

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **DOYLE ELEMENTARY** SCHOOL

2016-17

37-68338-6099055

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: Moore, Kimberly

Contact Person: Moore, Kimberly

Position: Principal

Telephone Number: 858-455-6230

Address: 3950 Berino Ct, Doyle Elementary, San Diego, CA, 92122-1601,

E-mail Address: kmoore@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.*



RECEIVED APR 27 REC'D

Attachment 2
Modification of SPSA

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: Zeta O. Doyle Elementary School

Due March 11, 2016

SITE CONTACT PERSON: Kimberly N. Moore

PHONE: (858) 455-6230 ext. 2105 FAX: (858) 455-9486

E-MAIL ADDRESS: kmoore@sandi.net

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

- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- English Learner Advisory Committee (ELAC) Date of presentation: 2/24/16
- 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: _____
- Other (list): Staff Meetings (2/10, 3/1), Parent Meetings (2/16, 3/3), SSC Meetings (2/16, 3/3) 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: March 3, 2016

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

	<i>Kimberly N. Moore</i>	4/21/2016
Type/Print Name of School Principal	Signature of School Principal	Date
	<i>Laura Tusa/Betsey Whitten</i>	4/21/2016
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
	<i>LJ</i>	4/26/16
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Doyle Elementary School is located in the community of University City in northwest San Diego, near the University of California, San Diego (UCSD). Doyle has a current enrollment of more than 870 students. Many are children of UCSD graduate students, professors, and research scientists from all over the world. Our international population includes the following ethnic groups: African-American, American Indian, Asian Indian, Cambodian, Caucasian, Chinese, Filipino, Hispanic/Latino, Hmong, Japanese, Korean, and Vietnamese. Students represent over 30 countries and 47 languages and dialects. Our students enroll throughout the school year, and some of our students are enrolled for a very short period due to the academic schedules of international students and visiting instructors at UCSD. This creates a higher mobility rate than our neighboring schools. The cultural diversity provides an ideal setting where children and adults can learn to respect and appreciate each other's' differences.

Additional demographic data includes:

- 44% of our students are identified as English language learners.
- 57% of our students live at or below the poverty line.
- 6-7% of our students are identified as having mild to moderate or moderate to severe learning disabilities.

The mission of Doyle Elementary is to provide a program with high expectations for academic achievement in a multicultural setting, fostering positive self-esteem through the collaborative efforts of staff, students, parents, and community. We strive to do the following:

- Provide a broad and challenging curriculum aligned with Common Core State Standards.
- Ensure every student will make at least full year's academic growth each year.
- Foster partnerships with parents and community.
- Help students develop an appreciation for their culture and others, build character, and develop responsibility.
- Provide instructional and social/emotional supports for all students.

SCHOOL VISION AND REALITY

Our school vision begins with, "Imagine a school where..."

- "Each and every student receives what he or she needs to develop his or her full academic and social potential." (National Equity Project)
- Staff members work interdependently and positively in a collaborative environment to provide a world-class education for all students
- Students have access to high quality teaching and learning everyday. Students are intellectually engaged in reading, thinking, writing, problem-solving, and meaning making
- Every student and staff member wants to come to school
- Staff, parents, and community members work together to foster positive home/school/community connections
- Students, staff, and community members from diverse backgrounds create a positive school culture embracing diversity, mutual respect, and common goals

We continue to make great strides towards our school vision. Staff members do work collaboratively towards common goals for student academic, social, and emotional learning. Staff, parents, and community members work together on a variety of committees (SSC, PTA, and ELAC) with a focus

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on supporting students. As a school, we continue to make instructional shifts in reading, writing, and mathematics to provide our students rigorous, relevant, and real-world experiences to prepare them for college or career. Despite these strategies, we have an equity gap that persists between all students and English Learners, all students and learners with varied learning needs. This is an area we must focus on to address the barriers to academic and social/emotional success for this group of students.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. It connects to our vision in that through professional development, we work interdependently and positively in a collaborative environment to provide a world class education for each and every student. In addition, we know that professional development and professional learning communities are vehicles leading to high quality teaching and learning every day. Our goal is intellectual engagement for all students in reading, writing, speaking, problem-solving and meaning making experiences throughout the school day.

As a professional learning community, we focused on the following big ideas this school year:

- Social Environments of Classrooms--we continue to practice mindfulness with our language with and about students. We reaffirmed beliefs that our words matter; we are the architects of our social environments.
- Collaborative Conversations--specifically, engaging as learners in this type of conversation, and transferring that learning into purposeful partnerships for students in literacy and mathematics to build academic conversation skills across the grades.
- Adoption of Workshop Model for Reading and Writing Instruction--we used units created by Lucy Calkins to create common language and instructional practices throughout the grade levels. We focused on a quality mini-lesson each day and developing student stamina and independence in reading and writing.

Our next steps include continuing to focus on the big ideas from 2015-2016 and revisiting all learning cycles with an equity lens. Our essential question--how do we build a community working together towards excellence through equity? What strategies have proven effective in providing each and every student what they need to become successful--ready for college and career?

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. 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.

