THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT KUMEYAAY ELEMENTARY SCHOOL

2016-17

37-68338-6112460
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: Montgomery, Maria
Contact Person: Montgomery, Maria
Position: Principal
Telephone Number: 858-279-1022
Address: 6475 Antigua Bl, Kumeyaay Elementary, San Diego, CA, 92124-4031,
E-mail Address: mmontgomery@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.

San Diego Unified SCHOOL DISTRICT

RECEIVED APR 06 REC'D

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Kumeyaay Elementary

SITE CONTACT PERSON:

| DUE March 11, 2016 |

PHONE: FAX: E-MAIL ADDRESS:

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: 2/9/16 and 3/8/16

   ☒ 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: 2/9/16

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.

| Maria Montgomery | _Maria Montgomery_ | 4-4-16 |
| Type/Print Name of School Principal | Signature of School Principal | Date |

| Steven Lloyd | _Steven Lloyd_ | 4-4-16 |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson | Date |

| Cindy Marten | _signature_ | |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent | Date |

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

Updated 01.14.16mj8

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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 and administering the Smarter Balanced Assessment (SBAC) system, which is the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. Kumeyaay students participated in the SBAC assessment in the spring of 2015 and had participated in the SBAC pilot assessment for the two years prior. Additionally, grade level teams are utilizing the writing rubrics for units in writing and have created Common Core based assessments and four point rubrics to monitor and assess student progress.

SCHOOL VISION AND REALITY

School vision: Kumeyaay students will be life-long learners whose knowledge, skills and habits, along with positive character traits, will enable them to succeed throughout their schooling and in life. As we continue the Common Core Standards implementation, we are committed to ensuring that our students develop the 21st century skills and are prepared to be successful in a global society. To accomplish this, we know that our students must be engaged in rigorous and meaningful tasks that will help them develop critical thinking skills and effective communication (in speaking and writing) as they progress through each grade level. The vision for all stakeholders to work develop a strong sense of self-efficacy and to support one other in the academic, personal and social success of every student. We envision that:

* "Everyone is a Learner": engaging in an ongoing learning process with a growth mindset through setting goals, reflection and seeking out opportunities to for new learning, improvement, and deeper understandings.

*I think I can, I know I can, and I will: developing a strong sense of self-efficacy because know how to access and use resources, collaborate and problem solve

*"Everybody is in...we are all in this together and failure is not an option for anyone.": committing to personal learning as well as the learning of others in the community by collaborating, problem-solving and supporting one another.

*Everyone is a Leader: sharing the belief that each staff member, student, or parent contributes to the positive and collaborative culture of the school. Anyone can be a leader at any moment.

"Beginning with the heart in mind." honors yourself and others.

"What I say and do matters in my life and in the world around me."

Our staff has a strong commitment to the school community and developing students who are strong academically, socially and personally. Currently, teachers are collaborating during PLCs to develop instructional plans that based on assessments, and the Common Core standards. Before school started, each grade level met to determine the common assessments that they would use during the first two weeks of school in order to "know their learners" in literacy and in math and then met to analyze their data. As a result, teachers were able to identify areas of focus for instruction and organize some initial groupings of students. Also, grade level teams create common assessments and then analyze the results to discuss differentiation and support for struggling students as well as enrichment for advanced learners. The PLC time has strengthened the quality of planning by teachers as well as bringing more better calibration and alignment to our grade level teams. As we move forward, we see the need to continue the conversations

across grade levels to gain clarity of the standards and student progressions which will help us calibrate and align across grade levels. At this time, alignment across grade levels falls under the three cross curricular shifts to the CCSS (intellectual struggle towards independence, reasoning with evidence, and academic language expansion) and the mathematical practice standards.

Our students in grades 1-5 (and beginning in TK/K) set goals for their academic growth as well as personal growth (at times in collaboration with the teacher). Students are also learning to evaluate their work and the work of their peers using reflective, critical (as in critique), and collaborative conversations. In particular, our students in grades 3-5 are learning how to participate in Socratic Seminars utilizing the new G.A.T.E. icons for depths and complexity. In the last few years, we have initiated several student groups and provided leadership opportunities for students to understand that they have ownership in the school, it's their school too. The change in the larger school culture is beginning to shift to changes in the classroom culture where teachers are intentionally providing opportunities for students to own their learning (some examples include goal setting; evaluation, student choice for tasks, methods or topics; co-creating the environment, problem solving).

