THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT AUDUBON K-8 SCHOOL

2014-16

37-68338-6039143
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: Freeman, Wilma
Contact Person: Freeman, Wilma
Position: Principal
Telephone Number:
Address: 8111 San Vicente St, Audubon K-8, San Diego, CA, 92114-4836,
E-mail Address: wfreeman@sandi.net

The following items are included:
☑ Recommendations and Assurances
☑ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☑ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.
2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: [AUDUBON K-8 SCHOOL] DUE March 13, 2015

SITE CONTACT PERSON: JEAN FREEMAN

PHONE: (619) 344-5800 FAX: (619) 344-5849 E-MAIL ADDRESS: wfreeman@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
☐ Quality Education Investment ☑ Title 1 Schoolwide Programs ☑ Program Improvement (PI)
☐ Act (QEIA) ☐ SWP ☐ 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: 01/28/15
☐ 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: 2/02/15 and 3/10/15
☐ 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: 03/10/15

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

Jean Freeman
Type/Print Name of School Principal
Signature of School Principal
Date: 3/11/15

Kathleen Dorworth
Type/Print Name of SSC Chairperson
Signature of SSC Chairperson
Date: 3/11/15

Lamont Jackson
Type/Print Name of Area Superintendent
Signature of Area Superintendent
Date: 3/16/15

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

Updated 02.12.15 mdj
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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION
EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district’s Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.
SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
The vision for Audubon K-8 School is to have a vision driven school where decisions are based on data and students' needs. Our students receive a first-class educational experience based on academic excellence. We work in partnership with families, the community, and other resources to ensure our students are provided a broad and challenging curriculum with many meaningful experiences and opportunities to succeed. Professional learning for all school staff is ongoing to continuously raise the quality of instructional practices in all classrooms in order to raise the level of achievement for each and every child.

Audubon K-8 School is vision driven and decisions are made based on data and students’ needs. Our Instructional Leadership Team has begun our work around understanding our roles in supporting school-wide achievement goals, raising grade-level academic rigor, planning standards based lessons, supporting critical thinking, meaning making and problem solving. Our work this year will center on identifying and building on student strengths, planning for specific and purposeful instruction, increasing rigor, and expanding student engagement throughout the school.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>1:24</td>
</tr>
<tr>
<td>Grades K-3 with CSR</td>
<td>1:22</td>
</tr>
<tr>
<td>Grade 4-5</td>
<td>1:32.13</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>1:28.70</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Enrollment/Days Per Week</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-592</td>
<td>1 day per week</td>
</tr>
<tr>
<td>593-1,185</td>
<td>2 days per week</td>
</tr>
</tbody>
</table>
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. K-8 schools are allocated FTE based on the Elementary ratio except for grades 6-8 which are prorated based on the Middle School ratio of 1:481.

<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 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:
AUDUBON K-8 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)
Audubon K-8 School’s leadership team, staff, parents, and community members, with the support of SDUSD central office staff, have accepted the task of developing a restructuring plan to be implemented beginning in the 2012–2013 school year. Audubon staff is committed to implementing a professional development program oriented toward formulating and putting into effect a comprehensive monitoring system in which instructional staff regularly analyze, and discuss student progress, and interventions, in order to make effective adjustments to instruction.

All Audubon’s teachers, as well as classified staff as appropriate, will participate in professional learning that concentrates on the following topics:
- Developing strong, data driven PLCs
- Focus on small group instruction, with lesson studies, planned common assessments, and differentiation for students
- School-wide implementation of a Positive Behavior Intervention and Support system
- Strategies for active engagement of students in lessons and differentiated learning
- Systematic English Language Development, with emphasis on lessons that target students who score at the Intermediate level on the CELDT

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 grade-level expectations. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.
## SCHOOL SITE COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Jean Freeman</td>
<td>Principal</td>
</tr>
<tr>
<td>Brenda Iodice</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Kathleen Dorworth</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Nicholas Quadrimellish</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Maria &quot;Letty&quot; Zamora</td>
<td>Other School Representative</td>
</tr>
<tr>
<td>Margarita Medina</td>
<td>Parent</td>
</tr>
<tr>
<td>Andrew Buxton</td>
<td>Parent</td>
</tr>
<tr>
<td>Shawna Buxton</td>
<td>Parent</td>
</tr>
<tr>
<td>Michelle Rambo</td>
<td>Parent</td>
</tr>
<tr>
<td>Ashley Brown</td>
<td>Parent</td>
</tr>
</tbody>
</table>
**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**
* By 07/21/2016, 25% of Audubon K-8 Students will meet Common Core grade-level standards in SBAC

