students will meet or exceed standards level in English Language Arts on SBAC, increasing from 47% to 65%, a gain of 18.00%
- By 06/30/2017, 60% of San Diego SCPA Hispanic or Latino, Students will perform at meets or exceeds expectations level in SBAC, increasing from 47.8% to 60%, a gain of 12.20%
- By 06/30/2017, 75% of San Diego SCPA Black or African American, Hispanic or Latino will meet UC eligibility in "a-g" ELA courses

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

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- SBAC
- DRA2

**Other Assessments (Please Specify):**

Students' mastery of their selected arts discipline as evident by presentations, performances, and visual arts exhibitions which includes but is not limited to a writing component in the form of artist statements about their presentation and reflection papers about a choreographer or playwright.

**Professional 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. 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).

**Title 1 Arts Grant (Award Sites ONLY):**
Area 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2017, 75 % of San Diego SCPA Students will meet UC eligibility in "a-g" Math courses
* By 06/30/2017, 50 % of San Diego SCPA Students will meet or exceed standards in Mathematics on SBAC, increasing from 34.5 % to 50 %, a gain of 15.50 %
* By 06/30/2017, 10 % of San Diego SCPA Special Education, Students with Disability will meet or exceed standards in Mathematics on SBAC, increasing from 1.5 % to 10 %, a gain of 8.50 %

Closing the Gap SMART Goal:
* By 06/30/2017, 75 % of San Diego SCPA Black or African American, Hispanic or Latino will = meet UC eligibility in "a-g" Math courses
* By 06/30/2017, 35 % of San Diego SCPA Black or African American, Students will meet or exceed standards level in Mathematics on SBAC, increasing from 16.6 % to 35 %, a gain of 18.40 %
* By 06/30/2017, 35 % of San Diego SCPA Hispanic or Latino will meet or exceed standards level in Mathematics on SBAC, increasing from 22.3 % to 35 %, a gain of 12.70 %

What data did you use to form these goals?

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

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.
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).

Title 1 Arts Grant (Award Sites ONLY):
### Area 3: English Learner

**English Learner SMART Goal:**

* By 06/20/2016, 70% of San Diego SCPA English Learner Students will Meet One Year's Growth in English Proficiency or Reach Early Advanced in California English Language Development Test
* By 06/30/2017, 15% of San Diego SCPA English Learner will meet or exceed standards level in English Language Arts on SBAC, increasing from 6.7% to 15%, a gain of 8.30%
* By 06/30/2017, 10% of San Diego SCPA English Learner will meet or exceed standards in Mathematics on SBAC, increasing from 0% to 10%, a gain of 10.00%

### 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
- SBAC
- DRA2

**Other Assessments (Please Specify):**

English Language Development Proficiency Indicator

**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.

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).

**Title 1 Arts Grant (Award Sites ONLY):**
### Area 4: Graduation/Promotion Rate

**Graduation Rate SMART Goal:**
* By 06/30/2017, increase in Graduation/Promotion Rate of San Diego SCPA Students to 100%

**Closing the Gap SMART Goal:**

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

- [ ] API
- [x] AYP
- [x] CAHSEE
- [x] CELDT
- [ ] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams
- [ ] SBAC
- [ ] DRA2

**Other Assessments (Please Specify):**
- College Counseling
- Post-Secondary Acceptances
- Credit Recovery and Senior Exhibition

**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.

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).

**Title 1 Arts Grant (Award Sites ONLY):**
## Area 5: Parent Involvement and Community Engagement

### Parent Involvement and Community Engagement SMART Goal:

* By 06/20/2017, 300 parents/guardians of San Diego SCPA Parents/Guardians will volunteer in Parent and Community Engagement

### Targeted Population:
Continuation of Bring Your Parent to School Day/National Parent Involvement Day, Chat with the Principal's sessions, Semester Parent Feedback Surveys

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

Parent volunteers in the classrooms; community partnerships added additional rigor in the instructional approach and allowed students to learn in a deeper more meaningful way. Evidence: testimonies from parents, students' grasp of social studies' topics through dance (the Holocaust, U.S. History). Common Core State Standards and Cultural Proficiency Staff Professional Development. Parents participate in the Friends of SCPA foundation, the Governance Team, the School Site Council, the Bring Your Parent to School Day, the Principal's Chat with Parents, and on school projects, as needed.