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 TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

The 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.

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.

Kumeyaay Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Maria Montgomery	Principal
2.Andreanna Murphy	Parent
3. MyThan Kim	Parent
4. Laura Paglia	Parent
5. Scherry Schnell	Parent
6. Yvette Blease-Moore	Parent
7. Linda Aguilera	Teacher
8. Steve Lloyd	Teacher
9. Samantha Farrar	Teacher
10. Corazon Landrito	Other School Representative

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2017, 75 % of Kumeyaay Elementary Students, Grades 3-5 will meet or exceed grade level standards as measured on the SBAC. in English/Language Arts

Closing the Gap SMART Goal:
* By 06/30/2017, 70 % of Kumeyaay Elementary Hispanic or Latino, Students will meet or exceed grade level standards as measured on the SBAC in English/Language Arts
* By 06/30/2017, 60 % of Kumeyaay Elementary Students with Disability will meet or exceed grade level standards as measured on the SBAC in English/Language Arts

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):
State test scores, district assessments, DRA data, ongoing grade level assessments including 4 point rubrics, classroom teacher monitoring sheets.

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 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2017, 70 % of Kumeyaay Elementary Grade 1-5, Students will meet grade level standards as measured on the SBAC level in Mathematics

Closing the Gap SMART Goal:
* By 06/30/2017, 60 % of Kumeyaay Elementary Students with Disability will meet or exceed common core grade level standards as measured by the SBAC in Mathematics
* By 06/30/2017, 70 % of Kumeyaay Elementary Hispanic or Latino, Students, Grades 3-5 will meet or exceed common core grade level standards as measured by the SBAC in Mathematics

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):
State test scores, district assessments, DRA data, ongoing grade level assessments including 4 point rubrics, classroom teacher monitoring sheets

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 06/30/2017, 70 % of Kumeyaay Elementary English Learner will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

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):
State test scores (including SBAC data and CELDT data), district assessments, DRA data, ongoing grade level assessments including 4 point rubrics, classroom teacher monitoring sheets

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, 80 % of Kumeyaay Elementary Grade 03, Students will meet or exceed Level 38 in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA data, ongoing grade level assessments, classroom teacher monitoring sheets.

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:

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 06/30/2017, 90 % of Kumeyaay Elementary Parents/Guardians will participate in at least in 3 school events in Parent and Community Engagement

Targeted Population:

Parents of all students pre-school through 5th grade.

What data did you use to form these goals?:

Last year's SPSA goals, current parent participation and engagement opportunities at the school site.

Progress and Growth Monitoring:

*Visitor and volunteer log in the office

*Back to School Sign In sheets

*Parent conference sign in sheets

*Attendance rates at events such as monthly Tribal Meetings, Open House, Family Picnic, Science NIghts, classroom academic celebrations, etc.

Title 1 Arts Grant (Award Sites ONLY):

BUDGET: Resources Aligned to Area Goals

Core Program:

· All teachers will plan Common Core Standards Based units appropriate for each grade level standards.

· Every English Learner will receive systematic ELD and integrated ELD instruction based upon language proficiency level.

· Teachers will provide balanced literacy instruction including daily guided reading.

· Staff will use multiple measures of assessment (i.e. district assessments, end of unit assessments, and teacher created assessments as well as student reflections to monitor progress and adjust instruction based upon the needs of students.)

· Staff will analyze student writing including on demand pieces using grade level writing rubrics and provide students with opportunities for concrete feedback and direction as it relates to grade level writing standards.

· Teachers will use graphic organizers and collaborative tasks to support student understanding.

· All English learners will be assessed and monitored using CELDT. Reclassified English Learners will also be monitored.

· District counselor and nurse will facilitate medical, dental and mental health referrals to community agencies.

· District counselor, nurse, teachers, clerk 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 enrich and extend classroom instruction as well as broaden experiences and build schema.