**Closing the Gap SMART Goal:**
* By 07/21/2016, 20% of Audubon K-8 Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC
* By 07/21/2016, 20% of Audubon K-8 English Learner, Students will meet Common Core grade-level standards in SBAC

**What data did you use to form these goals?**

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

**Goal #1: Academic Improvement in Literacy and Math will result for all students K-8 using ELA, CELDT, and benchmark data.**

**Activity:** Grades K-1 receive visual arts instruction by trained credentialed art teachers 3 hours per week.

**Activity:** Grades 2-3 receive writing instruction through theatre arts integration 1-2 times per week.

**Activity:** Grades 4-8 receive writing instruction through Playwright's Project integration 1-2 times per week.
### Area 2: Mathematics

**Mathematics SMART Goal:**
- By 07/21/2016, 35% of Audubon K-8 Students will meet Common Core grade-level standards in SBAC

**Closing the Gap SMART Goal:**
- By 07/21/2016, 30% of Audubon K-8 English Learner, Students will achieve a meet Common Core grade-level standards in SBAC
- By 07/21/2016, 30% of Audubon K-8 Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC

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

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

### Other Assessments (Please Specify):

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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):

**Goal #1: Academic Improvement in **Literacy and Math** will result for all students K-8 using ELA, CELDT, and benchmark data.**
- **Activity:** Grades K-1 receive visual arts instruction by trained credentialed art teachers 3 hours per week.
- **Activity:** Grades 2-3 receive writing instruction through theatre arts integration 1-2 times per week.
- **Activity:** Grades 4-8 receive writing instruction through Playwright's Project integration 1-2 times per week.

*Title I funds generally are used to improve academic achievement in reading and math, but the resources can be used to help students improve their*
Audubon K-8 SINGLE PLAN FOR STUDENT ACHIEVEMENT

achievement in all of the core academic subjects. Title I funds are flexible, and can be used to provide:

- Professional development for teachers
- Support hiring additional teachers and classroom aides
- Improve curriculum
- Enhance parent involvement
- Extend learning time for students who need extra help
- Provide other activities that are tied to raising student achievement
## Area 3: English Learner

### English Learner SMART Goal:
* By 07/21/2016, 59% of Audubon K-8 English Learner, Students will meet one year's growth in English proficiency or reach Early Advanced in California English Language Development Test

### Closing the Gap SMART Goal:

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

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

### Other Assessments (Please Specify):
- Ongoing Oral Language Assessment
- Written Expression Tool
- SBAC
- DRA / ARI
- Gap Finder assessment
- Teacher anecdotal notes

### Progress and Growth Monitoring:

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

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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):
Goal #1: Academic Improvement in **Literacy and Math** will result for all students K-8 using ELA, CELDT, and benchmark data.

**Activity:** Grades K-1 receive visual arts instruction by *trained credentialed* art teachers 3 hours per week.

**Activity:** Grades 2-3 receive writing instruction through theatre arts integration 1-2 times per week.

**Activity:** Grades 4-8 receive writing instruction through Playwright's Project integration 1-2 times per week.
### Area 4: Graduation/Promotion Rate

**Graduation Rate SMART Goal:**
* By 07/21/2016, 45% of Audubon K-8 Grade 03, Students will be at independent reading level 38 in DRA
* By 07/21/2016, 100% of Audubon K-8 Grade 08, Students will not have a grade of F in both Math and English in Report Cards

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

- Ongoing assessments
- Chapter tests
- Unit tests

**Progress and Growth Monitoring:**

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

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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):**

**Goal #3:** Research supports the premise that students who attend school regularly have higher academic success than their peers who have higher numbers of absentee days. The number of days students attend school will increase in grades K-8 due to the engagement in the arts instruction.
<table>
<thead>
<tr>
<th><strong>Activity:</strong></th>
<th>Visual art and theatre instruction will encourage students to come to school and participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Student confidence, academic success and an increased sense of community will sustain good attendance in students.</td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td>Parents will demonstrate an improved interest in student learning and encourage their students to come to school every day.</td>
</tr>
</tbody>
</table>
### Area 5: Parent Involvement and Community Engagement

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

* By 07/21/2016, 70% of Audubon K-8 Parents/Guardians will participate in 4 events in Parent and Community Engagement

**Targeted Population:**

We will target our third through eighth grade parents. Data shows that parent support and involvement declines toward the end of the primary grades and as students matriculate to the higher grade levels.