### Progress and Growth Monitoring:
Parents will sign in at all parent events.

### Title 1 Arts Grant (Award Sites ONLY):
**BUDGET: Resources Aligned to Area Goals**

**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)
- Enroll all ninth grade students in learning team with core teachers to support academic, social, and mentoring support
- Offer after-school study skills class for all students.
- Evaluate student work through departmental consensus scoring teams.
- Engage all teachers in school-wide professional reading to increase effective instructional strategies.
- Provide opportunities for tutoring and technology supports in an after-school support program (four days a week)
- Focus on instructional strategies based on SDAIE to improve achievement of English learners.
- Continue to focus supports and interventions through Embedded Support.
- All departments and teachers will disaggregate data to support individual students, as well as significant subgroups.
- Continue to align assessments and evaluation with literacy, ELD and math standards.
- Continue development of timelines from which the standards will be taught.
- Create Problem Based Learning (PBL) projects for standards-based lessons.
- Share standards-aligned materials that have been used successfully to teach and re-teach the standards.
- Analyze data to guide instruction and disaggregated assessment data to modify and pace instruction.
- Share best practices that improve Mastery Teaching of standards.
- Continue implementation of the math frameworks.
- Continue to focus and develop the elements of an advisory support through English 1-2 and English 3-4 courses.
- Provide test prep support for students to take the PSAT and SAT.
- Administer the PSAT to 10th grade students during the school day.
- All students will participate in PASSPORT program for college and career readiness.
- Increase the number of students participating in AP and AVID courses

**Strategic Support (Tier 2)**

- Targeted small group instruction will be used.
- Place 9th grade students who perform far below basic and failed eighth grade English in a year-long English course.
- Provide increased after-school educational opportunities for under-performing students.
- Support of ESL students to meet the standards with ESLT position and hourly assistance.
- Develop and implement instructional strategies to scaffold standards to meet the needs of English learners.
- Provide after-school math support four days a week.
- Continue on-going RTI support of appropriate placement and in-class.
- Develop targeted intervention program based on student needs, throughout the school year.

**Intensive Intervention (Tier 3)**
San Diego SCPA SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Provide additional support for students that are FB, BB, and basic on the CST.
- Incentive programs.

I. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):
- Purposive master scheduling for students with special needs.
- Arts integration in all classrooms.
- Will offer special ELL support class to ensure increased fluency in academic language

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Regular Teacher,</td>
<td>0.4780</td>
<td>$37,341.84</td>
<td>0368-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03, LCFF 1, LCFF 2</td>
<td>Teacher will employ ELL strategies to increase language fluency in academic language.</td>
</tr>
<tr>
<td>Position Regular Teacher,</td>
<td>0.2500</td>
<td>$19,530.25</td>
<td>0368-30100-00-1107-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 03, LCFF 1, LCFF 2, LCFF 3</td>
<td>Teacher will teach support class for ELL students. She will employ ELL strategies to increase language fluency in academic language.</td>
</tr>
<tr>
<td>Position Regular Teacher,</td>
<td>0.1855</td>
<td>$14,491.45</td>
<td>0368-30106-00-1107-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Imprvmnt</td>
<td>01, 03, 04, LCFF 1, LCFF 2, LCFF 3</td>
<td>Teacher will teach support class for ELL students. She will employ ELL strategies to increase language fluency in academic language.</td>
</tr>
<tr>
<td>Position Network Sys Techn,</td>
<td>0.4730</td>
<td>$19,083.66</td>
<td>0368-30100-00-2405-2700-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3</td>
<td>Directly works with students on intervention programs and activities. Supports and assist parents, students, and staff with networking concerns/issues. Provide network and software support to all students to increase engagement and participation.</td>
</tr>
<tr>
<td>4301 Supplies</td>
<td>-</td>
<td>$2,114.56</td>
<td>0368-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3</td>
<td>Provide students and staff supplies to improve student learning. This will also be used to meet strategies 2, 3, and 4</td>
</tr>
<tr>
<td>5920 Postage Expense</td>
<td>-</td>
<td>$1,000.00</td>
<td>0368-30100-00-5920-2700-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3</td>
<td>Provide communication to parents with information regarding their child’s progress and other pertinent information. This will also be used to meet strategies 2, 3, and 4</td>
</tr>
<tr>
<td>New expenditure4301 Supplies</td>
<td>-</td>
<td>$103.17</td>
<td>0368-30106-00-4301-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Imprvmnt</td>
<td>01, 02, 03, 04</td>
<td>Provide additional supplies to students. This supplies will also support/assist in meeting strategies 2,3,and 4</td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
- We will monitor student achievement by:
  - Analyzing Student achievement in Horizontal Teams
  - Monthly reports at Site Governance, Instructional Leadership, and School Site Council
  - Weekly counseling meetings
  - Monthly department meetings
  - Monthly attendance rates
2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):
- Horizontal teams monitoring and reviewing data.
- Department using data to guide instruction and guide curricular choices.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
We will monitor student achievement by:
- Analyzing Student achievement in Horizontal Teams
- Monthly reports at Site Governance, Instructional Leadership, and School Site Council
- Weekly counseling meetings
- Monthly department meetings
- Monthly attendance rate reports
- Afterschool attendance at art and academic opportunities

