

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT CREATIVE PERFORMING & MED ARTS SCHOOL

2014-16

37-68338-3731551
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: Thomason, Scott

Contact Person: Thomason, Scott

Position: Principal

Telephone Number:

Address: 5050 Conrad Av, Creative Performing & Media Arts, San Diego, CA, 92117,

E-mail Address: sthomason@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.*



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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: CPMA

DUE March 13, 2015

SITE CONTACT PERSON: Scott Thomason

PHONE: 858-800-5550 Ext. 3001 FAX: 858-800-5624

E-MAIL ADDRESS: sthomason@sandi.net

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

- Quality Education Investment Act (QEIA)
 - Title 1 Schoolwide Programs (SWP)
 - Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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

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: 3/12/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/12/2015
- Site Governance Team (SGT) Date of presentation: 3/12/2015
- 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: 3/12/2015

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.

S. Scott Thomason
Type/Print Name of School Principal

[Signature]
Signature of School Principal
Date

RAY ADAIR
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson
Date 3/13/15

Sofia Freire
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent
Date 3/15/15

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

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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

CPMA is a dynamic school with a diverse population that strives to bring out the artist inside. To do so, we commit ourselves to the following:
To create a school where students can and do feel comfortable taking risks, challenging themselves to think critically and creatively in every educational arena.

To create a school where all stakeholders recognize, value, and respect the individual differences and challenges each student brings to the learning table and that they work to develop highly engaging lessons that draw out the best in all students despite these challenges.

To create a school built upon the ideals of developing long-lasting relationships and providing a safe, student-centered focus, rich in artistic talent and vision.

In an ideal state, CPMA would be a school that understands the psychology of adolescence and nurtures growth through the difficult phases of maturity and strives to encourage uniqueness rather than stamp it out. In that vein, CPMA strives to:

Be a school where teachers recognize that children are in the early stages of their maturation and that above all else, they endeavor to do no harm. In this school teachers develop caring, nurturing, engaging, and meaningful relationships with ALL students.

Be a school where the mistakes of youth are not personalized; a school where the challenges and hardships, "the baggage and burdens" that students carry with them are not seen as fixed negatives, but rather as growth opportunities for them to help teach students to navigate through and learn from.

Be a school where adults collaborate and challenge each other to do better every day.

In as much as CPMA identifies itself as an arts "focused" school, it recognizes that a well-rounded education that stimulates both the right and left hemispheres of the brain and nurtures the inquisitiveness of exploration is as essential to the healthy child as is a love of the arts. Therefore, CPMA commits itself to the following academic press:

Departments working together to develop instruction and assessments that are aligned to the CCSS.

Data that is gathered, analyzed, and used to shape instructional practices

Formative assessments that are "for" instruction and not "of" instruction

Clearly defined purpose and outcome expectations in every class that help guide both teaching practice and student expectations

Highly engaging, student-centered lessons that allow for individual creativity and differentiation of instructional expectations and outcomes.

As with any vision, the path to success is often hindered by the pitfalls of reality. CPMA is no different. As a school, we have made great strides in recent years toward developing the school and culture that best benefits students, but there is still much to do. CPMA's current reality is in keeping with the growth process:

Currently all stakeholders believe they are moving in the right direction but that not everyone is. Not every teacher challenges students to think critically. Not every lesson is highly engaging. Teachers are still more comfortable in their 'silos' than they are working collaboratively toward a common purpose.

CPMA's administration has made significant strides in the past three years and is closer to realizing a CPMA vision than ever before, but from an instructional leadership perspective we have to get better at both laying out a vision and plan and monitoring its progress so as to make the course corrections that left unchecked will steer us off course.

Perhaps the biggest hurdle to overcome is that not every teacher at CPMA truly believes that every student can learn. Until we change this, we will never reach our intended goal.

Looking at our current school culture and social environment we seem to have taken a bit of a downward turn as of late. Morale is low to the point due to the transition to common core and the continued over filling of classes.

Culturally, we are working toward recognizing our fixed mindsets and striving to develop ones of growth.

