

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ALCOTT ELEMENTARY** SCHOOL

2018-19

37-68338-6039119
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: Riley, Michelle

Contact Person: Riley, Michelle

Position: Principal

Telephone Number: 858-273-3415

Address: 4680 Hidalgo Ave, Alcott Elementary, San Diego, CA, 92117-2503,

E-mail Address: mriley@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*



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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Alcott Elementary
SITE CONTACT PERSON: Michelle C. Riley

DUE: May 15, 2018 (Year Round)

PHONE: 858-273-3415 FAX: 858-581-6429 E-MAIL ADDRESS: mriley@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)

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 THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/15/18
- 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: 3/15/18

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.

Michelle C. Riley
Type/Print Name of School Principal

Michelle C. Riley
Signature of School Principal

5-24-18
Date

Julia L. James
Type/Print Name of SSC Chairperson

Julia L. James
Signature of SSC Chairperson

5/24/18
Date

Sofia Freire
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

5/31/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Alcott Elementary's student population of Transitional Kindergarten through Fifth grade is diverse with 38 percent Hispanic, 43 percent White, and 19 percent other races. Fifty-eight percent of Alcott students receive Free or Reduced lunches. The contents of Alcott Elementary's Single Plan for Student Achievement (SPSA) include the 2018-2019 approved categorical budgets which was completed in the spring of 2018. This document is contained in the appendix with rationales for each expense identified in the budget. Alcott's Single Plan for Student Achievement will provide students with extra support and additional materials to allow all Alcott students to learn according to his/her ability.

SCHOOL VISION AND REALITY

The mission of Alcott Elementary School and Infant/Toddler Program is to give each student the opportunity to learn according to his/her ability and to create a school environment attentive to each student's academic, physical, social, and emotional needs.

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
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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

This year at Alcott Elementary we did the following items:

- Distributed the Evaluation to all Stakeholders for their input. Summary of the Evaluation has been uploaded in the SPSA Appendix"

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Michelle Riley	Principal
Julia James	Other; Chair
Jason Milosh	Parent
Lisa Delgado	Parent
Caitlin Stivaletta	Parent
Vivianne Ramirez	Parent
Roger Otterson	Community Member
Cara Sonstegard-Graham	Teacher
Lara Wuhrmann	Teacher
Erin Summers	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 50% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 12 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 20% (approx. 1 3rd grader) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 1 5th grader) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 20% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 1 3rd grader) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 1 5th grader) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

End of Unit Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze DRA and SRI achievement at least 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 40% (approx. 13 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 10 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 20% (approx. 1 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 1 5th grader) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 20% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 1 3rd grader) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 1 5th grader) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

End of Unit Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level to analyze end of unit assessments at least 3 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 50% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

English Language Proficiency Assessments for California (ELPAC)

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 50% (approx. 16 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 50 (approx. 12 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):

Subgroup: English Learners students

By June 2019, at least 25% (approx. 2 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 25% (approx. 1 5th grader) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 50% (approx. 6 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 50% (approx. 5 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 20% (approx. 1 3rd grader) will meet or exceed level 38 in DRA.

By June 2019, at least 20% (approx. 1 5th grader) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI three times per year. Analysis will inform subsequent instruction.

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

By June 2019, 98% (approx. 143 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 73 families) will attend training on Literacy Strategies to increase the milestones necessary for meaningful graduation.

Targeted Population:

The parents/guardians of Alcott's Hispanic population are the least represented at school events, parent conferences and PTA functions. English learner parents are underrepresented at school events as well.

What data did you use to form these goals?

Educational research data supports this conclusion.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet twice per year to analyze student progress using site developed criteria. Families are contacted three times yearly based on progress.

Classroom teachers will utilize classroom management software to keep parents informed about classroom activities and school functions.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Teachers will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of classroom assessments and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need...
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of guided reading weekly for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Alcott Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Counselor and support mentors will provide monthly check in with at risk students.
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$635.00	\$635.00	0004-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Provide supplemental paper for intervention programs that focus on improving student achievement in ELA, Mathematics, and Science.
Supplies		\$1,700.00	\$1,700.00	0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Provide supplemental materials and supplies such as pencils, markers, construction paper, chart paper, books, etc. to support student achievement in ELA, Mathematics, and Science.