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):
- All departments will collaboratively work toward meaningful arts engagement.
- Teachers will engage in peer observation and feedback cycles using appreciative inquiry.
- Teacher will meet in department teams to align and calibrate student learning outcomes.
- Staff will meet in horizontal teams to discuss student data and opportunities for improvement.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prof&Curriclm Dev Vist Tchr
- $7,800.00
0368-30100-00-1192-1000-1110-01000-0000
Title I Basic Program
01, 02, 03, 04
All staff will participate in arts-integration professional development, will use visiting teachers so staff may review data, benchmarks, and plan curriculum to lead student achievement.

Travel Conference
- $1,987.30
0368-30100-00-5207-1000-1110-01000-0000
Title I Basic Program
01, 02, 03, 04
Provide PD opportunities for teachers to attend local conferences. This will also be used to meet strategies 2, 3, and 4.

Conference Local
- $2,000.00
0368-30100-00-5209-1000-1110-01000-0000
Title I Basic Program
01, 02, 03, 04
Provide PD opportunities for teachers to attend local conferences. This will also be used to meet strategies 2, 3, and 4.

Prof&Curriclm DevHrlyClsrmTchr
- $1,000.00
0368-30100-00-1170-2130-0000-01000-0000
Title I Basic Program
01, 02, 03, 04
Department Chairs will participate in leadership trainings to facilitate peer coaching and feedback.

How will you monitor these strategies/activities?:
We will monitor student achievement by:
- Analyzing Student achievement in Horizontal Teams
- Monthly reports at Site Governance, Instructional Leadership, and School Site Council
- Weekly counseling meetings
- Monthly department meetings
- Monthly attendance rate reports
- Afterschool attendance at art and academic opportunities

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):
- All students grades 9-12 will participate in a PASSPORT to college program that outlines successful pathways to arts conservatories and universities.
- Counselors will be arranged by Artistic Program of Study in order to successfully cater to the needs of the artist-professional and personal.
- Health Tech and Nurse will be on site to provide health needs to all students.
- School Psychologist will be on campus to allow additional professional emotional/social support.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How will you monitor these strategies/activities?:
We will monitor student achievement by:
- Analyzing Student achievement in Senior Level Horizontal Team
- Monthly reports at Site Governance, Instructional Leadership, and School Site Council
- Weekly counseling meetings
- Monthly department meetings
- Monthly attendance rate reports
- Afterschool attendance at art and academic opportunities
- Senior Class Meetings

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):
- create form letter to be given to parents of cast, crew and band/orchestra encouraging parent involvement through volunteering or supporting FOSCPA projects
- create letter identifying and communicating organization goals and plans for the upcoming year and how to achieve them.
- get 360 alumni software program up and running online to communicate and track alumni.

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical OTBS Hrly</td>
<td>-</td>
<td>$400.00</td>
<td>0368-30103-00-2451-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>05</td>
<td>Provide interpreters to parents</td>
</tr>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$1,000.00</td>
<td>0368-30103-00-4301-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>05</td>
<td>Provide parents with supplies pertinent to student learning and how to support their child's education</td>
</tr>
<tr>
<td>Inservice Supplies</td>
<td>-</td>
<td>$400.00</td>
<td>0368-30103-00-4304-2495-</td>
<td>Title I Parent</td>
<td>05</td>
<td>Provide parents, students, and community members light</td>
</tr>
</tbody>
</table>
### San Diego SCPA SINGLE PLAN FOR STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Involvement</th>
<th>refreshments at meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Local</td>
<td>$1,160.00 0368-30103-00-5209-2495-0000-01000-0000</td>
</tr>
<tr>
<td>Title I Parent Involvement</td>
<td>05 Provide opportunities for parents to attend local and/or travel conferences</td>
</tr>
<tr>
<td>Interprogram Svs/Paper</td>
<td>$1,000.00 0368-30103-00-5733-2700-0000-01000-0000</td>
</tr>
<tr>
<td>Title I Parent Involvement</td>
<td>05 Communicate with parents and students regarding pertinent information to their education</td>
</tr>
<tr>
<td>Postage Expense</td>
<td>$600.00 0368-30103-00-5920-2495-0000-01000-0000</td>
</tr>
<tr>
<td>Title I Parent Involvement</td>
<td>05 Communicate with parents regarding their student's progress, attendance, and other pertinent information</td>
</tr>
</tbody>
</table>

**How will you monitor these strategies/activities?**

We will monitor parental involvement by:
- Attendance of volunteers involved in Friends of SCPA events
- Attendance of parents at Monthly Principal Chats
- Attendance of parents at site governance teams
- Attendance of parents at Title 1 Parent Meeting
- Attendance of parents at Back to School Day
- Parent Workshops attendance
- Parent Orientation attendance
- Magnet Tours attendance
### 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:**
Provide supports to students with a G.P.A of less than 2.5 and/or attendance issues via the Achievement through Care and Transformation (ACT) program.