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

· Teachers will participate in professional development to strengthen literacy instruction

Strategic Support (Tier 2)

· Targeted push-in/pull-out flexible learning support (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

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

· Educational specialist will provide push in support instruction for targeted students in need.

· Focused, small group instruction will be provided to students at their point of need, across content areas by classroom teachers.

· Students will engage in level appropriate computer and media supports to accelerate, remediate and reteach concepts.

· Teachers will utilize the hold and release method as appropriate to keep a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

· Incorporate supplemental supports to provide students learning opportunities in the Least Restrictive Environment.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental supports and consultation support for targeted students.

- Related services will consult with teachers as appropriate to the individual student needs and supports needed.
- Grade level teams to address literacy needs of students who are below proficiency. Teachers may refer student to SST for additional support.
- Psychologist will collaborate with classroom teachers and observe or provide supports as appropriate to assist with differentiating instruction based on student need
- Nurse will provide health and wellness support for individual students as appropriate.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):

Teachers and support staff will participate in monthly collaboratives and teams to discuss and develop strategies to increase student centered instructional time and student engagement.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:

classroom observations
conferences with teachers
monitoring meetings with teachers
focused walkthroughs in content areas

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):

Kumeyaay staff will engage in the following in order to identify students who are at risk of not meeting grade level standards, develop instructional strategies and supports, and monitor progress: analysis of district and site assessments, grade level calibration for scoring student work and report cards, grade level monitoring and problem solving, Student Study Team meeting.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:

*analysis of student work
*calendar and list of students for SST team meetings and schedule for follow up
*classroom visits
*schoolwide walkthrough
*grade level monitoring meeting
*teacher and principal monitoring meetings

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):

Staff will engage in professional development aligned to the district's four learning cycles which will deepen their understanding of the reading/ writing process (Lucy Calkins Units), math practice standards, CCSS, assessment and data, and differentiating instruction to meet the needs of all learners as

they progress towards meeting/exceeding grade level standards.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:
*classroom observations
*school site walkthroughs
*staff reflections
*conferencing with staff members
*ILT
*monitoring meetings

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):
Students are supported through the school site counselor, psychologist, school nurse and health tech. Teachers implement the Second Step curriculum as appropriate for the needs of their students and grade level. The school is in it's second year of PBIS training.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:
*PBIS team observe and data collection
*referral rates
*attendance rates
*monitoring conferences with teachers
*SST team meeting documents

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):
Parents are invited to monthly tribal meetings, classroom celebrations and recognitions, and schoolwide events which include Back to School Night, Parent Involvement Day, Science Fair, Variety Show, and Open House as well as other parent organized events. Parent volunteer opportunities are available for school wide as well as classroom activities (such as Fine Artists, Everyone a Reader, Fun Run, Garden Club, Library). Our purpose is to build a community in which parents have multiple opportunities to be engaged in our learning community and enrich our students' experience. Our belief is that we are partners in educating our students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:
*conference sign in sheets
*daily volunteer/visitor logs
*attendance rates at Tribal Meetings and schoolwide events

Kumeyaay Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Local Control Funding Formula Goals

Goal 1: Intervention Supports

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

Intervention Support Goal::

Push-in/pull-out support is provided (as funding is available) to increase the number of students meeting grade level standards as evidenced by DRA.

Identified Need::

There are students who are not meeting grade level standards. These students would benefit from additional supports.

Target Group::

Students who are not meeting grade level standards.

Monitoring::

DRA scores, teacher monitoring sheets and records, grade level assessments/rubrics

Personnel Responsible::

Teachers/Grade Level Teams, Principal, Push-in/Pull out Personnel, ILT

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::

To provide teachers with grade level collaboration time to plan for instruction and develop supports for students to make academic progress to meet or exceed grade level standards.

Identified Need::

To plan units and instructional strategies based on the Common Core Standards and student strengths and needs.

Target Group::

Students who are not meeting grade level standards.

Monitoring::

Instructional Units and Lesson Plans

Teacher Monitoring Sheets and Records

Grade Level Monitoring Conversations (on designated minimum days)

Ongoing Classroom Visits

Personnel Responsible::

Teachers, Grade Level Teams, ILT, 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:

Teachers will engage in professional development opportunities and grade level collaboration which focuses on Common Core Standards based instruction and implementation, assessing and monitoring student progress, and strategic supports for students to meet or exceed grade level standards.