How will you monitor these strategies/activities?

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review assessments, SBAC and ELPAC data with staff, ILT, SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$635.00	\$635.00	0004-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Provide Supplemental paper for intervention programs that focus on closing the achievement gap for students below performing below grade level requirements to move them toward grade level achievement expectations. Paper will support additional materials for these students to meet student achievement in ELA, Mathematics, and Science.
Supplies		\$1,210.00	\$1,210.00	0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Supplemental supplies such as pencils, markers, books, construction paper, composition books, pocket folders, etc. for intervention programs that focus on students performing below grade level requirements in order to move them toward grade level achievement expectations.

How will you monitor these strategies/activities?

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

1. Cross-curricular articulation will take place weekly. Teachers will meet monthly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.
2. Site professional development for the 201-18 year will focus on multiple representations in mathematics, English Language Arts, and Social Studies.

How will you monitor these strategies/activities?

- * Bell to bell instruction * Regular classroom observation and feedback
- * Review Interim assessments and CELDT data with staff, ILT, and SSC.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

1. Staff will assist students in meeting grade level expectations.
2. School Counselor will meet with students individually and in small groups to provide social and/or emotional supports.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.1000	\$7,943.10	\$9,648.88	0004-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	School counselor to provide Social and Emotional support to students to increase attendance that will help promote student achievement as well as counseling services and small group workshops.

How will you monitor these strategies/activities?

- * Regular Classroom observation and feedback. * Student Success Team Meetings will monitor students not meeting grade level expectations.
- * School Counselor will regularly reassess students needing small group and individual counseling and advise teachers and principal of student progress.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$372.00	\$372.00	0004-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for Parent Meetings and Family Curriculum Nights.
Interprogram Svcs/Paper		\$245.00	\$245.00	0004-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Paper for parent communications including Weekly Parent Letters, Student Progress Reports and Report Cards.

How will you monitor these strategies/activities?

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast, flyers and the school website
- *Foundation meetings
- *SSC meetings *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
<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:: Targeted instruction by visiting teachers as needed to support students at risk of not meeting achievement goals.</p> <p>Identified Need:: Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as targeted support in the classroom.</p> <p>Target Group:: Struggling students (ELs and EOs) at-risk of not meeting grade level standards.</p> <p>Monitoring:: Student records and logs</p> <p>Personnel Responsible:: Principal</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:: Visiting teachers to provide additional classroom support to help move students toward achievement goals in ELA, Mathematics, and Science.</p> <p>Identified Need:: Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as targeted support in the classrooms by visiting teachers as needed to support achievement goals.</p> <p>Target Group:: Struggling students (ELs and EOs) at-risk of not meeting grade level standards.</p> <p>Monitoring:: Student records and logs</p> <p>Personnel Responsible:: Principal</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?

Professional Development Goal:

Focusing on the California Common Core State Standards, Professional Development will be provided by the experts of reading and writing strategies that work to all teachers and administration. The training will take place at the school site throughout the year and all teachers and staff will be attending. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly. NGSS Science Training will also be utilized to move Alcott toward the Next Generation Science Standards.

Identified Need::

CCSS Writing is the focus of the year. Students will be working diligently on the CCSS writing process

Target Group::

All students not meeting grade level standards.

Monitoring::

Classroom teachers will attend professional development

Personnel Responsible::

Principal and teachers focusing on the yearly PD plans and site vision.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$5,167.97	\$5,167.97	0004-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Supplemental supplies and materials such as books, pencils, paper, and manipulatives to support English Learners and other students needing to close the achievement gap.
Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,039.00	0004-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Personnel to provide classroom coverage during teacher professional learning such as PLCs, classroom visits, and professional development courses offered during the instructional day.
Software License		\$1,000.00	\$1,000.00	0004-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Software licenses to provide intervention and additional support for English Learners other students needing to close the achievement gap in ELA and Mathematics.