**Identified Need:**
Horizontal teams and ACT leaders will facilitate the communication, monitoring, and support for all struggling students.

**Target Group:**
Support students with G.P.A. less than 2.5.

**Monitoring:**
Semester grade reports, Progress grade reports, Activity Rosters, Attendance Reports

**Personnel Responsible:**
ACT team leaders, Horizontal team leaders

#### 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:**
Support ELL student and all student subgroups with academic literacy.

**Identified Need:**
Designated teachers will support students through SDAIE strategies. These positions will also assist with professional development focused on literacy across the curriculum.

**Target Group:**
Support ELL students and all student sub-groups with academic literacy.

**Monitoring:**
CELDT data, common site assessments, grade reporting, attendance, CAHSEE, District interim assessments

**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:**
Staff will continue work with Common Core to create collaborative, arts-integrated curriculum and skills based assessments via horizontal and vertical
Identified Need:
Professional development will assist professional learning communities plan, prepare, execute, and reflect on collaborative, arts-focused Common Core lessons. The process will involve clear and consistent communication regarding rigor in Common Core teaching, collaborative conversations, and calibration in expectation. It will also allow for reflection via formative and summative assessments.

Target Group:
Core Content areas (English, History, Science, and Math) will create arts integrated lessons.

Monitoring:
Department Chairs will facilitate collaboration. ILT, SSC Personnel Responsible:
Assistant Principals

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

<table>
<thead>
<tr>
<th>LCFF Intervention Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide a DETAILED description of the activity or strategy and the targeted students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position School Library Techn II,</td>
<td>1.0000</td>
<td>$38,780.00</td>
<td>0368-09800-00-2230-2420-0000-01000-0000</td>
<td>LCFF S/C Positions</td>
<td>01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3</td>
<td>Library support and assist students</td>
</tr>
<tr>
<td>Position Regular Teacher,</td>
<td>0.3365</td>
<td>$26,287.72</td>
<td>0368-09800-00-1107-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>01, 03, LCFF 1, LCFF 2</td>
<td>ELA teacher and Horizontal team leader provides support for struggling students.</td>
</tr>
<tr>
<td>Position Regular Teacher,</td>
<td>0.1500</td>
<td>$11,718.15</td>
<td>0368-09800-00-1107-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>01, 03, 04, LCFF 1, LCFF 2</td>
<td>Support students enrolled in credit recovery. She will employ ELL strategies to increase language fluency in academic language.</td>
</tr>
<tr>
<td>Position Student Info Sys Site Techn II,</td>
<td>0.2500</td>
<td>$9,874.00</td>
<td>0368-09800-00-2405-2700-0000-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>01, 02, 03, 04, 05, LCFF 1, LCFF 2</td>
<td>Support parents and students with PowerSchool to ensure parents and students have most current information to keep students on track</td>
</tr>
<tr>
<td>Position School Counselor,</td>
<td>0.9000</td>
<td>$70,182.90</td>
<td>0368-09800-00-1210-3110-0000-01000-0000</td>
<td>LCFF S/C Positions</td>
<td>LCFF 1</td>
<td></td>
</tr>
<tr>
<td>1157 Hourly Expenditures</td>
<td>-</td>
<td>$20,000.00</td>
<td>0368-09800-00-1157-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3</td>
<td>Tutoring, ELST hourly,</td>
</tr>
<tr>
<td>4301 Supplies</td>
<td>-</td>
<td>$16,119.02</td>
<td>0368-09800-00-4301-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3</td>
<td>Supplement instructional supplies to ensure all students have the necessary supplies for learning</td>
</tr>
</tbody>
</table>

* Provides interventions for students not meeting high school graduation requirements and also helps to maintain their social/emotional well-being
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. Data Reports
B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
C. Home/School Compact
D. Categorical Budget Allocations Summary Grid
E. 2016-17 SPSA Assessment and Evaluation
F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
G. WASC Recommendations (WASC Schools Only)
APPENDIX A