Many more of our teachers than in years past are working to develop positive relationships with students. They are recognizing that students are coming to them from circumstances that can and do affect their attitudes and motivation for learning. What they do not yet see (for some) is that despite the hardships they face, that these kids come to school every day and that what they really want is for someone to care about them, challenge them, and teach them how to be worthy adults.

With regard to the current reality our of academic press:

Teachers have begun to think more about their purpose and outcomes. They are still focusing more on the tasks they want students to "do" than on the learning they want kids to walk away with, but it is getting better.

Teachers are working more on developing solid group and student centered work. They have been challenging themselves with developing more collaborative conversations. They are trying to find ways to reach kids and to differentiate instruction, but they have yet to really find the balance between what they expect kids to do and what they need kids to know. Often times they are focused more on getting students to complete a task in a certain way than they are in allowing that it is the mastery of the standard that is most important, not the way they show that mastery

Finally, Data is not effectively used at this point to drive future instruction. When data is gathered, often times it is done on an individual basis and not analyzed collectively to further instructional practices or assess student need.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

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.

Enrollment/Days Per Week

593-1,185 = 2 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.

Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. Middle School = 1 day for each counselor. Middle School counselor ratio is 1:481.

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment Days Per Week

375-1511 2

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

Cycle 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 (+)

CPMA continues to work through the Program improvement process by regularly examining data to determine how best incorporate the need of our primary subgroups. The two primary subgroups which have yet to meet AYP are EL and Special Education. CPMA is putting interventions in place to both assist students in these subgroups to realize more success, but also to be able to better monitor outcomes and determine next steps. Continued work is being done in PLCs to develop common assessments that are differentiated and meaningful. Scaffolds and supports have been developed in all classrooms to address the needs of the second language students as well as to help all students achieve growing mastery of the standards.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Olivia Ouchen	Parent
Sara Vela	Parent
Imani Robinson	Parent
Ray Adair	Classroom Teacher
Ricardo Garcia	Classroom Teacher
Marlene Nolan	Classified Staff
Scott Thomason	Principal
Pam Hozman	Classroom Teacher
Lisa Jones	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/21/2016, 70 % of Creative Performing Med Arts Grade 6-8, Students will perform at Proficient or advanced levels, meeting Common Core Grade-level standards level on the common formative assessment , increasing from 60 % to 70 % , a gain of 10.00 %

Closing the Gap SMART Goal:

* By 06/21/2016, 60 % of Creative Performing Med Arts Hispanic or Latino, Grade 6-8, Students will perform at Proficient or advanced levels, meeting Common Core Grade-level standards level on the common formative assessment , increasing from 50 % to 60 % , a gain of 10.00 %
 * By 06/21/2016, 60 % of Creative Performing Med Arts Black or African American, Grade 6-8, Students will perform at Proficient or advanced levels, meeting Common Core Grade-level standards level on the common formative assessment , increasing from 55 % to 60 % , a gain of 5.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

*Reading Plus -Silent Reading Intervention Lexile measure system;
 Common Formative assessments by grade level*

Progress and Growth Monitoring:

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

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

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

Title 1 Arts Grant (Award Sites ONLY):

CPMA will use the Art Grant to assess writing, speaking and listening, and critical thinking through the lens of art's integration. We will engage students

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at the 7th grade through incorporation and continuation of the Playwrights Project and at the sixth grade through utilization of resident experts in the visual arts. Success of the program will be monitored through increasing student proficiency rate using the Reading Plus from the baseline date of Sept, 2015 to the conclusion of the program June 2016. Evaluations will be done quarterly to revise the implementation of the program based on individual student achievement.

Additional funds will be invested in field trips, performances, and participation by invested staff in a summer "Boot camp" for appropriate techniques for integration of the arts into the core curriculum.