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

Sign in sheets for events such as Principal Coffee's, Back to School Nights, Parent phone call conferences, Spring Open House, Fall Parent / Teacher Conferences, Spring Parent / Teacher Conferences, Monthly Award Ceremonies, Parent Workshops and trainings, SSC Meetings, Parent Volunteer sign-in sheets, Family BBQ participation, ELAC Meetings, IEP's, and Student Study Team Meetings.

**Progress and Growth Monitoring:**

All teachers will keep a Parent / Teacher communication log to strengthen the home / school connection.

**Title 1 Arts Grant (Award Sites ONLY):**

**Goal #2:** Family Engagement will be evidenced by an increase of parents and family members at schoolwide family nights, performances and art shows

**Activity:** Visual art instruction will provide a variety of student artwork which will be displayed throughout the classroom and school encouraging families to come to the school to see the work.

**Activity:** Family Nights will be held throughout the year to celebrate student art and performances in visual art, music, theatre and dance.
### BUDGET: Resources Aligned to Area Goals

#### Core Program:

**Universal Access to Strong Core Instructional Program (Tier 1)**
All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day

Teachers will provide balanced literacy instruction including daily guided reading

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students)

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

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

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

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

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

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

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

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

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

#### Strategic Support (Tier 2)

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

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

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

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

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

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

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students
Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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

**Intensive Intervention (Tier 3)**

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers. Counselor and support mentors will provide monthly check in with at risk students.

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

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

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

**SUPPLEMENTAL SUPPORTS**

<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 Health Technician</td>
<td>0.1500</td>
<td>$5,016.75</td>
<td>0009-30100-00-2236-3140-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>A Health Tech is needed to support medically fragile students. This additional support is necessary to ensure the Health Office will be staffed when students are present. Audubon students are more able to achieve academic goals when their medical needs are met.</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td>-</td>
<td>$7,123.00</td>
<td>0009-00031-00-4302-8100-0000-01000-7004</td>
<td>Custodial Supplies</td>
<td>01, 02, 03, 04</td>
<td>Instructional supplies are necessary to provide a strong educational environment and hands on instruction.</td>
</tr>
<tr>
<td>Classroom Teacher Hrly</td>
<td>-</td>
<td>$16,000.00</td>
<td>0009-30100-00-1157-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Classroom Teacher Hourly is needed to support students who are not meeting grade-level standards. Research shows that extended instructional time has the most powerful impact on learning in schools serving low performing students. This extended time must be strategically focused on specific students' needs.</td>
</tr>
<tr>
<td>Conference Local</td>
<td>-</td>
<td>$250.00</td>
<td>0009-30100-00-5209-2700-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, 05</td>
<td>Conference and registration fees for professional development to assist administration in gaining a deeper understanding of Common Core curriculum, the socio-emotional needs of students, and assisting parents in meeting the academic needs of students. Attendance in conferences will support teaching and learning at Audubon.</td>
</tr>
<tr>
<td>Software License</td>
<td>-</td>
<td>$3,500.00</td>
<td>0009-30100-00-5841-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Web based programs assist us in addressing specific and particular areas of concern for students. The purchase of Software licenses will provide Tier II support to assist students in meeting grade-level standards. The purchase of software licenses will enhance school-wide literacy and math programs.</td>
</tr>
<tr>
<td>Supplies</td>
<td>-</td>
<td>$0.00</td>
<td>0009-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, 05</td>
<td>Instructional supplies are necessary to provide a strong educational environment and hands on instruction.</td>
</tr>
<tr>
<td>Interprogram Svcs/Field Trip</td>
<td>-</td>
<td>$3,000.00</td>
<td>0009-30100-00-5735-1000-1110-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Fieldtrips are necessary to provide valuable educational opportunities. Fieldtrips support and enhance students' knowledge of the curriculum and the world.</td>
</tr>
</tbody>
</table>