DATA REPORTS
### ENGLISH LANGUAGE ARTS

**Percent of Students at Each Achievement Level**

<table>
<thead>
<tr>
<th></th>
<th>All n=765</th>
<th>Females 501</th>
<th>Males 264</th>
<th>EL 29</th>
<th>RFEP 213</th>
<th>Low Inc. 477</th>
<th>SpEd 65</th>
<th>Asian 6</th>
<th>Black 103</th>
<th>Filipino 180</th>
<th>Hispanic 319</th>
<th>White 75</th>
<th>Other 82</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Met</strong></td>
<td>38.8</td>
<td>44.1</td>
<td>28.8</td>
<td>13.8</td>
<td>31.0</td>
<td>24.7</td>
<td>27.7</td>
<td>27.2</td>
<td>24.4</td>
<td>27.3</td>
<td>18.3</td>
<td>18.3</td>
<td></td>
</tr>
<tr>
<td><strong>Nearly Met</strong></td>
<td>23.7</td>
<td>21.8</td>
<td>27.3</td>
<td>31.0</td>
<td>24.7</td>
<td>27.7</td>
<td>27.2</td>
<td>24.4</td>
<td>8.9</td>
<td>27.3</td>
<td>18.3</td>
<td>18.3</td>
<td></td>
</tr>
<tr>
<td><strong>Met</strong></td>
<td>40.8</td>
<td>38.9</td>
<td>37.3</td>
<td>40.8</td>
<td>38.9</td>
<td>37.3</td>
<td>44.0</td>
<td>35.4</td>
<td>10.7</td>
<td>25.4</td>
<td>10.7</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td><strong>Exceeded</strong></td>
<td>5.8</td>
<td>4.6</td>
<td>10.7</td>
<td>1.5</td>
<td>4.6</td>
<td>10.7</td>
<td>45.1</td>
<td>45.1</td>
<td>12.0</td>
<td>25.4</td>
<td>10.7</td>
<td>10.7</td>
<td></td>
</tr>
</tbody>
</table>

**Percent of Students at Each Achievement Level**

### MATHEMATICS

**Percent of Students at Each Achievement Level**

<table>
<thead>
<tr>
<th></th>
<th>All n=765</th>
<th>Females 501</th>
<th>Males 264</th>
<th>EL 29</th>
<th>RFEP 213</th>
<th>Low Inc. 477</th>
<th>SpEd 65</th>
<th>Asian 6</th>
<th>Black 103</th>
<th>Filipino 180</th>
<th>Hispanic 319</th>
<th>White 75</th>
<th>Other 79</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Met</strong></td>
<td>34.1</td>
<td>32.1</td>
<td>37.9</td>
<td>86.2</td>
<td>30.5</td>
<td>40.3</td>
<td>78.5</td>
<td>45.6</td>
<td>45.1</td>
<td>45.1</td>
<td>45.1</td>
<td>26.6</td>
<td></td>
</tr>
<tr>
<td><strong>Nearly Met</strong></td>
<td>31.4</td>
<td>33.1</td>
<td>28.0</td>
<td>13.8</td>
<td>34.7</td>
<td>31.0</td>
<td>18.5</td>
<td>37.9</td>
<td>32.6</td>
<td>25.3</td>
<td>20.0</td>
<td>26.6</td>
<td></td>
</tr>
<tr>
<td><strong>Met</strong></td>
<td>24.3</td>
<td>24.6</td>
<td>23.9</td>
<td>24.9</td>
<td>20.8</td>
<td>1.5</td>
<td>1.5</td>
<td>4.9</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
<td>12.7</td>
<td></td>
</tr>
<tr>
<td><strong>Exceeded</strong></td>
<td>10.2</td>
<td>10.2</td>
<td>10.2</td>
<td>9.9</td>
<td>8.0</td>
<td>17.2</td>
<td>18.2</td>
<td>34.4</td>
<td>36.0</td>
<td>30.4</td>
<td>30.4</td>
<td>30.4</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
San Diego School of Creative & Performing Arts
2016-2017
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.

SD SCPA has developed a written Title I parental involvement policy with input from Title I parents. Parents were surveyed online as well as through the SSC.

It has distributed the policy to parents of Title I students. SD SCPA High posts the Title I Parent Involvement Policy on the school’s website (www.sandi.net/scpa), sends out the policy via SchoolMessenger, and distributes paper copies with a presentation at Open House of every Fall of the school year.

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 SCPA 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. SD SCPA conducts a Title I meeting every Fall during Open House.

➢ The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and/or evening. SD SCPA provides numerous opportunities for parents to get involved: Principal Chats, School Site Governance Team (SGT), School Site Council (SSC), Cluster meetings, Instructional Leadership Team (ILT) and Artistic Leadership Team (ALT).

➢ 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. Parents are surveyed online all year long through SD SCPA’s website. Parent input is solicited through SSC, SGT, ALT and ILT. The parental involvement policy is reviewed in the annual review of the Single Plan for Student Achievement (SPSA).

➢ The school provides parents of Title I students with timely information about Title I programs. All Title I information is presented at monthly parent meetings: SSC, SGT, ILT and ALT. Additionally, SD SCPA holds individual meetings with Title I parents.