Identified Need::

To implement Common Core Standards based instruction as well as to refine classroom instructional supports based on student progress, strengths and needs.

Target Group::

Staff/Students in grades TK-5

Monitoring::

Teacher Monitoring Sheets and Records

Grade Level Monitoring Conversations (on designated minimum days)

Ongoing Classroom Visits

Teacher Reflections

Personnel Responsible::

Teachers, Grade Level Teams, ILT, Principal

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.

LCFF Intervention Supports

Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
PullOut/Push in Hrly	-	$5,000.00	0166-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	support students who are below grade level or need additional support to make progress towards grade level standards
Non Clsrm Tchr Hrly	-	$3,700.00	0166-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	LCFF 2	support the monitoring and assessment for EL's
Prof&Curriclm DevHrlyClsrmTchr	-	$1,650.00	0166-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	school team planning time to develop school wide supports focused on student academic, social and personal growth
Prof&Curriclm Dev Vist Tchr	-	$3,473.00	0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	releasing classroom teachers for professional development to develop instructional strategies and plans which will provide access and supports for students who do not yet meet grade level standards

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

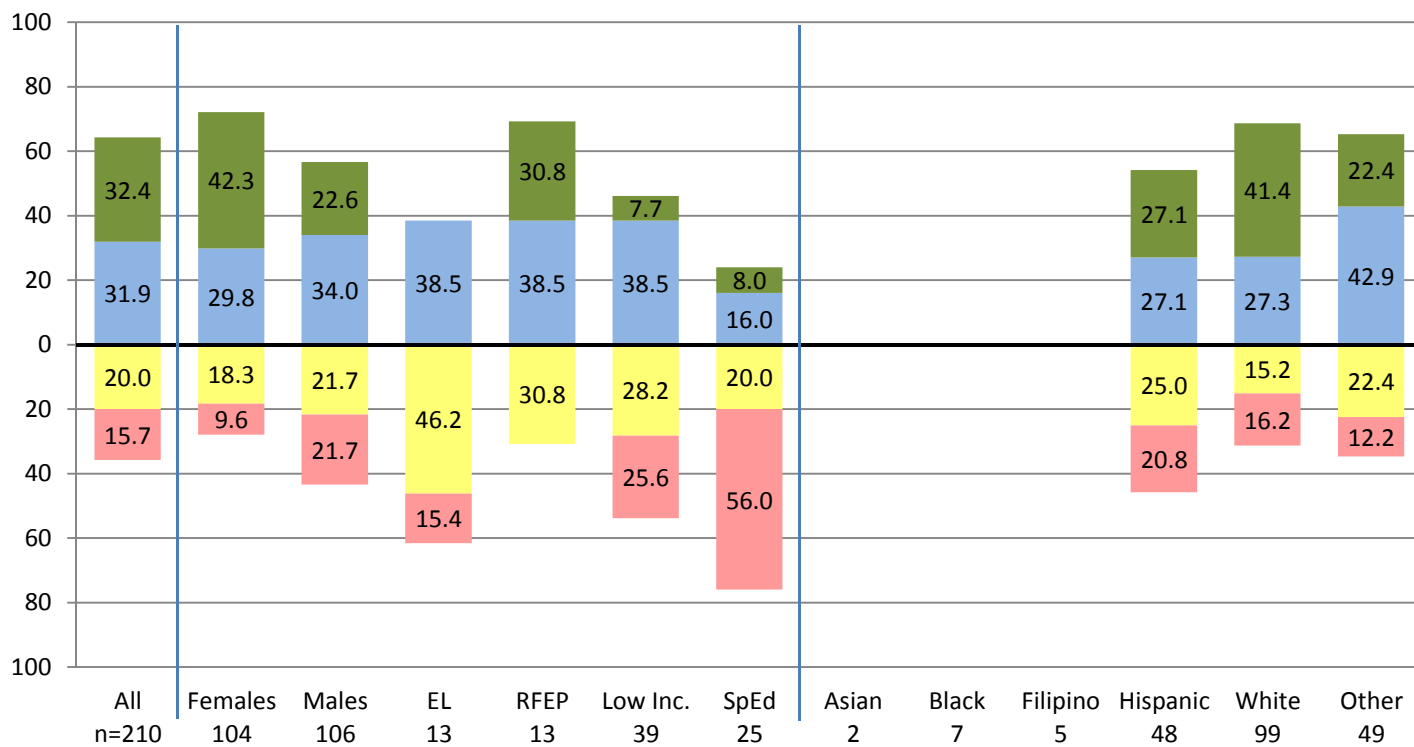G. WASC Recommendations (WASC Schools Only)