SPSA Template Revised 4/10/2015
**Audubon K-8 SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Code</th>
<th>Program</th>
<th>Dates</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof&amp;Curriclm DevHrlyClsrmTchr</strong></td>
<td>$14,418.00</td>
<td>0009-30100-00-1170-2130-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Teacher Hourly is necessary in order to allow ILT members to attend an ILT Summer and Spring institute. The institute will enable the ILT to support our school-wide focus and plan for the year. Teacher hourly will be needed for data analysis, reviewing grade-level curriculum / standards, and planning strategic support.</td>
</tr>
<tr>
<td>Conference Local</td>
<td>$750.00</td>
<td>0009-30100-00-5209-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Conference and registration fees for professional development to assist staff in gaining a deeper understanding of Common Core curriculum, the socio-emotional needs of students, and assisting parents in meeting the academic needs of students.</td>
</tr>
<tr>
<td>Interprogram Svc/Paper</td>
<td>$500.00</td>
<td>0009-30100-00-5733-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04, 05</td>
<td>Copier paper to support a strong educational environment and support the home / school connection.</td>
</tr>
<tr>
<td>Supplies</td>
<td>$61,000.00</td>
<td>0009-30100-00-4301-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Supplemental instructional supplies such as chart paper, journals, markers, math manipulatives, pocket charts, etc. to support academic learning</td>
</tr>
<tr>
<td><strong>Prof&amp;Curriclm Dev Vist Tchr</strong></td>
<td>$12,117.00</td>
<td>0009-30100-00-1192-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>01, 02, 03, 04</td>
<td>Three release days for PLC's for Professional Development. Days will provide collaboration opportunities for PLC's to plan and attend professional development. This release time will be used for data analysis and strategic lesson planning and support for Tier II students.</td>
</tr>
<tr>
<td>Clerical OTBS Hrly</td>
<td>$160.00</td>
<td>0009-30103-00-2451-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>01, 02, 03, 04, 05</td>
<td>OTBS Clerical Hrly is needed to assist staff in communication with parents. OTBS support will provide translations during parent / teacher conferences in order to strengthen the home / school connection.</td>
</tr>
<tr>
<td>Tech Professional OTBS Hrly</td>
<td>$150.00</td>
<td>0009-30103-00-2455-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>01, 02, 03, 04, 05</td>
<td>Translation support is necessary to assist staff in communication with parents. Hourly support will provide translations during parent / teacher night meetings and/or promotion. This will support and strengthen the home / school connection.</td>
</tr>
<tr>
<td>Other Support Prsln PARAS Hrly</td>
<td>$500.00</td>
<td>0009-30103-00-2281-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>01, 02, 03, 04, 05</td>
<td>Classroom PARA Hrly will assist staff in communication with parents. PARA support will provide translations during parent / teacher conferences in order to strengthen the home / school connection. Children's academic needs</td>
</tr>
<tr>
<td>Inservice supplies</td>
<td>$1,200.00</td>
<td>0009-30103-00-4304-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>01, 02, 03, 04, 05</td>
<td>Studies indicate parents will more freely participate in school activities if they feel they are welcomed and appreciated. The purchase of inservice paper products and light refreshments for parent outreach events will support academic learning and build a strong and supportive learning environment.</td>
</tr>
<tr>
<td>Retired Clsrm Teacher Hrly</td>
<td>$8,210.00</td>
<td>0009-30106-00-1189-1000-1110-01000-0000</td>
<td>Title I Supplmnt Prog Impvrmnt</td>
<td>01, 03, 04</td>
<td>Retired Classroom Teacher Hrly. will support Tier II students during a short-term project. Research shows that small group instruction has the most powerful impact on learning in schools serving low performing students. This double dose of Guided Reading will focus on specific students’ needs.</td>
</tr>
</tbody>
</table>

**LAN FOR**

**Title I Supplmnt Prog Imprvmnt**

**Title I Parent Involvement**

**Title I Basic Program**

**Program**

**OTBS Clerical Hrly**

**Support**

**PARAS Hrly**

**Inservice**

**Supplies**

**OTBS Hrly**

**Retired Clsrm Tchr**

**Prof&Curriclm Dev**

**Vist Tchr**

**Clerical OTBS Hrly**

**Tech Professional OTBS Hrly**

**Other Support Prsln**

**Support**

**PARAS Hrly**

**Inservice**

**Supplies**

**OTBS Hrly**

**Retired Clsrm Tchr**
## Local Control Funding Formula Goals

<table>
<thead>
<tr>
<th><strong>Goal 1: Intervention Supports</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

### Intervention Support Goal:

Provide target small group Tier II instruction during the Literacy Block, focusing on word study, fluency, and reading comprehension.

**Identified Need:**

Students not meeting grade level expectations in literacy.