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/21/2016, 50 % of Creative Performing Med Arts Students will perform at Proficient or advanced level in Common Core State Standards , increasing from 40 % to 50 % , a gain of 10.00 %

Closing the Gap SMART Goal:
 * By 06/21/2016, 37 % of Creative Performing Med Arts Black or African American, Students will perform at mastery level in Common Core State Standards , increasing from 29.41 % to 37 % , a gain of 7.59 %
 * By 06/21/2016, 38 % of Creative Performing Med Arts Black or African American, Students will perform at mastery level in Common Core State Standards , increasing from 31.43 % to 38 % , a gain of 6.57 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE 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:

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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):
 CPMA will use the Art Grant to assess writing, speaking and listening, and critical thinking through the lens of art's integration. We will engage students at the 7th grade through incorporation and continuation of the Playwrights Project and at the sixth grade through utilization of resident experts in the visual arts. Success of the program will be monitored through increasing student proficiency rate using the Reading Plus from the baseline date of Sept, 2015 to the conclusion of the program June 2016. Evaluations will be done quarterly to revise the implementation of the program based on individual

student achievement.

Additional funds will be invested in field trips, performances, and participation by invested staff in a summer "Boot camp" for appropriate techniques for integration of the arts into the core curriculum.

Area 3: English Learner
<p>English Learner SMART Goal: * By 06/21/2016, 30 % of Creative Performing Med Arts English Learner, Students will perform at proficient or advanced level in Common Core State Standards</p> <p>Closing the Gap SMART Goal:</p>
WHAT DATA DID YOU USE TO FORM THESE GOALS?
<p><input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input checked="" type="checkbox"/> CELDT <input type="checkbox"/> Other <input checked="" type="checkbox"/> Interim Assessments <input checked="" type="checkbox"/> End-Of-Course Exams</p>
Other Assessments (Please Specify):
<p>Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children? Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations? Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners? Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others? Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).</p>
<p>Title 1 Arts Grant (Award Sites ONLY): CPMA will use the Art Grant to assess writing, speaking and listening, and critical thinking through the lens of art's integration. We will engage students at the 7th grade through incorporation and continuation of the Playwrights Project and at the sixth grade through utilization of resident experts in the visual arts. Success of the program will be monitored through increasing student proficiency rate using the Reading Plus from the baseline date of Sept, 2015 to the conclusion of the program June 2016. Evaluations will be done quarterly to revise the implementation of the program based on individual student achievement. Additional funds will be invested in field trips, performances, and participation by invested staff in a summer "Boot camp" for appropriate techniques for integration of the arts into the core curriculum.</p>

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/21/2016, 90 % of Creative Performing Med Arts Students will perform at a 2.0 minimum GPA level in Report Cards

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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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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).

Title 1 Arts Grant (Award Sites ONLY):

(The School) will use the Art Grant to (determine additional strategies and supports to) engage students in (ELA and/ or Math) programs (in the following way BE SPECIFIC) that will be monitored by increasing student proficiency rate using the (name tool) from the baseline (start date) to the conclusion of the program (end date). Evaluations will be done (interval) to revise the implementation of the program based on individual student achievement.

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

- * By 06/21/2016, increase in Parent and Community Engagement of Creative Performing Med Arts Parents/Guardians to get 500 families to join the CPMA PTA
- * By 06/21/2016, increase in Parent and Community Engagement of Creative Performing Med Arts Parents/Guardians to reduce parent complaints by 10%

Targeted Population:

We will target the 6th grade at the beginning of the year, and focus on our 8th grade Hispanic population throughout the year.

What data did you use to form these goals?

Sign in lists from Events

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, and other family friend events and submit them to the administration for review. The sheets will be shared with counseling, SSC, ELAC, ILT and SGT upon request then kept on file. The counseling, office and administration staff will contact parents by phone, email or mail to provide them with suggestions for activities to assist their student in meeting educational goals or provide additional progress and growth monitoring supports.

Title 1 Arts Grant (Award Sites ONLY):

Area 6: Additional Site Identified Area (Optional)

Additional Site Identified SMART Goal:
 * By 06/21/2016, 75 % of Creative Performing Med Arts Students will achieve a maintained rate of 97% for the year in Attendance , increasing from 69.5 % to 75 % , a gain of 5.50 %

Closing the Gap SMART Goal:
 * By 06/21/2016, 65 % of Creative Performing Med Arts Hispanic or Latino, Black or African American will achieve a maintained rate of 97% for the year in Attendance , increasing from 58 % to 65 % , a gain of 7.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Orbit attendance data

Progress and Growth Monitoring:

Teachers will monitor their daily attendance for their students. Teachers will contact families with excessive absences as well as notifying the attendance and counseling offices for further intervention.