LCFF COMMUNITY AND STAFF ENGAGEMENT

At Doyle, we held six different meetings to engage with community and staff around budget for 2016-2017. The first three meetings were Phase I. During Phase I, we shared our superintendent's Three Year Budget Plan Priorities including new, improved, and continued investments. We shared our enrollment projections for 2016-2017 and compared lump sum allocations for 2015-2016 and 2016-2017. We asked, "How can we use our lump sum allocations to provide services to our students and families?" Then we shared services we have funded this school year and historically at Doyle. We then asked, "How can we keep the same level of service for our students and families? What does our data tell us about student and family needs?" Our district counselor provided data regarding referrals for counseling, RTI requests for assistance, RTI intervention plans and meetings, referrals to outside agencies, and attendance/tardy concerns. Our school nurse shared data from the health office including number of visits per day/month, and chronic or severe health challenges our students face. Input from all Phase I meetings highlighted the need to continue providing the same level of service for our students and families.

Phase I Meeting Schedule:

- 2/10/2016 Staff Meeting
- 2/16/2016 School Site Council Meeting
- 2/24/2016 ELAC Meeting

During Phase II, we shared a draft budget reflecting the current level of service for students and families. Lump sum allocations were dispersed to maintain current days of nursing and counseling services. Doyle's contributions to nursing and counseling allocations were specifically delineated along with other items we typically fund at Doyle including (i.e. CELDT Testing, Noon Duty, Instructional Supplies, etc.). The biggest concern mentioned during Phase II was the amount of funds need to conduct initial and annual CELDT Testing for almost 400 students. This does not include the 200 or more students coming in out of Doyle each year; the majority of this group of students require CELDT Testing. Staff and community members were pleased to know we could fund the same level of nursing and counseling services for students and families.

Phase II Meeting Schedule:

- 3/1/2016 Staff Meeting
- 3/3/2016 Parent Coffee with the Principal
- 3/3/2016 School Site Council

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kimberly N. Moore	Principal
Betsey Whitten	Co-Chair/Parent Representative
Ali Cheybani	Parent Representative
Sun Ae (Kimberly) Min	Parent Representative
Susan Holzman	Parent Representative
Lisa Ehlers	Staff Representative
Amiee Thurston	Secretary/Teacher Representative
Laura Tusa	Co-Chair/Teacher Representative
Peggy Yamamoto	Teacher Representative
Cari Bortfield	Parent Representative

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/30/2017, 75 % of Doyle Elementary Students, Grades 3-5 will meet or exceeds standards in CAASPP, increasing from 71 % to 75 %, a gain of 4.00 % points

Closing the Gap SMART Goal:

* By 06/30/2017, 50 % of Doyle Elementary Students, English Learner, Grades 3-5 will meet or exceeds standards in CAASPP, increasing from 34 % to 50 %, a gain of 16.00 % points

* By 06/30/2017, 50 % of Doyle Elementary Students, Special Education, Grades 3-5 will meet or exceeds standards in CAASPP, increasing from 29 % to 50 %, a gain of 21.00 % points

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):

Developmental Reading Assessment (DRA)

Writing Scores

Site Based Common Assessments

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, 71 % of Doyle Elementary Students, Grades 3-5 will meet or exceed standards in CAASPP, increasing from 67 % to 71 %, a gain of 4.00 % points

Closing the Gap SMART Goal:

* By 06/30/2017, 60 % of Doyle Elementary Students, English Learner, Grades 3-5 will meet or exceeds standards in CAASPP, increasing from 53 % to 60 %, a gain of 7.00 % points

* By 06/30/2017, 50 % of Doyle Elementary Students, Special Education, Grades 3-5 will meet or exceeds standards in CAASPP, increasing from 22 % to 50 %, a gain of 28.00 % points

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):

End of Concept Assessment
California Modified Assessment (CMA)
Site Based Common Assessments

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, 60 % of Doyle Elementary Students, English Learner, Grades 3-5 will achieve proficiency in California English Language Development Test, increasing from 50 % to 60 %, a gain of 10.00 % points

Closing the Gap SMART Goal:

* By 06/30/2017, 40 % of Doyle Elementary Students, English Learner, Grade 03 will perform at Early Advanced or Advanced in California English Language Development Test, increasing from 30 % to 40 %, a gain of 10.00 % points

* By 06/30/2017, 64 % of Doyle Elementary Students, English Learner, Grade 04 will perform at Early Advanced or Advanced in California English Language Development Test, increasing from 54 % to 64 %, a gain of 10.00 % points

* By 06/30/2017, 56 % of Doyle Elementary Students, English Learner, Grade 05 will perform at Early Advanced or Advanced level in California English Language Development Test, increasing from 50 % to 56 %, a gain of 6.00 % points

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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

Title 1 Arts Grant (Award Sites ONLY):

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

- * By 06/30/2017, 75 % of Doyle Elementary Students, Grade 03 will meet or exceed standards in English Language Arts in CAASPP, increasing from 69 % to 75 %, a gain of 6.00 % points
- * By 06/30/2017, 75 % of Doyle Elementary Students, Grade 03 will meet or exceed standards in Mathematics in CAASPP, increasing from 69 % to 75 %, a gain of 6.00 % points

Closing the Gap SMART Goal:

- * By 06/30/2017, 50 % of Doyle Elementary Students, Grade 03, English Learner will meet or exceed standards in English Language Arts in CAASPP, increasing from 40 % to 50 %, a gain of 10.00 % points
- * By 06/30/2017, 50 % of Doyle Elementary Students, Grade 03, Special Education will meet or exceed standards in English Language Arts in CAASPP, increasing from 27 % to 50 %, a gain of 23.00 % points
- * By 06/30/2017, 60 % of Doyle Elementary Students, Grade 03, English Learner will meet or exceed standards in Mathematics in CAASPP, increasing from 56 % to 60 %, a gain of 4.00 % points
- * By 06/30/2017, 50 % of Doyle Elementary Students, Grade 03, Special Education will meet or exceed standards in Mathematics in CAASPP, increasing from 27 % to 50 %, a gain of 23.00 % points