**Target Group:**

Students in K-8 grades who are considered below grade level according to district DRA / ARI standards and progress report.

**Monitoring:**

Data collection: DRA, SDUSD Interim, and ARI assessments.

**Personnel Responsible:**

Teachers and administration

<table>
<thead>
<tr>
<th><strong>Goal 2: Classroom Supports</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Support Goal:

To increase access to grade level standards and improve learning, teachers must plan appropriate lessons based on students' English proficiency levels. Supplemental instructional materials and other supports will be provided to enhance student achievement and provide English Learners with the full range of learning opportunities equivalent to those provided to native speakers of English.

**Identified Need:**

Supplemental materials to support English Learners instruction that are Common Core aligned.

**Target Group:**

All EL students.

**Monitoring:**

CELDT assessments, writing rubrics, observation notes, WExT, ELD Written Tool, and oral language rubrics

**Personnel Responsible:**

Teachers and administration

<table>
<thead>
<tr>
<th><strong>Goal 3: Professional Development</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>
**Audubon K-8 SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Professional Development Goal:**
PLC Teams will plan lessons to foster long-term student learning goals. Teams will design better lessons that promote student engagement and thinking, deepen teachers' content/subject matter knowledge, assist teachers in learning successful instructional strategies, and promote the sharing, designing, and practicing of BEST Teaching Practices.

**Identified Need:**
Professional Development within the PLC collaborative model will provide time to strengthen teachers' knowledge around planning appropriate lessons based on students' needs.

**Target Group:**
All K-8 grade teachers

**Monitoring:**
Teachers will meet once a month for four months and provide agendas, reflections, and artifacts developed during collaborative planning meetings. Ongoing observable visits and monitoring notes will be collected.

**Personnel Responsible:**
Teachers and administration

---

**LCFF INTERVENTION SUPPORTS**

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>Position Vice Principal,</td>
<td>0.2051</td>
<td>$19,875.01</td>
<td>0009-09800-00-1309-2700-0000-01000-0000</td>
<td>LCFF 1, LCFF 2, LCFF 3</td>
<td>VP for school wide support in all areas, discipline, instruction, professional development, supervision, parent meetings, and curricular activities. VP supports instruction of CCSS through classroom observation, the provision of feedback to teachers, and evaluation of teacher efficacy. VP plans, organizes PD based on teacher need and district goals in math and ELA. VP meets with parents and students as well to support achievement, citizenship and attendance.</td>
</tr>
<tr>
<td>Non Clsrn Tchr Hrly</td>
<td>-</td>
<td>$9,000.00</td>
<td>0009-09800-00-1957-3160-4760-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>03, LCFF 1, LCFF 2</td>
</tr>
<tr>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td>-</td>
<td>$13,949.00</td>
<td>0009-09800-00-1192-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>LCFF 1, LCFF 2, LCFF 3</td>
</tr>
</tbody>
</table>
**Audubon K-8 SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Budget</th>
<th>Code</th>
<th>Supporting Services</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage Expense</td>
<td>to support and strengthen the home / school connection.</td>
<td>$500.00</td>
<td>0009-09800-00-5920-1000-1110-01000-0000</td>
<td>LCFF 2</td>
<td>Postage is needed to support and strengthen the home / school connection.</td>
</tr>
<tr>
<td>Classroom PARAS Hrly</td>
<td>to provide translations during parent teacher conferences in order to strengthen the home school connection.</td>
<td>$500.00</td>
<td>0009-09800-00-2151-1000-1110-01000-0000</td>
<td>LCFF 03, 04, 05, LCFF 1, LCFF 2</td>
<td>Classroom HRLY support will provide translations during parent teacher conferences in order to strengthen the home school connection.</td>
</tr>
<tr>
<td>Interprogram Svcs/Duplicating</td>
<td>Duplication and copying services will support school communication and school programs in order to decrease the use of the school copy machine.</td>
<td>$1,000.00</td>
<td>0009-09800-00-5721-1000-1110-01000-0000</td>
<td>LCFF 05, LCFF 2</td>
<td>Duplication and copying services will support school communication and school programs in order to decrease the use of the school copy machine. In addition, of classroom materials.</td>
</tr>
<tr>
<td>Contracted Svcs Less Than $25K</td>
<td>Studies indicate students who are introduced to the arts at an early age become motivated learners and have improved attendance. Contracted Services will enhance student learning through fine arts assemblies / theater production.</td>
<td>$1,500.00</td>
<td>0009-09800-00-5853-1000-1110-01000-0000</td>
<td>LCFF 01, 02, 04, LCFF 1</td>
<td>Studies indicate students who are introduced to the arts at an early age become motivated learners and have improved attendance. Contracted Services will enhance student learning through fine arts assemblies / theater production.</td>
</tr>
</tbody>
</table>
APPENDICES