APPENDIX A

DATA REPORTS

PERFORMANCE LEVELS BY GRADE REPORT
Kumeyaay - All Grades
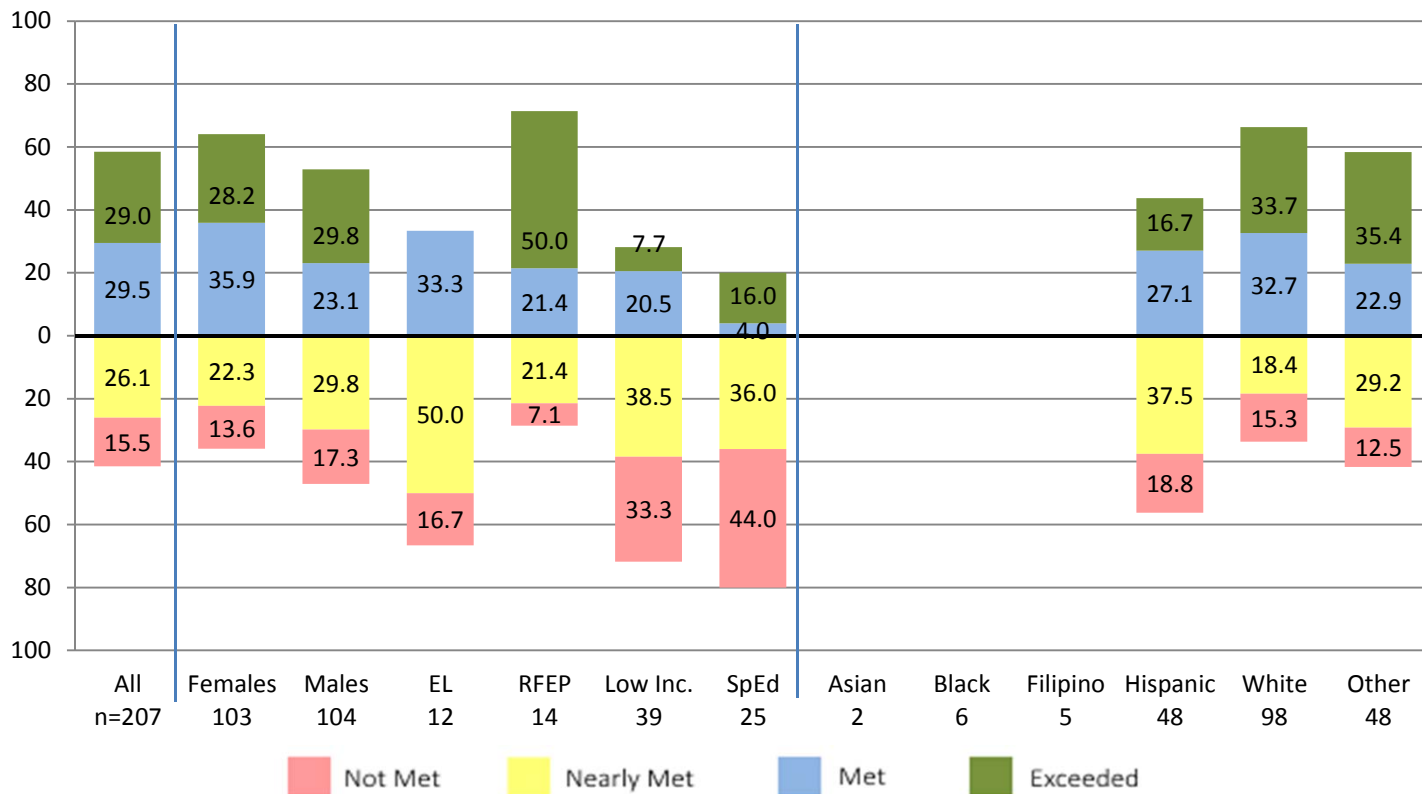## Smarter Balanced Summative Assessments 2015