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):

Developmental Reading Levels
End of Concept Assessments
Site Based Common Assessments
California Modified Assessment (CMA)
Writing Scores

Progress and Growth Monitoring:

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

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

Title 1 Arts Grant (Award Sites ONLY):

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

* By 06/30/2017, 80 % of SDUSD Parents/Guardians will attend a minimum of two school events during the year in an effort to increase involvement in Parent and Community Engagement

Targeted Population:

African American, Hispanic parents, and parents of students in grades 3-5 are least represented at school events and parent involvement activities. Therefore, we will target the aforementioned groups for parent involvement opportunities at Doyle.

What data did you use to form these goals?:

We review percentage of parents attending Back to School Night, Parent Conferences, and Open House as listed on parent sign in sheets. We also considered percentage of parents attending the English Learner Advisory Committee, School Site Council Meetings, and Monthly Parent Coffees. We tend to have a larger turn out for Back to School Night than other school events. We also reviewed the data gleaned from the ELAC Survey, which listed the following concerns: need for increased reporting on student progress to parents, homework assignments on school website, and a 50/50% on child care for parent meetings.

Title 1 Arts Grant (Award Sites ONLY):

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

- All teachers will use district wide curriculum (ELA, Math, Science, Social Studies) and Common Core State Standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction five times a week via a deployment model based upon language proficiency level
- QTEL and SDAIE strategies are used throughout the day to provide integrated English Language Development and support English Learners throughout the day
- Multiple measures of assessment (i.e., CAASPP, End of Concept, Quick Checks, interim, district/grade level determined common assessments) are used 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 the Written Language Expression Tool (formerly ELDPI) and provide students with concrete feedback and direction as it relates to grade level writing standards.
- English Learners are assessed initially and annually via the CELDT and the Express Assessment from the SELD curriculum
- Counselor, nurse, and health assistant facilitate medical, dental and mental health referrals to community agencies.
- School wide Character Education is implemented to create a positive and accepting social emotional environment for students
- Counselor, nurse, teachers and principal monitor and follow up with student attendance needs.
- Community field trips and assemblies supporting Common Core State Standards are provided to broaden experiences and build schema.
- Teachers work collaboratively to plan instruction, monitor student progress, and identify students' strengths and needs using the results of district, site, and grade level common assessments
- Teachers participate in site and district professional development focused on reading, writing, and mathematics
- Counselor conducts classroom lessons on finding strengths, community building, and other age appropriate topics

Strategic Support (Tier 2)

- Instructional Leadership Team analyzes trends and patterns across grade levels to identify areas for school wide support and intervention
- School Nurse develops individualized health plans to support students with health challenges that impact school attendance
- Counselor provides 1:1 and small group counseling sessions focused on problem-solving, peer relationships, grief, and divorce
- Teachers develop learning contracts for students at risk of not meeting grade level standards, documenting Tier II and III Interventions, and process for communicating progress with parents.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts (i.e. Raz Kids, Kid Biz, and First in Math).
- Teachers work with small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Instructional Leadership Team members facilitate grade level PLCs to determine instructional interventions and groupings to reteach, reinforce, and

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develop skills/strategies students are missing.

- Teachers work in grade level PLCs to monitor student progress monthly to determine effectiveness of interventions, and until students reach proficiency.
- EARs Tutors provide 1:1 reading intervention support for students in Grade 2
- UCSD Tutors and ROP Students work with small groups and provide 1:1 support in reading, writing, and mathematics
- Student Support Team support teachers in developing positive behavior support plans, determining interventions, and monitoring student progress through RTI process.
- Education Specialists assist students identified as needing additional time and support across the grade levels
- Student Support Team provides community referrals and works with outside agencies to integrate services for students and families

Intensive Intervention (Tier 3)

- Student Support Team will continue steps from Tier II; the team will provide intensive support to students, staff, and families during the RTI process.
- Student Support Team will conduct informal assessments, consult with district departments, and interfaces with community agencies to support students needing intensive support.
- Student Support Team checks in daily (or weekly) with students needing intensive academic, social, and/or emotional support
- Education Specialist provide intensive, strategic small group support for students not responding to previous to interventions.
- Counselor provides weekly counseling sessions for students with major academic and/or social/emotional concerns.

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

- Continue to implement district curriculum and supplemental materials to teach towards Common Core State Standards
- Continue to work collaboratively to plan instruction, monitor student progress, and identify student strengths and needs
- Continue to participate in district and site wide professional development to refine instructional practices
- Continue to support site wide character education program creating the social/emotional conditions that lead to student success.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$652.56	0087-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance learning in the classroom.