The counseling, office and administration staff will contact parents by phone, email or mail to provide them with suggestions for activities to assist their student in meeting educational goals or provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

Teachers will create a physical environment that engages all students;

Teachers will use best teaching practices;

School will utilize a 7-period schedule to extend learning time in all core curricular areas and provide for interventions within the school day;

Classroom teachers will be provided common planning time and professional development via a PLC school structure to better support shared students (supports Tier I, II & III);

Teachers will use varied instructional strategies, including differentiated assignments based on addressing IEP/ ELD goals;

Teachers will assess student's understanding on an ongoing basis, including the use of site-developed benchmark assessments

Teachers will use Specialized Academic Instruction (SAI) for students with disabilities (special education services model, students provided equal access to classroom instruction with a support teacher) ;

Administrators will support classroom teachers with planning, curriculum mapping, benchmark development and calibration for the benefit of all students.

Strategic Support (Tier 2)

Teachers will modify instructional plans to adjust for student needs;

Teachers will provide small group instruction;

Students performing at Basic will be provided dedicated intervention classes in the appropriate core area (ELA or math);

Teachers will teach intervention Math classes to students struggling with essential math concepts;

After school instructional support will be provided by subject level tutoring and through Primetime tutoring

Teachers will work in grade-level and content specific teams to create and evaluate common formative and summative assessments and determine next steps.

Head Counselor and counselors will provide direct services to students and families to support academic success in all curricular areas and social/emotional well-being.

Intensive Intervention (Tier 3)

Students performing at below Proficient will be provided daily academy/intervention classes in appropriate core area (ELA or math);

Teachers will make SST referrals where appropriate;

Study skills classes are in place as an elective course for students who qualify;

Head counselor and counselors will assist low-performing students in modifying behavior issues by providing behavior intervention supports;

Head counselor will lead growth groups of students who are low-performing and/or failing;

Teachers will develop contract for attendance, behavior or work completion, where appropriate;

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Teachers will encourage students to enroll and attend Intersession and Summer School, where offered and appropriate.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher	0.5400	\$40,177.62	0310-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1, LCFF 2, LCFF 3	Classroom teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition. Will also provide CSR.
Position Regular Teacher,	0.1600	\$11,904.48	0310-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 03, 04, LCFF 1, LCFF 2	Classroom teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition. Will also provide CSR.
Position Regular Teacher,	1.0000	\$74,403.00	0310-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Classroom teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition. Will also provide CSR.
Interprogram Svcs/Field Trip	-	\$3,000.00	0310-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	field trips in support of student enrichment and growth
Conference Local	-	\$500.00	0310-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Professional growth through common core related conferences
Short Term Leave Visiting Tchr	-	\$1,500.00	0310-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	For class coverage and visiting teacher support of non-00010 teachers
Clerical OTBS Hrly	-	\$500.00	0310-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Hourly support of instructional needs by OTBS
Prof&Curriclm DevHrlyClstrmTchr	-	\$3,000.00	0310-30100-00-1170-1000-1110-01000-	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Pay for instructional leaders who invest their time creating curriculum for the site

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			0000			
Supplies	-	\$10,340.28	0310-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Materials and supplies in support of instruction
Travel Conference	-	\$1,500.00	0310-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Professional growth through common core related conferences
Inservice supplies	-	\$500.00	0310-30100-00-4304-1000-1110-01000-0000	Title I Basic Program	LCFF 3	inservice supplies
Supplies	-	\$3,378.00	0310-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Materials and supplies in support of Parent involvement
Postage Expense	-	\$500.00	0310-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	for parent support of information pertaining to students
Supplies	-	\$420.01	0310-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Materials and supplies in support of instruction
Counselor Hrly	-	\$1,100.00	0310-00029-00-1260-3110-0000-01000-0000	Addtl Counselor Days	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Additional money for counseling to develop programs in support of students, outside of the work day