ENGLISH LANGUAGE ARTS

Percent of Students at Each Achievement Level

	All n=210	Females 104	Males 106	EL 13	RFEP 13	Low Inc. 39	SpEd 25	Asian 2	Black 7	Filipino 5	Hispanic 48	White 99	Other 49
Exceeded	32.4	42.3	22.6		30.8	7.7	8.0				27.1	41.4	22.4
Met	31.9	29.8	34.0	38.5	38.5	38.5	16.0				27.1	27.3	42.9
Nearly Met	20.0	18.3	21.7	46.2	30.8	28.2	20.0				25.0	15.2	22.4
Not Met	15.7	9.6	21.7	15.4		25.6	56.0				20.8	16.2	12.2

MATHEMATICS

Percent of Students at Each Achievement Level

	All n=207	Females 103	Males 104	EL 12	RFEP 14	Low Inc. 39	SpEd 25	Asian 2	Black 6	Filipino 5	Hispanic 48	White 98	Other 48
Exceeded	29.0	28.2	29.8		50.0	7.7	16.0				16.7	33.7	35.4
Met	29.5	35.9	23.1	33.3	21.4	20.5	4.0				27.1	32.7	22.9
Nearly Met	26.1	22.3	29.8	50.0	21.4	38.5	36.0				37.5	18.4	29.2
Not Met	15.5	13.6	17.3	16.7	7.1	33.3	44.0				18.8	15.3	12.5

Legend: Not Met | Nearly Met | Met | Exceeded

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS

San Diego Unified School District
KUMEYAAY ELEMENTARY
PARENT INVOLVEMENT POLICY

Kumeyaay Elementary will provide a flexible number of meetings and a variety of opportunities which allow for parent involvement. Monthly School Site Council/Governance Team meetings are also conducted, providing information to stakeholders relative to budgets and programs that support student learning. Parent membership is required and welcomed. The content of these monthly meetings may be translated upon request in other available languages. Topics covered during the meetings will include:

- Review of current student assessment data and student progress
- Improving the communication between home and school
- Data based rationale and strategies to enhance parent involvement
- Providing information about available resources for improving student achievement
- Parent education opportunities focused on supporting academics at home
- Shared decision-making relative to allocations of budget funds
- Receiving information from district level committee members
- Evaluating/Revising the school's Parent Involvement Policy
- Valuing diversity

Parental input is welcomed and valued at the School Site Council (SSC), providing an ongoing opportunity for parents in the planning, review and decision-making processes for the improvement of the instructional program and overall school environment.

Important school and district news, upcoming events, and information to provide parents with strategies to support their children are communicated through the following: school website, marquee, Tierra Times Community Newspaper, monthly Tribal Meetings, and periodic letters or newsletters. Parent notices (via flyers, call outs or e-mail) are regularly distributed to promote all events held at Kumeyaay Elementary. Additionally, a telephone/e-mail communication system is utilized to regularly deliver messages and reminders to parents.

All parents are encouraged to join parent involvement groups/committees which support our students, such as the Kumeyaay Foundation, the Fine Artists Program, classroom volunteers, Everyone a Reader Tutoring, Garden Club, Running Club. Kumeyaay Elementary and our parent committees provide regular opportunities for parent volunteering as well as for social support and fellowship. The school administrator and teachers are available to parents for informal meetings to discuss concerns or to receive suggestions and recommendations. Parent concerns that are related to the SSC/Governance Team will be presented for further discussion and/or decision.

The Research and Reporting Office and the Testing unit notifies parents annually of individual student assessment results. An explanation of the information is available in several languages on the district and state websites.

The community of Kumeyaay Elementary welcomes and appreciates parent involvement, believing that parent support is critical to student success at school.