How will you monitor these strategies/activities?:

- Student, staff, and parent surveys
- Monthly staff meetings to discuss impact of strategies
- Classroom walk throughs and focused observations
- Analysis of school wide, grade level, and student group data

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

- Use diagnostic assessments (e.g. running records, ARI, Kathy Richardson Assessments, on-demand writing samples) to pinpoint areas of need for

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students

- Plan site wide, grade level, and student group, and individual student intervention cycles using existing resources
- Utilize UCSD, ROP Students, and EARs staff to provide small group and 1:1 support in English Language Arts and Mathematics
- Use the gap finder and Written Expression Tool to determine next steps for language learners in English Language Arts
- Identify students needing additional time and support

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

How will you monitor these strategies/activities?:

- Monthly Monitoring Data from Classroom Teachers
- "Kid watching" to determine student engagement and impact of intervention plans
- PLC analysis of grade level and student group data
- Instructional Leadership Team analysis of site wide, grade level, and student data
- Teacher identification and support of focus students

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

- Through the Educators Effectiveness Grant, Doyle Teachers will have approximately 8 Half Day PLCs throughout the year to analyze student data, design lessons, engage in lesson study, and professional reading
- Capacity builders serve as model classrooms for staff to study instructional strategies that engage all learners and provide access for students not yet at grade level.
- Site professional development will focus on purposeful partnerships as a vehicle to deepening student understanding in reading, writing, and mathematics.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$3,508.63	0087-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional Leadership Team will participate and facilitate professional development activities with their grade level PLCs in support of districtwide "Cycles of Learning", and site based professional development based on assessed student and staff needs. ILT Members often serve as capacity builders, attend additional professional development, sharing their professional learning with staff and modeling lessons.
Prof&Curriclm Dev Vist Tchr	-	\$2,245.73	0087-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional Leadership Team will participate and facilitate professional development activities with their grade level PLCs in support of district wide "Cycles of Learning", and site based professional development based on assessed student and staff needs.

How will you monitor these strategies/activities?:

- Focused observations of implementation of professional learning

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- "Kid watching" to observe impact of professional learning on students

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):

- Development of physical, academic, and social emotional environments connected to our ideal state
- Classroom level counseling lessons focused on acceptance, friendship, collaboration, and scholarly behaviors
- Small group counseling on peer relationships, divorce, and grief
- One to one counseling for students with moderate social/emotional needs
- Referrals for community based counseling services
- Mental Health referrals for students with severe social/emotional needs

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.5540	\$43,201.47	0087-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	District Counselor provides prevention and intervention services for students experiencing social/emotional, school readiness, and academic barriers to learning. The District Counselor also provides guidance and information to students and families to ensure success in student attendance, behavior, and promotion.

How will you monitor these strategies/activities?:

- Student surveys
- Student interviews
- Teacher surveys and interviews

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):

- Weekly voice and email messages from the principal regarding school and parent engagement opportunities
- Surveys to determine parent needs for workshops
- Child care and dinner for parent engagement events
- Personal invitations from students and staff members
- Translation services to provide parents speaking a language other than English access to parent engagement events and workshops
- Provide multiple opportunities for parents to serve on school committees (SSC, ELAC, PTA, and SGT)

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$639.00	0087-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Provides workshop, supplemental, and instructional supplies for parent engagement events and workshops.
Supplies	-	\$639.02	0087-30103-00-4301-2495-0000-01000-	Title I Parent Involvement	05	Provides light refreshments for parent engagement events and workshops.

Doyle Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

			0000			
Postage Expense	-	\$200.00	0087-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Stamps are used to send correspondence to parents regarding school events, parent conferences, and parent engagement events and workshops.
Other Support Prsnl PARAS Hrly	-	\$516.36	0087-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Child care gives parents access to parent engagement events and classes.
Tech Professional OTBS Hrly	-	\$516.36	0087-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation support provides access for parents speaking a language other than English to parent engagement events and workshops. Translation services also increase communication between home and school.

How will you monitor these strategies/activities?:

- Parent pre- and post surveys from parent engagement workshops
- Sign in sheets and agendas
- Attendance at parent engagement events

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::

Attendance impacts the academic, social, and emotional growth of students in a powerful way. Students with 10% or more absences (or 18 days) in a school year are at risk for academic, social, and emotional challenges throughout their school career. Our goal is to decrease the number of students missing 10% or more of the school year through weekly/monthly incentives, intervention planning with staff, students, and their families.

Identified Need::

Chronic absenteeism is the strongest predictor of dropping out of school before graduation. When students are chronically absent, they lose access to high quality instruction, which in turn, negatively impacts student ability to obtain the skills, grades, and achievement needed for success in college or career.

Target Group::

Students who missed 10% of the school year or more

Monitoring::

Weekly and Monthly Attendance Reports to monitor trends by grade level, classroom, and student groups.

Personnel Responsible::

Principal, Vice Principal, Counselor, Teachers, Attendance Assistant, Nurse, and Health Technician

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::

Basic supplies are necessary to increase access to grade level standards and to supplement district wide curriculum.

Identified Need::

All students are in need of basic supplies

Target Group::

All students are in need of basic supplies for learning.

Monitoring::

Administrative approval of instructional requests are based on academic rationale provided.

Personnel Responsible::

Principal, Vice Principal, Classroom Teachers, Support Staff

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:

Professional Development is primarily provided using the Professional Learning Community Model. Through this model, teachers collaboratively analyze student data, participate in lesson design/study, engage in professional learning, and plan Tier I and Tier II instruction for students.

Identified Need::

Teachers and school staff need the time to engage in collaborative conversations about students, curriculum, assessments, monitoring, and lesson planning.

Target Group::

Classroom Teachers, Education Specialists, and Support Staff

Monitoring::

Attendance and participation at site professional development and PLCs.

PLC and site professional development agendas and supporting documents.