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

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

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

(Provided by the School Site)
AUDUBON K-8 SCHOOL

TITLE I PARENT INVOLVEMENT POLICY

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

Audubon K-8 School has developed a written Title I parental involvement policy with input from Title I parents. Audubon Staff collected input from parents and guardians via meetings and surveys. It has distributed the policy to parents of Title I students. The policy is distributed to parents each fall along with the Fall Newsletter from the Principal.

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 Audubon K-8 School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting is conducted during our Back to School Night in September or October.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings are held throughout the year in the morning, afternoon, and evenings to support working parents and guardians in learning about school programs, discussing current student assessment data, student progress, and gathering feedback from parents / guardians about school-wide programs, and the needs of students’ and their families.

- 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. Meetings are held monthly to improve communication between home and school. Meetings such as Principal Coffees, community meetings, and English Learner Advisory Committee meetings provide information about school and district resources for student academic improvement. The October, January, and March Principal Coffee meetings focus mainly on the Title I Parent Involvement Policy, surveying parents / guardians about school programs, and identifying & prioritizing budgetary needs. The annual review of the Single Plan for Student Achievement is held every March.

- The school provides parents of Title I students with timely information about Title I programs. Letters, flyers, and ParentConnect calls are made to inform parents of meetings, critical information, and parent workshops to support student achievement.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is conducted during Back to School Night and during Parent / Teacher Conferences.
If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Meetings are held monthly to improve communication between home and school and allow for feedback from parents / guardians.

**School-Parent Compact**

*Audubon K-8 School* 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

*Audubon K-8 School developed the policy with Title I parent input. It is distributed in the fall to Title I parents along with the Fall Newsletter.*

**Building Capacity for Involvement**

*Audubon K-8 School* 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. The school provides information to parents / guardians via parent newsletters, ParentConnect calls, and meetings.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parent classes and workshops are provided to support student achievement. Parents / guardians are encouraged to participate to support teaching and learning.
- 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. Staff is encouraged to reach out to parents strengthen the home / school connection, to volunteer and assist with class programs and special projects, and to attend meetings and conferences.
- 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. Parents / guardians are encouraged to participate in advisory groups such as the School Site Council,
the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

- 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. All letters, flyers, and other communication is translated in Spanish.

- The school provides support for parental involvement activities requested by Title I parents.
  
  - Parents, families and community members are strongly encouraged to participate and observe at school whenever possible. To ensure a strong academic program, parents are asked to contact their child’s teacher to schedule observations in advance.
  - PTA functions, general meetings and board meetings
  - School Dance, Science Nights, Movie Nights etc. (events may be substituted)
  - Back to School Night in the fall and Open House in the spring
  - Field trips and other special class activities
  - Special lunch dates

Accessibility

*Audubon K-8 School* 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. All written material sent home is translated in Spanish and there is always a Spanish translator provided for all school meetings and workshops.
APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)
Audubon K-8 School 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 2013-2014.

**School Responsibilities**

**Audubon K-8 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:**
   - We will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students.
   - We will provide an enriching academic program based on standards.
   - We will give students timely feedback on their work.
   - We will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
   - We will seek out additional resources to meet our students’ special academic needs.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.**
   
   Parent-Teacher conferences are scheduled to be held in November and in March.

3. **Provide parents with frequent reports on their child’s progress.**
   
   We will provide regular, ongoing and direct communication regarding student progress in a variety of ways. Methods of communication may include sending home daily work and tests, weekly reports, phone calls, e-mails, report cards, learning contracts, SST meetings, IEP meetings, conferences, newsletters and website.