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
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Alcott
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	97	49.5	74	54.1	70	45.7	-3.8	-8.4	97	42.3	75	41.3	70	34.3	-8.0	-7.0
Female	47	53.2	32	53.1	38	50.0	-3.2	-3.1	47	36.2	33	33.3	38	28.9	-7.3	-4.4
Male	50	46.0	42	54.8	32	40.6	-5.4	-14.2	50	48.0	42	47.6	32	40.6	-7.4	-7.0
African American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	49	32.7	34	38.2	34	32.4	-0.3	-5.8	49	24.5	35	25.7	34	17.6	-6.9	-8.1
Indochinese	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	34	64.7	30	70.0	24	58.3	-6.4	-11.7	34	55.9	30	60.0	24	50.0	-5.9	-10.0
Multiracial	11	72.7	8	-	10	60.0	-12.7	-	11	72.7	8	-	10	50.0	-22.7	-
English Learner	21	23.8	12	16.7	9	-	-	-	21	0.0	13	7.7	9	-	-	-
English-Speaking	76	56.6	62	61.3	61	52.5	-4.1	-8.8	76	53.9	62	48.4	61	36.1	-17.8	-12.3
Reclassified†	17	58.8	10	80.0	10	50.0	-8.8	-30.0	17	70.6	10	60.0	10	20.0	-50.6	-40.0
Initially Eng. Speaking	59	55.9	52	57.7	51	52.9	-3.0	-4.8	59	49.2	52	46.2	51	39.2	-10.0	-7.0
Econ. Disadv.*	55	40.0	45	42.2	48	39.6	-0.4	-2.6	55	30.9	46	37.0	48	35.4	4.5	-1.6
Non-Econ. Disadv.	42	61.9	29	72.4	22	59.1	-2.8	-13.3	42	57.1	29	48.3	22	31.8	-25.3	-16.5
Gifted	19	63.2	21	81.0	13	84.6	21.4	3.6	19	84.2	21	66.7	13	61.5	-22.7	-5.2
Not Gifted	78	46.2	53	43.4	57	36.8	-9.4	-6.6	78	32.1	54	31.5	57	28.1	-4.0	-3.4
With Disabilities	24	16.7	18	16.7	13	15.4	-1.3	-1.3	24	16.7	18	22.2	13	15.4	-1.3	-6.8
WO Disabilities	73	60.3	56	66.1	57	52.6	-7.7	-13.5	73	50.7	57	47.4	57	38.6	-12.1	-8.8
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	1	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Alcott
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	31	67.7	19	42.1	23	47.8	-19.9	5.7	31	35.5	20	50.0	23	39.1	3.6	-10.9
Female	17	70.6	11	45.5	12	41.7	-28.9	-3.8	17	29.4	12	41.7	12	33.3	3.9	-8.4
Male	14	64.3	8	-	11	54.5	-9.8	-	14	42.9	8	-	11	45.5	2.6	-
African American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	12	41.7	8	-	12	33.3	-8.4	-	12	0.0	9	-	12	25.0	25.0	-
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	14	78.6	7	-	6	-	-	-	14	42.9	7	-	6	-	-	-
Multiracial	3	-	4	-	4	-	-	-	3	-	4	-	4	-	-	-
English Learner	10	50.0	3	-	5	-	-	-	10	0.0	4	-	5	-	-	-
English-Speaking	21	76.2	16	50.0	18	61.1	-15.1	11.1	21	52.4	16	56.3	18	44.4	-8.0	-11.9
Reclassified†	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Initially Eng. Speaking	20	75.0	15	46.7	18	61.1	-13.9	14.4	20	50.0	15	53.3	18	44.4	-5.6	-8.9
Econ. Disadv.*	20	55.0	13	30.8	13	30.8	-24.2	0.0	20	20.0	14	42.9	13	38.5	18.5	-4.4
Non-Econ. Disadv.	11	90.9	6	-	10	70.0	-20.9	-	11	63.6	6	-	10	40.0	-23.6	-
Gifted	8	-	5	-	4	-	-	-	8	-	5	-	4	-	-	-
Not Gifted	23	60.9	14	28.6	19	42.1	-18.8	13.5	23	17.4	15	40.0	19	31.6	14.2	-8.4