➢ 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. SD SCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SD SCPA also has a Parent/Neighborhood Resource Center open at all time of the day. SD SCPA continually makes these items available and viewable to all families.
If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. SD SCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team.

**School-Parent Compact**
SD SCPA distributes to parents of 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 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 compact is created with parent, student, and staff input at the SSC meeting.

**Building Capacity for Involvement**
SD SCPA engages 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 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. SD SCPA regularly holds meeting such as SSC, SGT, ILT, Coffee with Principal, College Prep Night, Artistic Performances, Parent Night, etc., in which parents are provided with information and data. Additionally, SD SCPA holds individual meetings with parents to discuss academic progress.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. SD SCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team, and the weekly Principal’s Friday Focus. SD SCPA continually makes these items available and viewable to all families.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. SD SCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SD SCPA also has a Parent/Neighborhood Resource Center open at all time of the day. SD SCPA continually makes these items available and viewable to all families.
The school coordinates and integrates the 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. SD SCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SD SCPA also has a Parent/Neighborhood Resource Center open at all time of the day. SD SCPA continually makes these items available and viewable to all families.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Presentations and documents are delivered in English and Spanish.

The school provides support for parental involvement activities requested by Title I parents. SD SCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SD SCPA also has a Parent/Neighborhood Resource Center open at all time of the day. SD SCPA continually makes these items available and viewable to all families.

Accessibility
SD SCPA provides opportunities for the participation of all 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. Presentations and documents are delivered in English and Spanish. SD SCPA also has an ELST that informs parents on ELAC about progress of students. Additionally, parents are mailed home newsletters and provided with frequent SchoolMessenger calls to inform families about opportunities for involvement.
APPENDIX C

HOME/SCHOOL COMPACT
San Diego School of Creative & Performing Arts
2016-2017

HOME SCHOOL COMPACT

The San Diego School of Creative & Performing Arts (SD SCPA) 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 2016-2017.

SCHOOL RESPONSIBILITIES

The SD SCPA will:

1. Provide high-quality dual curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards as well as intensive arts training as follows:

   The SD SCPA educational dual curriculum is designed in alignment with the Common Core State Standards, Next Generation Science Standards and the National Core Arts Standards. All teachers are highly qualified and credentialed in their field. Teachers plan engaging and motivating lessons via common prep periods and/or extended day planning opportunities. Teachers review department competencies, interim assessment data, grades and personalized assessments on individual students to identify strengths and areas of need. Teachers present curriculum, emphasizing students’ interest and background, valuing diversity and cultures of the students.

2. Provide parents with frequent reports on their child’s progress.

   Progress reports are issued in 6 and 12 week increments before semester report cards/final grades are posted. Daily/weekly reports are available via the Counseling Office. Parents view current grades and homework assignments through PowerSchool ParentPortal and/or MyBigCampus. Parents access current grades through other District-supported websites.

3. Provide parents reasonable access to staff.

   Parents/guardians attend Open House in the fall, the Bring Your Parent to School Day during the first and second semesters, and the Principal’s Chat with Parents which are held throughout the school year. Parents make appointments to meet with specific personnel; teachers, counselors, and administrators. Schedule teacher conferences by calling individual teachers, or the student’s counselor. The Main Office is open from 7:15 am to 3:30 pm, Monday through Friday. Staff e-mail addresses are available by request and a list of voice-mail extensions is available on the school website. Staff commits to return all calls and/or email contacts within 48 hours.

4. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Opportunities include, but are not limited to:

★ “Where Arts and Academics share Center Stage” ★

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].
Parents/guardians may join Friends of SCPA, a parent group that raises funds to support the arts and academics on campus. Parents join advisory groups such as the Governance Team, School Site Council, Achievement through Care and Transformation Panelist, District Advisory Council, ELAC, WASC group, or the School Climate Committee via Governance. Parents volunteer in classrooms, library, box office, and ushering, costuming, 8th Grade Auditions, and other special interest areas.

**Parent Responsibilities**
We, as parents, will support our child’s learning by:
- Monitoring attendance.
- Making sure that homework is completed.
- Ensure my child is well-rested, prepared, and prompt for school.
- Monitoring amount of television my child watches.
- Attends school functions and showcase events.
- 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), Governance Team, the Friends of SCPA (FOSCPA), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

**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.
- Be rested, prepared, and prompt for all classes.
- Pursue my arts and academic studies with serious intention.
APPENDIX D