4. **Provide parents reasonable access to staff.**
   - We provide a welcoming environment for students, families, and community members.
   - Parents can leave messages for staff members on the answering machine, in their mail box or via e-mail.
   - Staff members are available at various times by appointment.
   - Staff members are available at all parent functions and site decision making groups.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Parents, families and community members are strongly encouraged to participate and observe at school whenever possible. To ensure a strong academic program, parents are asked to contact their child’s teacher to schedule observations in advance.
- PTA functions, general meetings and board meetings
- School Dance, Science Nights, Movie Nights etc. (events may be substituted)
- Back to School Night in the fall and Open House in the spring
- Field trips and other special class activities
- Special lunch dates

Parent Responsibilities
We, as parents, will support our child’s learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Checking School Planner to ensure class assignments are complete
- Monitoring amount of television my child watches.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee or other school advisory groups.
- Contacting the teacher for daily assignments in case of extended absences.
- Making sure that my child arrives at school on time.

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.
- Come to school well rested and prepared to learn.
APPENDIX C

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocation Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>$12,500,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$500,000</td>
</tr>
<tr>
<td>Technology</td>
<td>$750,000</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$300,000</td>
</tr>
<tr>
<td>Health</td>
<td>$1,000,000</td>
</tr>
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</table>

(Provided by Financial Planning, Monitoring and Accountability Department)
San Diego Unified School District  
Site: 0009 Audubon K-8  
As of Date 04-10-2015  
Extended Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>30100 Title I Basic Program</th>
<th>30103 Title I Parent Involvement</th>
<th>30106 Title I Supplmnt Prog Improvmt</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>TOTAL</td>
<td>FTE</td>
</tr>
<tr>
<td></td>
<td>127,006.00</td>
<td>127,005.96</td>
<td>2,198.00</td>
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<tr>
<td></td>
<td>0.04</td>
<td>(0.74)</td>
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<td>Classified Salaries / Monthly</td>
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</tr>
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<td>6410 Health Technician</td>
<td>0.15</td>
<td>5,016.75</td>
<td>-</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>42,535.00</td>
<td>-</td>
<td>8,210.00</td>
</tr>
<tr>
<td>1157 Classroom Teacher Hrly</td>
<td>16,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1170 Prof &amp; Curriclm Dev Hrly</td>
<td>14,418.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1189 Retired Clsrn Teacher Hrly</td>
<td>-</td>
<td>-</td>
<td>8,210.00</td>
</tr>
<tr>
<td>1192 Prof &amp; Curriclm Dev Vist Tchr</td>
<td>12,117.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>-</td>
<td>810.00</td>
<td>-</td>
</tr>
<tr>
<td>2281 Other Support Prsnl PARAS Hrly</td>
<td>-</td>
<td>500.00</td>
<td>-</td>
</tr>
<tr>
<td>2451 Clerical OTBS Hrly</td>
<td>-</td>
<td>160.00</td>
<td>-</td>
</tr>
<tr>
<td>2455 Tech Professional OTBS Hrly</td>
<td>-</td>
<td>150.00</td>
<td>-</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>10,454.21</td>
<td>188.74</td>
<td>1,250.39</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>61,000.00</td>
<td>1,200.00</td>
<td>-</td>
</tr>
<tr>
<td>4301 Supplies</td>
<td>61,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4304 Inservice supplies</td>
<td>-</td>
<td>1,200.00</td>
<td>-</td>
</tr>
<tr>
<td>Services and Other Operating</td>
<td>8,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5209 Conference Local</td>
<td>1,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5733 Interprogram Svcs/Paper</td>
<td>500.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5735 Interprogram Svcs/Field Trip</td>
<td>3,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5841 Software License</td>
<td>3,500.00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
APPENDIX D

2014-15 SPSA ADDENDUM
## Area Goals for 2014-15 SY

<table>
<thead>
<tr>
<th>Area Goals</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts:</strong></td>
<td>By 7/21/15, 25% of Audubon K-8 Students will meet Common Core grade-level standards in SBAC. By 7/21/15, 20% of Audubon K-8 English Learner, Students will meet Common Core grade-level standards in SBAC.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>By 7/21/15, 35% of Audubon K-8 Students will meet Common Core grade-level standards in SBAC. By 7/21/15, 30% of Audubon K-8 Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC. By 7/21/15, 30% of Audubon K-8 English Learner, Students will meet Common Core grade-level standards in SBAC.</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td>By 7/21/15, 59% of Audubon K-8 English Learner, Students will meet one year's growth in English proficiency or reach Early Advanced in California English Language Development Test.</td>
</tr>
<tr>
<td><strong>Graduation/Promotion Rate</strong></td>
<td>By 7/21/15, 45% of Audubon K-8 Grade 03, Students will be at independent reading level 38 in DRA. By 7/21/15, 100% of Audubon K-8, Students will not have a grade F in both Math and English in Report Cards.</td>
</tr>
<tr>
<td><strong>Parent Involvement and Community Engagement</strong></td>
<td>By 7/21/15, 70% of Audubon K-8 parents / guardians will participate in four events in Parent / Community Engagement.</td>
</tr>
</tbody>
</table>