Personnel Responsible::

Principal, Vice Principal, ILT, and Classroom Teachers

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
Position Health Technician,	0.3500	\$11,897.90	0087-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Health Technician provides routine and specialized health care for students. Also the Health Technician assists students with severe and chronic illnesses that can impact attendance, student performance, and ultimately, student access to school.
Position School Nurse,	0.1000	\$7,594.80	0087-09800-00-1240-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	School Nurse strengthens and facilitates the educational process by improving and protecting the health status of children through identification and assistance in the modification or removal of health related barriers for individual students; prevention of illness and disability, early detection and or correction of health problems including: preventative health, health assessment, referral and follow up.
Position Library Asst,	0.5000	\$12,544.50	0087-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Library Assistant assists students, teachers, and parents via library /media center with selecting age/grade level appropriate reading materials, books that support/enhance Common Core instruction, and reading incentive programs. The Library Assistant also acquires, catalogs, and maintains an extensive collection of books and supplementary materials (including internet resources) for students, teachers, and families.
Position Attendance Asst,	0.5000	\$14,381.00	0087-09806-00-2404-2700-0000-01000-0000	LCFF S/C Positions	LCFF 1, LCFF 2	Attendance Assistant monitors daily, weekly, and monthly attendance data. AA identifies students with frequent school attendance issues, contacts parents, and arranges meetings for SART. AA also prepares independent study contracts so students receive academic credit

Doyle Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Position School Counselor,	0.0460	\$3,587.13	0087-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	when away from school. District Counselor provides prevention and intervention services for students experiencing social/emotional, school readiness, and academic barriers to learning. The District Counselor also provides guidance and information to students and families to ensure success in student attendance, behavior, and promotion.
Position Regular Teacher,	1.0000	\$78,121.00	0087-09806-00-1107-1000-1110-01000-0000	LCFF S/C Positions	LCFF 1, LCFF 2	* Class size reduction teachers provide smaller learning environments which allow for additional opportunities for targeted instruction.
Position Regular Teacher,	1.0000	\$78,121.00	0087-09806-00-1107-1000-1110-01000-0000	LCFF S/C Positions	LCFF 1, LCFF 2	* Class size reduction teachers provide smaller learning environments which allow for additional opportunities for targeted instruction.
Supplies	-	\$5,295.35	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance learning in the classroom.

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)