With Disabilities	5	-	6	-	4	-	-	-	5	-	6	-	13	15.4	-	-
WO Disabilities	26	73.1	13	46.2	19	47.4	-25.7	1.2	26	38.5	14	50.0	19	47.4	8.9	-2.6
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Alcott
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	30	30.0	28	60.7	18	38.9	8.9	-21.8	30	56.7	28	42.9	18	38.9	-17.8	-4.0
Female	9	-	15	60.0	10	50.0	-	-10.0	9	-	15	33.3	10	30.0	-	-3.3
Male	21	33.3	13	61.5	8	-	-	-	21	61.9	13	53.8	8	-	-	-
African American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	12	16.7	13	38.5	8	-	-	-	12	41.7	13	23.1	8	-	-	-
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	14	50.0	11	72.7	7	-	-	-	14	78.6	11	54.5	7	-	-	-
Multiracial	3	-	3	-	3	-	-	-	3	-	3	-	3	-	-	-
English Learner	3	-	7	-	3	-	-	-	3	-	7	-	3	-	-	-
English-Speaking	27	33.3	21	71.4	15	46.7	13.4	-24.7	27	63.0	21	57.1	15	46.7	-16.3	-10.4
Reclassified†	7	-	2	-	1	-	-	-	7	-	2	-	1	-	-	-
Initially Eng. Speaking	20	30.0	19	68.4	14	42.9	12.9	-25.5	20	55.0	19	52.6	14	42.9	-12.1	-9.7
Econ. Disadv.*	12	16.7	21	57.1	14	35.7	19.0	-21.4	12	33.3	21	42.9	14	42.9	9.6	0.0
Non-Econ. Disadv.	18	38.9	7	-	4	-	-	-	18	72.2	7	-	4	-	-	-
Gifted	8	-	6	-	3	-	-	-	8	-	6	-	3	-	-	-
Not Gifted	22	31.8	22	50.0	15	33.3	1.5	-16.7	22	50.0	22	36.4	15	33.3	-16.7	-3.1
With Disabilities	8	-	18	16.7	13	15.4	-	-1.3	8	-	18	22.2	5	-	-	-
WO Disabilities	22	40.9	24	70.8	13	53.8	12.9	-17.0	22	68.2	24	50.0	13	46.2	-22.0	-3.8
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Alcott
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	36	50.0	27	55.6	29	48.3	-1.7	-7.3	36	36.1	27	33.3	29	27.6	-8.5	-5.7
Female	21	52.4	6	-	16	56.3	3.9	-	21	38.1	6	-	16	25.0	-13.1	-
Male	15	46.7	21	57.1	13	38.5	-8.2	-18.6	15	33.3	21	38.1	13	30.8	-2.5	-7.3
African American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	25	36.0	13	38.5	14	28.6	-7.4	-9.9	25	28.0	13	15.4	14	14.3	-13.7	-1.1
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	6	-	12	75.0	11	54.5	-	-20.5	6	-	12	58.3	11	27.3	-	-31.0
Multiracial	5	-	1	-	3	-	-	-	5	-	1	-	3	-	-	-
English Learner	8	-	2	-	1	-	-	-	8	-	2	-	1	-	-	-
English-Speaking	28	64.3	25	60.0	28	50.0	-14.3	-10.0	28	46.4	25	36.0	28	25.0	-21.4	-11.0
Reclassified†	9	-	7	-	9	-	-	-	9	-	7	-	9	-	-	-
Initially Eng. Speaking	19	63.2	18	55.6	19	52.6	-10.6	-3.0	19	42.1	18	33.3	19	31.6	-10.5	-1.7
Econ. Disadv.*	23	39.1	11	27.3	21	47.6	8.5	20.3	23	39.1	11	18.2	21	28.6	-10.5	10.4
Non-Econ. Disadv.	13	69.2	16	75.0	8	-	-	-	13	30.8	16	43.8	8	-	-	-
Gifted	3	-	10	70.0	6	-	-	-	3	-	10	60.0	6	-	-	-
Not Gifted	33	45.5	17	47.1	23	34.8	-10.7	-12.3	33	30.3	17	17.6	23	21.7	-8.6	4.1
With Disabilities	11	18.2	8	-	13	15.4	-2.8	-	11	9.1	8	-	4	-	-	-
WO Disabilities	25	64.0	19	73.7	25	56.0	-8.0	-17.7	25	48.0	19	42.1	25	28.0	-20.0	-14.1
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