Local Control Funding Formula Goals
<p>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?</p>
<p>Intervention Support Goal: Addition of in-school intervention classes</p> <p>Identified Need: Students in math and English Language Arts, including those with identified secondary needs such as SPED or EL require additional instructional opportunities to improve understanding and comprehension.</p> <p>Target Group: All students identified as being at risk of failure. Specifically those scoring below a pre-identified cut point in ELA and Math placement assessments or those with Lexile levels more than 300 points below grade-level norms</p> <p>Monitoring: Monitoring in ELA will be through Reading plus benchmark assessments. In math, Common formative assessments and an as yet to be determined Math intervention program.</p> <p>Personnel Responsible: ELA and math teachers TBD. All ELA will incorporate Reading Plus into their curriculum and additional Reading plus time along with other intervention strategies will be used to support students. A yet to be identified math support teacher will be hired specifically to work with 6-8th grade students who are struggling with math</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: Additional intervention classes and CSR for targeted struggling EL students.</p> <p>Identified Need: Additional push in and pull out support for ELs and struggling targeted students not meeting standards.</p> <p>Target Group: ELs and struggling targeted students not meeting standards.</p> <p>Monitoring:: Monitoring in ELA will be through Reading plus benchmark assessments. In math, Common formative assessments and an as yet to be determined Math intervention program.</p> <p>Personnel Responsible: ELA and math teachers TBD. All ELA will incorporate Reading Plus into their curriculum and additional Reading plus time along with other</p>

<p>intervention strategies will be used to support students. A yet to be identified math support teacher will be hired specifically to work with 6-8th grade students who are struggling with math</p>
<p>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?</p>
<p>Professional Development Goal: PLC and PD that provides strategies for ELs and struggling targeted students to meet Common Core standard.</p>
<p>Identified Need:: Additional strategies to support for ELs and struggling targeted students not meeting standards.</p>
<p>Target Group:: ELs and struggling targeted students not meeting standards.</p>
<p>Monitoring:: Monitoring in ELA will be through Reading plus benchmark assessments. In math, Common formative assessments and an as yet to be determined Math intervention program.</p>
<p>Personnel Responsible:: ELA and math teachers TBD. All ELA will incorporate Reading Plus into their curriculum and additional Reading plus time along with other intervention strategies will be used to support students. A yet to be identified math support teacher will be hired specifically to work with 6-8th grade students who are struggling with math</p>

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher,	0.3000	\$22,320.90	0310-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	01, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	ELA teachers will provide targeted instruction to EL students. All ELA will incorporate Reading Plus into their curriculum and additional Reading plus time along with other intervention strategies will be used to support students.
Travel Conference	-	\$1,500.00	0310-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Professional growth through common core related conferences

Creative Performing & Med Arts SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr	-	\$8,000.00	0310-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Visiting Teacher support for teachers who take time during the school day to attend conferences, develop curriculum, or work collaborative to review data
Classroom Teacher Hrly	-	\$5,000.00	0310-09800-00-1157-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Pay for teachers who offer school-wide tutoring and for those who work outside the school day on school support systems
Nurse/Counslr/Psychologist Sub	-	\$500.00	0310-09800-00-1262-3110-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	For use should we require a visiting nurse or counselor due to extended absence of site staff
Supplies	-	\$16,400.10	0310-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Materials and supplies in support of instruction
Conference Local	-	\$500.00	0310-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Professional growth through common core related conferences
Interprogram Svcs/Paper	-	\$3,000.00	0310-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Paper in support of instruction
Software License	-	\$1,200.00	0310-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	LCFF Intervention Support

ACHIEVEMENT

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

ACHIEVEMENT**APPENDIX A**

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)



Creative, Performing & Media Arts Magnet Middle School

San Diego Unified School District
5050 Conrad Avenue, San Diego, CA, 92117
sandi.net/cpma

Phone: (858) 800-5550
Fax: (858) 800-5624
E-Mail: sthomason@sandi.net
Scott Thomason, Principal



CPMA 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.

CPMA has developed a written Title I parental involvement policy with input from the Title I parents. CPMA conducted a survey of parents to determine areas of need within the school and the greatest number of ways Parents can involve themselves in the instructional and social emotional development of its students. Collected Data was then taken to the School Site Council for refinement and inclusion in the final draft of the policy.