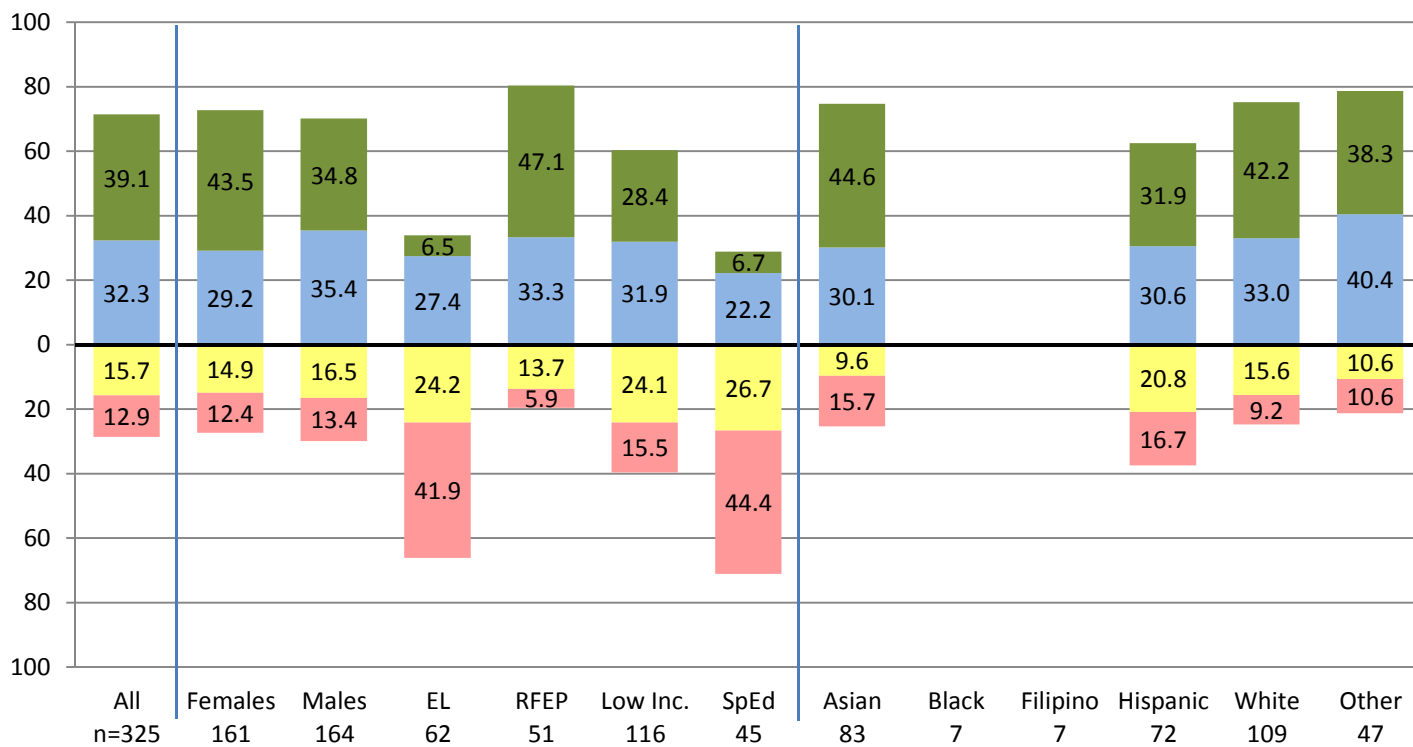
APPENDIX A**DATA REPORTS**



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

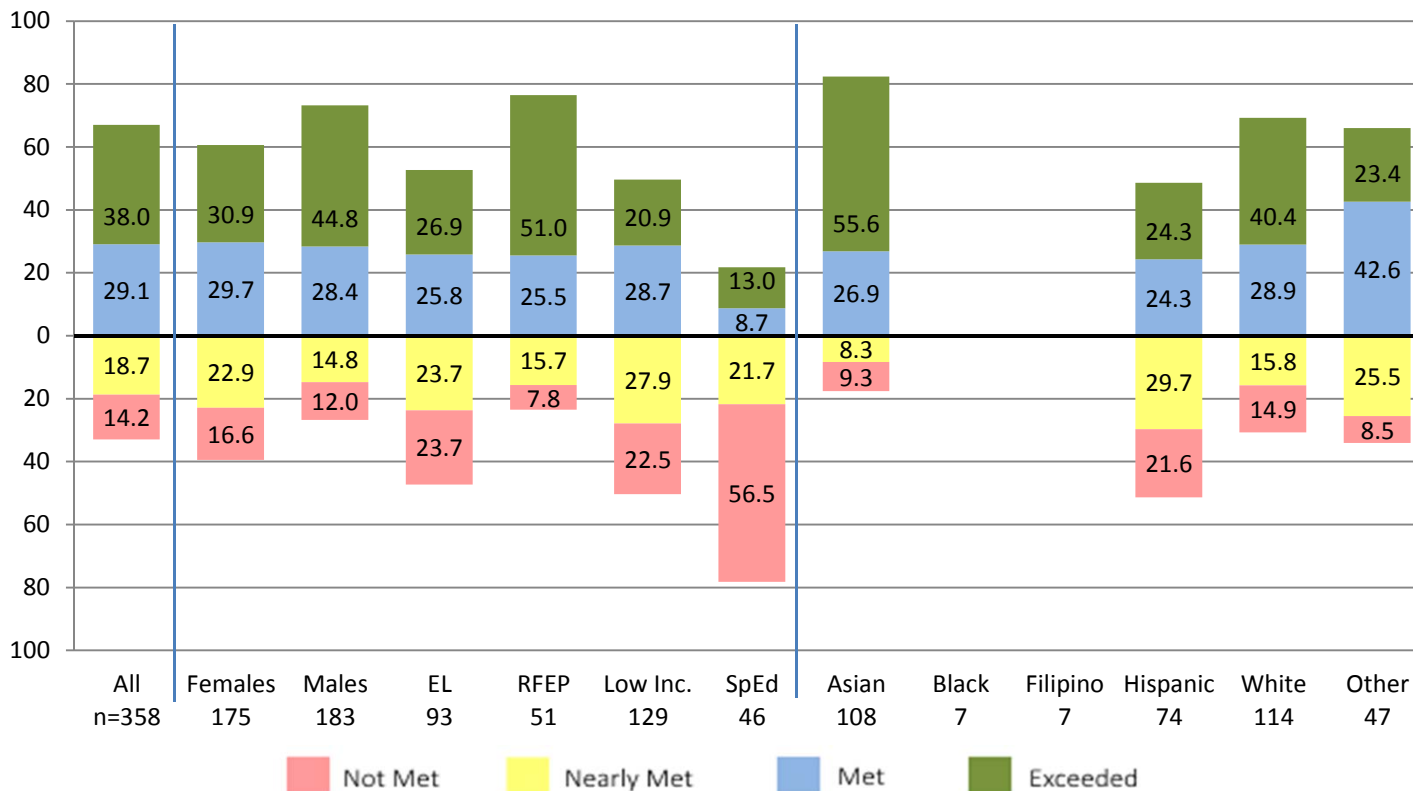
ENGLISH LANGUAGE ARTS

Percent of Students at Each Achievement Level



MATHEMATICS

Percent of Students at Each Achievement Level



■ 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
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Zeta O. Doyle Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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

Doyle Elementary has developed a written Title 1 Parent Involvement Policy with input from Title 1 Parents.

- *All parents are invited to attend a School Site Council Meeting to develop the Title 1 Parent Involvement Policy for Doyle Elementary.*
- *Parents in attendance closely read the template and previous school policies. We discussed what is most important to include in a policy.*
- *Through collaborative conversations, clarifying questions, and critical feedback we achieve consensus about what we need to include in our policy.*

The Parent Involvement Policy was distributed through the following channels:

- *Annual Title 1 Parent Information Meeting*
- *Back to School Night*
- *School Messenger Email and Attachment*
- *Website in For Parents Section*
- *Hard Copies Always Available in Main Office Waiting Area*

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

Involvement of Parents in Title 1 Program

To involve parents in the Title 1 Program at Doyle Elementary the following practices have been established:

- *The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the rights of parents to be involved in the Title 1 Program.*
- *Monthly School Site Council Meeting Schedule is provided the first week of September.*
- *Input on Title 1 Parent Involvement Policy and programming are main topics on SSC Agenda.*
- *The school has established a parent support team (including principal, vice principal, district counselor, education specialist, nurse, and school psychologist) to address parent inquiries and concerns in a timely fashion.*