ALCOTT ELEMENTARY SCHOOL

TITLE I PARENT INVOLVEMENT POLICY 2018-2019

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

Alcott Elementary School has developed a written Title I parent involvement policy with input from Title I parents at Mornings with Michelle Principal/Parent meetings, ELAC meetings, and School Site Council meetings.

It has distributed the policy to parents of Title I students each year in the Parent/Student Handbook during the first week of school.

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 Alcott Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and the right of parents to be involved in the Title I program. This meeting is held at a combined Mornings with Michelle and ELAC meeting in October.
- Alcott Elementary School offers a flexible number of meetings for Title I parents to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups.
- Parental input from the parent meeting and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school provides parents of Title I students with timely information about Title I programs in Alcott's parent letter which is sent home weekly informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent letter is used to advertise parent meetings and training sessions offered at Alcott Elementary, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- 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. Title I parents are invited to monthly Mornings with Michelle meetings to cover these and other topics including:
 - Improving communication between the school and home.
 - Providing information about school and district resources for student academic improvement.

ALCOTT ELEMENTARY SCHOOL

TITLE I PARENT INVOLVEMENT POLICY 2018-2019

- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
 - Conferencing with teachers.
 - Standardized testing
 - Providing training programs to help parents support and work with their children at home and at school.
 - Advocating for teachers and parents.
 - Valuing cultural diversity.
- 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. During parent meetings, opportunities will be offered for the formulation of fashion. If possible, the Principal, Michelle Riley, will investigate suggestions and respond to parents by phone or by email. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

School-Parent Compact

Alcott Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

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

Building Capacity for Involvement

Alcott Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Alcott Title I parents receive information at monthly Mornings with Michelle Principal/Parent meetings, and through the weekly Principal Letter.
- The school provides parents with materials and training to help them work with their children to improve their children's achievements. At the monthly Mornings with Michelle meetings the Principal provides information, materials and training to all parents. The meetings are translated to provide information in home languages.

ALCOTT ELEMENTARY SCHOOL

TITLE I PARENT INVOLVEMENT POLICY 2018-2019

- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Alcott Elementary School has very active parents who are committed to work with staff. This builds a strong bond at Alcott Elementary between parents and staff members.
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Alcott is pleased to provide a Parent Center in room 17. This room is supplied with computers, books, and literature to provide parents with supports to enable parents to more fully participate in their child's education.
- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that parents understand. The Principal's weekly letter and other flyers are translated to provide parents with information that they can understand. Also School Messenger phone calls and emails are sent in both English and Spanish to keep parents informed of Alcott School activities, as well as Clairemont Cluster and District activities. Flyers are sent on PeachJar as well to allow parents direct access to them.
- The school provides support for parental involvement activities requested by parents. All parents are invited to share their ideas for activities. The principal, Instructional Leadership Team, School Site Council, and PTA take all ideas under consideration and report back to the parent about the ideas.

Accessibility

Alcott 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. Alcott's campus is ADA compliant. Parents of all abilities are invited to participate in their child's classroom and in school activities. Information is translated into Spanish to provide those parents with limited English proficiency access to that information.

APPENDIX C

HOME/SCHOOL COMPACT

HOME/SCHOOL COMPACT

Alcott Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)(participating children) agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

School Responsibilities

Alcott Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - All teachers are Highly Qualified Teachers under NCLB guidelines
 - Alcott teachers provide high quality curriculum and instruction by differentiating their classroom instruction to meet the different needs of their students. Students will read books at their level during independent reading. Alcott Superstars will have writing assignments at each grade level. Science is taught at least two times a week in Grades Transitional Kindergarten through 2. Third, Fourth and Fifth grade students have Science or Social Studies instruction with a certificated teacher daily.
 - Numerous teachers at Alcott send home weekly reports to inform parents of their student's academic and behavioral progress.
2. Hold parent-teacher conferences semi-annually during which this compact will be discussed as it relates to the individual child's achievement.
 - Parent-teacher conference dates are November 2018 and March 2019.
3. Provide parents with frequent reports on their child's progress.
 - Parents will receive report cards about their children's progress three (3) times a year.
 - Teachers are available to confer with parents by appointment at other times regarding their child's progress
4. Provide parents reasonable access to staff.
 - Parent conferences, voicemail, email, before and after school in person.
 - Principal is available to meet with parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Alcott has an extremely active PTA
 - PTA has monthly meetings that the principal, teachers and parents attend.