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
## Extended Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>TOTAL</th>
<th>FTE</th>
<th>TOTAL</th>
<th>FTE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificated Salaries / Monthly</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 Regular Teacher</td>
<td>0.73</td>
<td>56,872.09</td>
<td>-</td>
<td>-</td>
<td>0.19</td>
<td>14,491.45</td>
</tr>
<tr>
<td><strong>Classified Salaries / Monthly</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6703 Network Sys Techn</td>
<td>0.47</td>
<td>19,083.66</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Certificated Salaries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1170 Prof&amp;Curriclm DevHrlyCismTchr</td>
<td>1.00</td>
<td>1,000.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1192 Prof&amp;Curriclm Dev Vist Tchr</td>
<td>7.80</td>
<td>7,800.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Classified Salaries</strong></td>
<td></td>
<td>400.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2451 Clerical OTBS Hrly</td>
<td></td>
<td>400.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employee Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36,015.40</td>
<td></td>
<td>36,015.40</td>
<td>95.00</td>
<td>5,623.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Books and Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,114.56</td>
<td></td>
<td>2,114.56</td>
<td>1,400.00</td>
<td>103.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4301 Supplies</td>
<td>2,114.56</td>
<td>2,114.56</td>
<td>1,000.00</td>
<td>103.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Services and Other Operating</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4,987.30</td>
<td></td>
<td>4,987.30</td>
<td>2,760.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5207 Travel Conference</td>
<td></td>
<td>1,987.30</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5209 Conference Local</td>
<td></td>
<td>2,000.00</td>
<td>1,160.00</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5733 Interprogram Svcs/Paper</td>
<td></td>
<td>1,000.00</td>
<td>1,000.00</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5920 Postage Expense</td>
<td>1,000.00</td>
<td>1,000.00</td>
<td>600.00</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX E
### SINGLE PLAN FOR STUDENT ACHIEVEMENT

### EVALUATION AND ASSESSMENT SURVEY SUMMARY

**School Name:** San Diego School of Creative & Performing Arts

<table>
<thead>
<tr>
<th><strong>ANALYSIS OF SCORES - FOCUS AREA</strong></th>
<th><strong>NOTES/ACTION/DECISIONS</strong></th>
</tr>
</thead>
</table>
| **MAXIMIZING INSTRUCTIONAL TIME**   | Vertical and Horizontal teaming is critical in Math and ELA for Common Core State Standards  
Need interventions for ELL students during the day, Examine ways to target the ELL students in Language Arts to prioritize instruction for academic literacy  
Use the SDUSD learning cycles to focus on student engagement through welcoming environment, student agency, and collaborative conversations. |
| **CLOSING THE ACHIEVEMENT GAP**    | Push in and Pull out teaching for ELL  
Software to improve ELL access to academic language  
Departments track and monitor targets for African American and Hispanic/Latino Students |
| **PROFESSIONAL DEVELOPMENT**       | 5 year plan was approved that includes a Culture of Coach and Care, Interventions and Supports, Curriculum & Planning and the necessary scaffolds and supports for Professional development |
| **GRADUATION/PROMOTION**           | Our goal is 100%, it has been 99% past few years.  
We are also monitoring our students successfully completing the scope and sequence in their art form in grades 9-12. |
Create form letter to be given to parents of cast, crew and band/orch encouraging parent involvement through volunteering or supporting FOSCPA projects  
Create letter identifying and communicating organization goals and plans for the upcoming year and how to achieve them.  
Get 360alumni up and running. |
### Single Plan for Student Achievement

**2016-17 Professional Development Expenditures for Program Improvement Schools**

School Name: San Diego School of Creative & Performing Arts

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

**Please check one:**
- [ ] Watch List
- [ ] Year 1
- [ ] Year 2
- [ ] Year 3
- [ ] Year 4
- [ ] Year 5
- [ ] Year 5+

<table>
<thead>
<tr>
<th>Resource</th>
<th>Acct</th>
<th>Description of how funds reserved for PD will be used to remove the school from PI status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>1170 Department Chairs will participate in leadership trainings to facilitate peer coaching and feedback</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>1192 All staff will participate in arts-integration professional development, will use visiting teachers so staff may review data, benchmarks, and plan curriculum to lead student achievement.</td>
<td>$7,800.00</td>
</tr>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>5207 Staff will attend travel conferences for national arts schools network.</td>
<td>$1,987.30</td>
</tr>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>5209 Staff will attend local travel conferences.</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>3000 Benefits for visiting teachers and hourly assignments</td>
<td>$2,022.00</td>
</tr>
</tbody>
</table>

**Total Allocated - Must be at least 10% of the sum of 30100 and 30106** $14,809.30

10% allocation has been met **YES**
APPENDIX G
WASC RECOMMENDATIONS      YEAR: 2016-2017

School: San Diego School of Creative & Performing Arts.