APPENDIX C

HOME/SCHOOL COMPACT

San Diego Unified School District

Kumeyaay Elementary

HOME/SCHOOL COMPACT 2016-17

 Kumeyaay Elementary *and the parents of the students participating in activities, services, and programs at Kumeyaay Elementary agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during the current school year.*

<u>**School Responsibilities**</u>

Kumeyaay Elementary School will:

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

- Standards-Based lesson development
- Inquiry strategies to develop critical thinking across the curriculum areas
- RTI (Response to Intervention) support

 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- Conferences are held in the Fall and Spring, and by appointment during the year.
- Student Study Teams are conducted as needed on an ongoing basis.
- Individual Education Plan (IEP) meetings are conducted in compliance with the law.
- 504 Plans are reviewed on an ongoing basis.

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

- Three report cards are issued during the school year.
- District assessments results will be provided for parents to review.
- Teachers may send home additional periodic progress reports at a parent's request or according to that teacher's policy.

4. Provide parents reasonable access to staff.

- Each staff member will use and maintain their district e-mail account.
- Each staff member will be available to meet with parents at a mutually agreed upon time.

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

- Parents may volunteer by contacting their child's teacher, the Foundation or the front office.
- Parents are welcome to observe classroom instruction. We ask your kind consideration in making arrangements with a minimum 24 hours advanced notice prior to observing classroom instruction unless otherwise arranged by mutual agreement with the teacher.

Student Responsibilities

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

- Making education my first priority.
- Arriving on time and ready to learn.
- Respecting myself, school property, and others.
- Completing my classwork/homework as assigned and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving to my parents/guardian all notices and information received from school.
- Following the Kumeyaay Code

    Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

Parent Responsibilities

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

- Making sure my child attends school every day, on time (unless ill).
- Making sure that homework is completed.
- Maintaining a rapport with my child(ren)'s teacher(s).
- Establishing contact with child's teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
- Promoting positive use of my child's extracurricular time.
- Volunteering in my child's classroom, when possible.
- Reading and responding, as necessary, to all communications from the school.
- Serving on school committees when possible.
- Attending parent conferences.
- Working together with the school to foster a positive community spirit and supportive environment.

PLEASE NOTE: SIGNATURES ARE NOT REQUIRED.

APPENDIX D

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID

*No Categorical budget

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Kumeyaay Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	*Continue PLC work to collaboratively plan units and lessons *Provide differentiated professional development for teachers *Monitor behavioral and cognitive engagement *Schoolwide walkthroughs, classroom visits and
CLOSING THE ACHIEVEMENT GAP	*Work with parents to develop additional volunteer opportunities for parents to assist during the instructional day *Add minimum days to next year's master calendar to provide time for grade level calibration, work analysis, student monitoring, and problem solving *Meet to plan and discuss Tier 2 interventions for academic, social and personal supports
PROFESSIONAL DEVELOPMENT	*Add minimum days for vertical teaming and grade level collaboration (PLC) *Share effective classroom environments and strategies to build capacity within and through the grade levels *Continue to utilize the district's four learning cycles *NGSS professional development to begin with teacher leader (to begin building capacity) *PBIS Team training and development * CoTA (Collaboration with Teachers and Artists) planning and instruction for integrating arts into the core curricular areas *Provide opportunities for teachers to observe other classrooms or sites *Release time (as the budget allows) for ILT and PBIS to calibrate, create a clear vision, develop a plan to be implemented throughout the year

GRADUATION/PROMOTION	*Continue Everyone a Reader *Work with parents to develop additional volunteer opportunities for parents to assist during the instructional day *Add minimum days to next year's master calendar to provide time for grade level calibration, work analysis, student monitoring, and problem solving *
PARENT ENGAGEMENT	*Continue events which are a strong tradition at Kumeyaay, such as monthly Tribal Meetings, Family Picnic, Parents at Lunch for Birthdays, Kinder Manners Lunch, Science Fair, Back to School and Open House *Continue classroom academic celebrations in the classrooms (Writing Celebrations, Genius Hour Presentations, Living Museum, etc.) as determined by grade levels and teachers *Add a Picnic Lunch at the beginning of the year to facilitate community building and family familiarity *