- PTA has General Association Meetings 2-3 times a year.
- PTA has family functions throughout the school year
- Parents are very active in the classroom. They volunteer their time in the classrooms and help teachers with paperwork, reading to children, helping with homework, etc.
- Parents are able to visit classrooms at any time.
- Parents attend field trips with their children.
- When students publish written work, parents are invited to attend and participate in the celebrations

Parent Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television and computer game time my child has.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learned Advisory Committee (ELAC), or other school advisory groups.*
- *Attending Parent Conferences*

Student Responsibilities

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

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Complete academic work in the classroom.*
- *Read my level of books during Independent Reading.*
- *Complete writing assignments using the writing process.*
- *Do my very best on assessments.*
- *Be responsible for my own learning.*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Alcott Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 10,000.00
		3000	Employee Benefits			\$ 2,039.00
		4301	Supplies			\$ 5,167.97
		5841	Software License			\$ 1,000.00
	09800 Total					\$ 18,206.97
	30100	1210	Counselor	School Counselor	0.1000	\$ 7,943.10
		3000	Employee Benefits			\$ 1,705.78
		4301	Supplies			\$ 2,910.00
		5733	Interprogram Svcs/Paper			\$ 1,270.00
	30100 Total				0.1000	\$ 13,828.88
	30103	4301	Supplies			\$ 372.00
		5733	Interprogram Svcs/Paper			\$ 245.00
	30103 Total					\$ 617.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Alcott Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Alcott has clearly articulated strategies and activities for maximizing instructional time using state/district adopted core instructional programs in language arts and mathematics. Alcott teachers use SDUSD produced pacing guides and critical concepts to plan instruction. Student progress is monitored using Exit Slips, Unit Tests, DRA, SRI, math fluency assessments and SBAC tests. Teachers meet with the Principal monthly to analyze and discuss this data. A Certificated teacher works with students in all grade to provide additional instruction and interventions in Language Arts and Mathematics, especially English Learners and Title I students.
CLOSING THE ACHIEVEMENT GAP	Student progress is monitored using Exit Slips, Unit Tests, DRA, SRI, math fluency assessments and SBAC tests. Teachers meet with the Principal monthly to analyze and discuss this data. A Certificated teacher works with students in all grade to provide additional instruction and interventions in Language Arts and Mathematics, especially English Learners and Title I students. Students with disabilities receive appropriate accommodations and additional support as required in their Individual Education Plan (IEP). Extra support for students with disabilities is provided by the Ed. Specialist and Paraprofessional employees. English Learners receive English Language Development according to the CELDT and ELPAC scores to gain access to content. Subgroups targeted and needing improvement are Alcott's English Learners and Title I students.
PROFESSIONAL DEVELOPMENT	Alcott Elementary's certificated staff are implementing the Lucy Calkin's Units of Study in Writing and Reading. Professional Development is centered around that curriculum, Critical Concepts and Mathematics.

GRADUATION/PROMOTION	Alcott's Principal and teachers regularly monitor student achievement. Students are regularly challenged to meet goals and stretch their learning. Students that are struggling are referred to Alcott's Student Study Team for further interventions. Alcott's Principal monitors to ensure that students with IEPs receive appropriate services and annual meetings are held at the appropriate time.
PARENT ENGAGEMENT	Alcott Elementary has very strong parent involvement. Teachers invite parents and community members to volunteer in the classroom and to attend field trips as chaperones. Parents are involved in the School Site Council and Site Governance Team. The Principal and Elementary teachers meet with the PTA Executive Board monthly to provide support and input. Monday with Michelle Parent meetings are offered once a month following Alcott's "Move-It Monday" and offers important topics regarding student achievement. Spanish translation is available for these meetings. Alcott utilizes PeachJar and School Messenger to inform parents of upcoming school and community events and afterschool activities. Weekly letters from the Principal are sent home in English and Spanish.