- *The school offers a flexible number of meetings for Title I Parents, such as meetings before school, after school begins, after school, and at times in the evenings.*

- 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.
 - *The Title I Parent Information Meeting is held prior to Back to School Night*
 - *The 1st School Site Council Meeting focuses on our parent involvement policy and Title I Program*
 - *Parents are invited to participate in School Site Council Meetings to discuss Title I Policies*

- The school provides parents of Title I students with timely information about Title I programs.
 - *Parents receive the Title I Parent Involvement Policy and information on our Title I Program upon enrolling at Doyle Elementary*
 - *The Title I Parent Meeting is held during the first four to five weeks of school*

- 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.
 - *Bi-monthly parent coffees provide detailed information and explanations of curriculum, assessments, and proficiency levels.*
 - *Monthly School Site Council Meetings provide a forum to review school wide progress by grade level and student groups*
 - *Bi-yearly parent conferences, and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data*

- 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.
 - *Parents receive school master calendar detailing multiple monthly meeting opportunities at the beginning of the school year.*
 - *Parents can request meetings with the principal, and members of the student support team to answer questions, make decisions, and develop goals*
 - *Parent emails and contacts are responded to in 24 hours*
 - *Principal will meet with parents and teachers during RTI Meetings to discuss achievement of Title I students*

School-Parent Compact

Doyle Elementary School distributes to parents of Title 1 Students a school-parent compact. The compact, which has been jointly designed with parents, outlines how parents, the entire school staff, and students will share in the responsibility for improved academic achievement. It describes specific ways the school and families will partner together to help children achieve rigorous Common Core State Standards. It addresses the following legally required items, as well as other items suggested by the parents of Title 1 Students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents are responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through a minimum of bi-yearly parent conferences; frequent reports on student progress; access to staff; opportunities to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The School-Parent Compact was developed by the SSC and has been updated annually by the SSC.

Building Capacity for Involvement

Doyle Elementary 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 1 parents with assistance in understanding the Common Core State Standards, assessments, and how to monitor and improve the achievement of their children.
 - *Evening and daytime workshops will be provided for parents specifically focused on understanding the Common Core State Standards, Smarter Balanced Assessments, and Common Core Aligned Report Cards.*
- The school will provide Title 1 parents with materials and training to help them work with their children to improve their children's achievement.
 - *Parents are given school library cards to check out 4-5 books a week to provide students with access to leveled reading material*
 - *Doyle has previously purchased Raz Kids, First in Math, Learning Upgrade, and IXL to provide enrichment materials parents can use at home with their children.*
 - *Teachers develop work packets for parents to use in supporting their children academically.*
 - *Parents are provided access to parenting classes geared to support the social-emotional development of their students.*
- With the assistance of Title 1 parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- *Parent concerns are addressed by members of the parent support team, response to intervention team, and classroom teachers*
- *Parent concerns and issues are discussed with staff during meetings and PLCs*
- The school coordinates and integrates the Title 1 Parent Involvement Program with other programs, and conducts activities such as PTA Meetings, Monthly Parent Coffees, and English Learner Advisory Committee Meetings to encourage and support parent sin more fully participating in the education of their children.
 - *Parent workshops on specific topics have been provided*
 - *English Learner Advisory Committee Meetings*
 - *Parents are encouraged to volunteer in their child’s classroom, on field trips, and during school wide events.*
 - *Parent Committees such as PTA, EdUCate, and the UC Cluster Committee provide additional opportunities for parents to participate in their child’s education and instructional program.*
- The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents can understand.
 - *More than 34 languages are represented at Doyle Elementary. In an attempt to communicate more effectively with parents speaking a language other than English, we establish key communicators from the school community to provide written translation services for important information about school.*
 - *Title 1 parent involvement funds, pending SSC approval, may be used to purchase translation headsets and equipment for parent meetings.*
- The school provides support for parent involvement activities requested by Title 1 parents.
 - *Parent requests in alignment with our school wide mission and vision are considered. Requests are granted based on maximum impact, fiscal feasibility, and capacity building*

Accessibility

Doyle Elementary 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.

- *Doyle Elementary staff members make individual and small group meetings to assist parents with understanding district and school information.*
- *The parent support team provides informal meetings tailored to the needs of Title I, English Learner, Parents with Disabilities, and Parents of Migratory students to provide school/community resources.*
- *Translation for school wide materials and meetings is another support, depending on SSC approval.*

APPENDIX C

HOME/SCHOOL COMPACT

Zeta O. Doyle Elementary School
Home/School Compact

Doyle Elementary 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 2015-2016.

School Responsibilities

Doyle Elementary 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:**
 - Provide daily standards-based instruction based on students' needs.
 - Provide special programs to meet individual needs (GATE, English Learner, Special Education, Speech/Language, and Response to Intervention, etc.).
 - Provide extra supports to struggling students such as counseling groups; Everyone-a-Reader volunteer tutors; UCHS ROP tutors; after-school programs; and a Computer Lab.
 - Ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
 - Regular and ongoing reviews of student academic data to monitor student progress.
 - Grade level teacher meetings to discuss and evaluate effectiveness of instruction and to plan collaboratively.
 - Provide effective high level curriculum and supportive classroom materials.

- 2. Hold parent-teacher conferences as it relates to the individual child's achievement.**
 - Schedule Parent Conferences to take place in fall and spring of the school year.