The Policy has been distributed to the parents of Title I students via the site's Back to School Night and is available in both English and Spanish on the school's website.

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 CPMA, 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 held during our back to school night and the policy is review publically with a question and answer session immediately following.
- The school offers a flexible number of meetings for Title I parents, including Principal's coffees, PTA and Foundation public forum meetings, and at-risk, neighborhood specific meetings where CPMA sets up shop at a centralized school and invites parents to attend to have concerns addressed.
- 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 parent Involvement Policy. At CPMA this involves first, publishing, tabulating, and reviewing an annual parent survey on site safety, instructional, and administrative issues. These issues are then brought forward to the SSC for discussion in order to determine if and how the school can and should respond.
- The school provides parents of Title I students with timely information about Title I programs. At CPMA, that information is introduced through the SSC and a determination of which information is sent out to parents via an all-call or letter home is made.



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Scott Thomason, Principal



- 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. At CPMA, this involves information sent home with students in the planner, a meeting in September at the annual back to school night reviewing and overviewing curriculum expectations and assessment practices.
- If requested by Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. CPMA regularly meets with parents to discuss concerns and issues relating to the needs of their students and reviews the annual parents survey data. In addition, CPMA is working to set up regular At-Risk Meetings for parents and students who need additional support.
- CPMA involves parents in the decision making process through compilation of data of an annual parent survey, participation in both the Site Governance and School Site Council, and through input given in the course of parent teacher conferences and feedback from students.
- CPMA 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. At CPMA, Parents are taught how to access the student portal of PowerSchool for grade book access. Meetings are held annually to explain to parents how the CCSS math standards determine placement in appropriate math instruction. Further, as SBAC assessments take hold, plans are in place to educate parents on how to access sample assessments and to talk about the transition from Star testing expectations to online interactive assessment.
 - The school Provides Title I parents with materials and training to help them work with their children to improve their student's achievement. At CPMA parents have access to instructional materials that can be accessed at home, online support systems and tutorial sites, and direct access to teachers to help identify specific strategies to work with their children for maximal academic success.
 - 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. CPMA encourages parent volunteerism and consistently has partners who dedicate themselves to assisting with productions, those who sit on advisory committees, and leadership teams.



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- The school coordinates and integrates the Title I parental involvement program with other programs, conducts other activities, such as parent resources centers, to encourage and support parents in more fully participating in the education of their children. CPMA has developed an outreach event so that parents who have difficulties coming to the school can meet halfway by attending an “on the road” event at a partner school.
- The school distributes information related to school and parent programs, meetings, and other activities to the Title I parents in a format and language that parents understand. At CPMA all documentation is presented in both English and Spanish, our two primary language bases.
- The school provides support for parental involvement activities requested by title I Parents. As needed, we comply with all requests for parental and school partnering.

Accessibility:

- CPMA 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. CPMA has a diverse student and parent population and takes great measures to ensure that communication is consistent and appropriate to all parent subsets.

ACHIEVEMENT

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District

Creative, Performing & Media Arts Magnet Middle School
5050 Conrad Avenue, San Diego, CA, 92117
www.cpmamiddle.org

(858) 800-5550
Fax: (858) 278-7462
E-Mail: sthomason@sandi.net
Scott Thomason
Principal

2015-2016 HOME/SCHOOL COMPACT

CPMA 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.

SCHOOL RESPONSIBILITIES

CPMA 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:
 - a. Provide highly trained and qualified teaching staff
 - b. Alignment of instruction with Common Core content standards
 - c. Ongoing CCSS and Cultural Growth staff development
 - d. 2nd hour of instruction in Literacy classes
 - e. Tutoring after school
Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - f. Incorporate a once a week Home room (STAR Hour) to assist students with additional academic needs and to allow teachers and students to make positive connections
 - g. Implement a Positive Behavior, Intervention and Support (PBIS) program in an effort to teach unconditional positive regard to all students
2. Provide parents with progress reports every 9 weeks on their child's progress.
3. Provide access to staff before, after, and during the school day, by appointment.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Participation in Foundation, SSC, and SGT meetings
 - b. Shadowing a student
 - c. Parents on Campus
 - d. Volunteering in classrooms or during special events
5. Be the CHANGE