Using the recommendations from your most recent full study visit complete the following template:

<table>
<thead>
<tr>
<th>WASC: Schoolwide Critical Areas for follow-up</th>
<th>SPSA Goal Area: 1, 2, 3, 4 or 5</th>
<th>Professional Development Resources</th>
<th>Means to Assess Improvement</th>
<th>Reporting Timeline</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Proficiency in Mathematics</td>
<td>2</td>
<td>Math Department will participate in Math Studio program. ILT and Governance approved professional development plan Monthly PLC work time</td>
<td>SBAC, Benchmarks, Site Assessments</td>
<td>Monthly discussions at ILT: Sept – June 2017 - Principal Monthly Math Department Meetings: Sept 2016 – June 2017 – Math Chair/ District Curriculum Specialist. Monthly Staff wide PLC development with a focus on Math strategies for all curricular areas: Sept 2016 – June 2017 – ILT/ Math Department. Reports to be submitted to Principal for accountability Monthly for PLCs: Sept</td>
<td></td>
</tr>
<tr>
<td>WASC: Schoolwide Critical Areas for follow-up</td>
<td>SPSA Goal Area: 1, 2, 3, 4 or 5</td>
<td>Professional Development Resources</td>
<td>Means to Assess Improvement</td>
<td>Reporting Timeline Responsible Person(s)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Improve English proficiency for English Language Learners</td>
<td>1, 3</td>
<td>ILT and Governance approved professional development plan Monthly PLC work time</td>
<td>SBAC, Benchmarks, Site Assessments, CELDT, Progress Reports</td>
<td>2016 – June 2017: ILT/ Department Chairs. Parent Night school wide review of intervention the 2nd week in October – Principal/ ILT. Data Reported to SSC in December – Principal/ Math Chair. Monthly discussions at ILT: Sept – June 2017 - Principal Monthly ELAC &amp; ELA Meetings: Sept 2016 – June 2017 – ELA and ELAC Chair/ District ELST. Monthly Staff wide PLC development with a focus on ELL strategies for all curricular areas: Sept 2016 – June 2017 – ILT/ All Departments. Reports to be submitted to</td>
<td></td>
</tr>
<tr>
<td>WASC: Schoolwide Critical Areas for follow-up</td>
<td>SPSA Goal Area: 1, 2, 3, 4 or 5</td>
<td>Professional Development Resources</td>
<td>Means to Assess Improvement</td>
<td>Reporting Timeline Responsible Person(s)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Improve proficiency in English Language Arts | 1,3                             | ELA Department will work with District ELA support to rethink and calibrate ELA curriculum for public arts school focus  
ILT and Governance approved professional development plan  
Monthly PLC work time | SBAC, Benchmarks, Site Assessments, CELDT, Progress Reports | Monthly discussions at ILT: Sept – June 2017 - Principal  
Monthly ELAC & ELA Meetings: Sept 2016 – June 2017 – ELA and ELA Chair/ District ELST.  
Monthly Staff wide PLC development with a focus on ELL strategies for all curricular areas: Sept 2016 – June 2017 – ILT/ All Departments. |
<table>
<thead>
<tr>
<th>WASC: Schoolwide Critical Areas for follow-up</th>
<th>SPSA Goal Area: 1, 2, 3, 4 or 5</th>
<th>Professional Development Resources</th>
<th>Means to Assess Improvement</th>
<th>Reporting Timeline Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve parent involvement and Community Engagement</td>
<td>5</td>
<td>ILT and Governance approved Parent Involvement plan Online involvement programs</td>
<td>Parent Attendance Logs FOSCPA attendance</td>
<td>Reports to be submitted to Principal for accountability Monthly for PLCs: Sept 2016 – June 2017: ILT/Department Chairs. Parent Night school wide review of intervention the 2nd week in October–Principal/ILT. Data Reported to SSC in Dec–Principal/ELA chair. Monthly Principal’s Chats with varying times Parent will attend weekly admin meetings Parent Leader/Principal Parent Night school wide review of intervention the 2nd week in October–Principal/ILT.</td>
</tr>
<tr>
<td>WASC: Schoolwide Critical Areas for follow-up</td>
<td>SPSA Goal Area: 1, 2, 3, 4 or 5</td>
<td>Professional Development Resources</td>
<td>Means to Assess Improvement</td>
<td>Reporting Timeline Responsible Person(s)</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Improve graduation rate</td>
<td>4</td>
<td>Counselor training Horizontal Teaming Monthly PLC time with horizontal teams</td>
<td>Monthly On track reports</td>
<td>Monthly discussions at ILT: Sept – June 2017 – Principal Reports to be submitted to Principal for accountability Monthly for PLCs: Sept 2016 – June 2017: Head Counselor/ Department Chairs. Parent Night school wide review of intervention the 2nd week in October–Principal/ ILT. Data Reported to SSC in Jan–Principal/ ELAC chair.</td>
</tr>
</tbody>
</table>

Reviewed 01.14.16mj8