**Academic Program Description:** The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.
<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
<th>TOTAL</th>
<th>FTE</th>
<th>TOTAL</th>
<th>FTE</th>
<th>TOTAL</th>
<th>30100 Title I Basic</th>
<th>30103 Title I</th>
<th>30106 Title I</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2605 School Counselor</td>
<td>0.10</td>
<td>7,711.10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Provides small group instruction for students who are not at grade level. The resource teacher will be conducting PD with the teacher's on the Common Core and how best to implement the curriculum to improve instruction to ensure students are ready to succeed on the new nationwide assessment.</td>
</tr>
<tr>
<td>2720 Project Resource Teacher</td>
<td>0.55</td>
<td>45,835.51</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Extended Day support for students who are not at grade level. Research shows that extended instructional time has the most powerful impact on learning in schools serving low performing students. This extended time must be strategically focused on specific student needs.</td>
</tr>
<tr>
<td>1157 Classroom Teacher Hrly</td>
<td>-</td>
<td>-</td>
<td>5,073.00</td>
<td>-</td>
<td>8,762.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>23,369.97</td>
<td>Provides collaboration opportunities for PLC's to plan and attend professional development. Professional development release time for data analysis and strategic lesson planning and push in support for Tier 2 students.</td>
</tr>
<tr>
<td>1192 Prof&amp;Curriclm Dev Vist Tchr</td>
<td>-</td>
<td>-</td>
<td>47,000.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,104.02</td>
<td>Benefits for staff in order to provide collaboration opportunities for PLC's to plan and attend professional development.</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td></td>
<td>-</td>
<td>-</td>
<td>23,369.97</td>
<td>-</td>
<td>1,104.02</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Instructional supplies are necessary to provide a strong educational environment and hands on instruction.</td>
</tr>
<tr>
<td>4301 Supplies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>800.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Inservice supplies are necessary to provide a strong educational environment and hands on instruction.</td>
</tr>
<tr>
<td>4304 Inservice supplies</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,175.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Software subscriptions that will enhance student learning in Language Arts classrooms throughout the school.</td>
</tr>
<tr>
<td>5841 Software License</td>
<td>3,000.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Enhance student learning through fine arts assemblies / theater.</td>
</tr>
</tbody>
</table>
2014-15 K-8 Core

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3: 1:25.5
Grades K-3 with CSR: 1:24
Grade 4-5: 1:32.13
Grades 6-8: 1:28.70

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. K-8 schools are allocated FTE based on the Elementary ratio except for grades 6-8 which are prorated based on the Middle School ratio of 1:481.

<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.
Enrollment Days Per Week
1-374 1
375-1511 2
1512-2267 3
APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY
### APPENDIX E

**School Name:** Audubon K-8  

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**  

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

Enter Total Allocation: Resource 30100: $127,055.00  
Enter Total Allocation: Resource 30106: $9,460.00  
Sum or Resources 30100 & 30106: $136,515.00  

10% allocation needed for PD: $13,651.50  

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

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

<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>Conference and registration fees for PD to assist administration in gaining a deeper understanding of Common Core curriculum, the socio-emotional needs of students, and assisting parents in meeting the academic needs of students. Attendance in conferences will support teaching and learning.</td>
<td>$250.00</td>
</tr>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>Three release days for PLC's for Professional Development. Days will provide collaboration opportunities for PLC's to plan and attend professional development. This release time will be used for data analysis and strategic lesson planning and support for Tier II students. (Includes benefits)</td>
<td>$12,462.00</td>
</tr>
<tr>
<td>[ ] 30100</td>
<td>30106</td>
<td>Teacher Hourly is necessary in order to allow ILT members to attend an ILT Summer and Spring institute. The institute will enable the ILT to support our school-wide focus and plan for the year. Teacher hourly will be needed for data analysis, reviewing grade-level curriculum / standards, and planning strategic support.</td>
<td>$16,613.00</td>
</tr>
<tr>
<td>30100</td>
<td>30106</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>30100</td>
<td>30106</td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Total Allocated - Must be at least 10% of the sum of 30100 and 30106: $29,325.00  

10% allocation has been met: **YES**