ACHIEVEMENT

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

San Diego Unified School District						
Site: 0310 Creative Performing & Med Arts						
As of Date 04-22-2015						
Extended Summary						
	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog	
Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		180,127.00		3,878.00		16,693.00
		180,126.66		3,878.00		16,693.00
		0.34		-		-
2000 Regular Teacher	1.54	114,580.62	-	-	0.16	11,904.48
1162 Short Term Leave Visiting Tchr		1,500.00		-		-
1170 Prof&Curriclm DevHrlyClstrmTchr		3,000.00		-		-
2451 Clerical OTBS Hrly		500.00		-		-
Employee Benefits		42,848.76		-		4,368.51
4301 Supplies		12,197.28		3,378.00		420.01
4304 Inservice supplies		500.00		-		-
5207 Travel Conference		1,500.00		-		-
5209 Conference Local		500.00		-		-
5735 Interprogram Svcs/Field Trip		3,000.00		-		-
5920 Postage Expense		-		500.00		-

ACHIEVEMENT

APPENDIX D

2014-15 SPSA ADDENDUM

CPMA

Area Goals for 2014-15 SY	
English Language Arts:	70% mastery of district benchmark assessments. Development of Common Assessments;
Mathematics	50% Mastery Of district benchmark assessments. Development of Common assessments
English Language Development	Reclassification of 25% of designated EL students through CELDT assessment
Graduation/Promotion Rate	98% promotion rate
Parent Involvement and Community Engagement	10% decrease in parent complaints. 500 Parents joining PTA

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	Rationale
		183,697.00		3,339.00		16,681.00	
2000 Regular Teacher	1.55	116,879.30	-	-	-	-	FTEs as AVID support and class size reduction
1157 Classroom Teacher Hrly		2,000.05		-		-	Tutoring
1162 Short Term Leave Visiting Tchr		1,500.00		-		-	Sub time for curriculum development
1170 Prof&Curriclm DevHrlyClstrmTchr		4,000.00		-		3,000.00	Paid Curriculum Development time for teachers
1192 Prof&Curriclm Dev Vist Tchr		4,000.00		-		3,000.00	Sub time for curriculum development
2451 Clerical OTBS Hrly		500.00		-		-	OTBS time for classroom support
Employee Benefits		40,219.66				756.00	Employee benefits as part of FTE allocation
4301 Supplies		2,597.99		1,839.00		4,925.00	Supplies and materials in support of instruction
4304 Inservice supplies		500.00		-		-	supplies and materials in support of inservice instruction
4491 Equipment Non Capitalized		5,000.00		-		-	Purchase of Ipads for instructional support
5100 Contracted Svcs > \$25K		-		-		5,000.00	Bring PD to CPMA as support for instruction and character developmnet

5207 Travel Conference		3,000.00		500.00		-	Conferences in support of professional development
5209 Conference Local		1,000.00		1,000.00		-	Conferences in support of professional development
5735 Interprogram Svcs/Field Trip		2,000.00		-		-	Field Trips as enrichment of instruction
5920 Postage Expense		500.00		-		-	Postage to pay for parent communication support

ACHIEVEMENT

APPENDIX E

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

APPENDIX E

School Name: CPMA

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$180,127.00
Enter Total Allocation: Resource 30106	\$16,693.00
Sum or Resources 30100 & 30106	\$196,820.00
10% allocation needed for PD	\$19,682.00

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 type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	5207	.16 FTE toward an intervention teacher for Math	\$16,272.99
<input checked="" type="checkbox"/> 30100			
<input type="checkbox"/> 30106	1170	Professional Curriculum Development hourly pay for teachers developing CCSS curriculum	\$3,000.00
<input checked="" type="checkbox"/> 30100			
<input type="checkbox"/> 30106	5207	Travel Conferences for professional development opportunities	\$1,500.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106	5209	Local Conference money for professional development	\$500.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$21,272.99
10 % allocation has been met			YES