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

**Zeta O. Doyle Elementary School
Home/School Compact**

- Provide tri-yearly report cards to monitor academic progress.
- Provide achievement results for the district level assessments such as the WRAP (K-1), DRA (Grade 2) and literacy and math, benchmarks (Grades 1-5)
- Provide daily/weekly behavior contract reports as needed.
- Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
- Schedule Individual Education Plan (IEP) or Student Study Team (SST) meetings when appropriate.
- Parents to receive results of quizzes and tests so they can monitor their child's progress.

4. Provide parents reasonable access to staff.

- Hold informal parent conferences as needed when requested by teacher or parent.
- Encourage home-school communication through telephone, email, and written contact.
- Make staff email and phone numbers available on Doyle's website.
- Each staff member will use and maintain their webpage
- Inform parents of teacher availability either before or after school.
- Inform parents of administration's availability.
- Inform parents of staff access through Voice Mail messaging program.

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

- Parent Classroom Volunteers
- Guest Readers
- Career Week presenters
- PTA membership
- Computer Lab and Library volunteers
- By attending our annual International Festival
- Classroom Field Trip volunteers

Parent Responsibility

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

- Monitoring attendance.
- Making sure that they get enough rest each night.
- **Making sure they arrive at school on time.**
- Making sure they come to school healthy.

Zeta O. Doyle Elementary School
Home/School Compact

- Monitoring the amount of television my child watches.
- Making sure that their homework is completed.
- Volunteering in my child’s classroom, if possible.
- 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, when appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, Governance Team, and District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

- Making my education my first priority.
- Be on time and ready to work and learn each day.
- Complete homework when assigned and turn it in on time.
- Reading at least 20 minutes every day outside of school time.
- Keeping school notebooks and materials/supplies neat and organized.
- Following all school rules and policies.
- Giving to my parents/guardian all notices and information received by me from my school every day.
- Talk with parent/family, teacher, and/or school staff about what is happening at school.
- Will treat others with kindness.
- Will always behave in a respectful manner that protects the safety, interests, and rights of every individual at Doyle.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date

APPENDIX D

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID

San Diego Unified School District				
Site: 0087 Doyle Elementary				
As of Date 05-05-2016				
Extended Summary				
	30100 Title I Basic Program		30103 Title I Parent Involvement	
Name	FTE	TOTAL	FTE	TOTAL
		67,372.00		2,756.00
		67,371.99		2,756.02
		0.01		(0.02)
Certificated Salaries / Monthly	0.55	43,201.47	-	-
2605 School Counselor	0.55	43,201.47	-	-
Certificated Salaries		5,754.36		-
1192 Prof&Curriclm Dev Vist Tchr		5,754.36		-
Classified Salaries		-		1,032.72
2281 Other Support Prsnl PARAS Hrly		-		516.36
2455 Tech Professional OTBS Hrly		-		516.36
2951 Noon Supervision		-		-
Employee Benefits		17,763.60		245.28
Books and Supplies		652.56		1,278.02
4301 Supplies		652.56		1,278.02
Services and Other Operating		-		200.00
5920 Postage Expense		-		200.00

APPENDIX E

2016-17 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Zeta O. Doyle Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Average score is a 4. We do have clearly articulated strategies/activities to maximize instructional time. Items mentioned include: School wide instructional schedule to support push in model for SAI services; professional development, ILT, computer based intervention programs (Raz Kids, Kid Biz, First in Math). Providing intensive interventions for students not yet meeting grade level standards is an area for us to grow.
CLOSING THE ACHIEVEMENT GAP	Average score is 4.5 Our equity challenges lies with our language learners and students receiving services. Clearly measurable goals are created and monitored to reduce the equity gap between these two groups of students and all students. Language learners receive ELD instructional at their language level daily. Students with services receive accommodations and modifications to provide access to grade level curriculum. Our core instructional program includes universal access through good first teaching, strategic interventions for students, and intensive interventions for a few.
PROFESSIONAL DEVELOPMENT	Average score is a 4. Instructional Leadership Team serves as grade level leads for PLCS, attends additional professional learning workshops, and some serve as capacity builders. Grade levels determine which assessments to give and to analyze for student progress. The principal, ILT, classroom observations, and student needs drive professional learning decisions.
GRADUATION/PROMOTION	Average score is a 4. We have clearly articulated measurable goals for promotion from Grade 3. Interventions to support these goals include—Kid Biz, RTI, and UCSD tutors (small group 1:1 support in reading and mathematics). Student progress towards goals is monitored monthly.
PARENT ENGAGEMENT	Average score is a 4. We provide multiple parent engagement opportunities through school wide events—Back to School Night, Open House, Jogathon, International

	<p>Festival, and Parent Engagement Night. This year we are trying a new strategy to engage more parents through CAPTA's School Smarts Program. We use weekly voice and email messages to communicate with parents about school wide events. Flyers and the website are also used to increase the connection between home and school. Community partnerships include—UCSD, UPAC Services, Ethnos Church, and various community businesses.</p>
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APPENDIX F

School Name: Zeta O. Doyle Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2016-17 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT SCHOOLS

Enter Total Allocation: Resource 30100	\$67,372.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$67,372.00
10% allocation needed for PD	\$6,737.20

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.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Instructional Leadership Team will participate and facilitate professional development activities with their grade level PLCs focused on the instructional shifts necessitated by the common core state standards; in support of districtwide "Cycles of Learning", and site based professional development based on assessed student and staff needs. (Includes benefits)	\$6,737.20
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$6,737.20
10 % allocation has been met			YES