

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **CARVER ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039358  
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:** Vera, Maria

**Contact Person:** Vera, Maria

**Position:** Principal

**Telephone Number:** 619-344-6600

**Address:** 3251 Juanita St, Carver Elementary, San Diego, CA, 92105-3807,

**E-mail Address:** mvera@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: Carver Elementary

**DUE: May 15, 2018 (Year Round)**

SITE CONTACT PERSON: Elba Vera

PHONE: (619) 344-6600 FAX: (619) 344-6648 E-MAIL ADDRESS: mvera@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:**

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____         |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____         |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____         |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____         |
| <input checked="" type="checkbox"/> Other (list): <u>Family Friday</u>                     | Date of presentation: <u>2/2/18</u> |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2/22/18

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.

Elba Vera  
Type/Print Name of School Principal

Elba Vera  
Signature of School Principal

5/22/18  
Date

Lila Wagar  
Type/Print Name of SSC Chairperson

Lila S. Wagar  
Signature of SSC Chairperson

5/22/18  
Date

MONIKA HAZEL  
Type/Print Name of Area Superintendent

Monika Hazel  
Signature of Area Superintendent

6/5/18  
Date

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

**TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - 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

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

Carver Mission Statement: **Carver will support and inspire students to be critical thinkers who take responsibility for their learning and their actions as citizens in our community.**

The SPSA fulfills this mission because it addresses all students and subgroups in both Math and English. The SPSA sets smart goals for all subgroups as our target groups: Hispanics/Latinos, African/African-American, and special needs. We have a diverse student population. We have approximately 275 students including: 1 Pre-school blended program, 1 SEEC pre-school, 2 SEEC infant, K-5, and pull-out sp ed. 100% free lunch, White, Hispanic, ELL, Vietnamese, Sp Ed, Cambodian, African-American, Somali, 1 kinder/TK class, 1 kinder class, 1 1<sup>st</sup> Grade class, 1 1<sup>st</sup>/2<sup>nd</sup> grade class, 1 2nd grade class, 1 3rd grade, 1 4<sup>th</sup> grade, 1 5th grade, 2 sp ed pull-out teachers, SEA - 2, SET - 7. EL 102, MEC 53, SEI 29, Gate Cluster 7, Gate Seminar 1, Sp Ed Services 44, Transitional Kinder 9. We currently do not have students with homeless status. Very transient community, attendance and punctuality is a problem. Our focus areas of need are writing, reading, and math. The SPSA is allocating funding to provide a resource teacher to build capacity and support a rigorous curriculum for all students to improve student achievement. In addition, the resource teacher will maximize instruction by providing small group instruction.

**SCHOOL VISION AND REALITY**  
**VISION**

My vision is to have Carver be an awarded school and be recognized as a distinguished school. I see Carver as a school that holds high expectations for all stakeholders. I believe that all stakeholders including: principal, teachers, supporting staff, clerical, custodial team, students, and parents should work together as team in order to transform Carver to an award winning school.

I see Carver as a community of professionals that do not give up on their students and believe that all children can learn to the highest potential and as a community that instill in their students the passion for learning, creativity, and challenge. In my mind, I see Carver as a place where all students are successful in their academics, social, and emotional life; where students feel empower to communicate in a global citizenship that meets the challenges of a cultural diverse society.

I picture teachers implementing rigorous common core standards based instruction/assessments, where they are creative and use 21<sup>st</sup> century instructional strategies (advanced technology tools). I see teachers engaged in strong and productive PLC, collaborating with each other in developing rigorous and standards based lesson plans, analyzing data to monitor student progress, and committed, determined with a sense of urgency to move instruction to higher levels of teaching and learning. At the same time, I picture students engaged in collaborative cognitive tasks, helping each other to make sense of the material they are learning. I imagine all school staff members: teachers, counselor, psychologist, speech language pathologists, clerks, custodians, and the administrative team conducting themselves in a professional manner to create a positive supportive learning environment and strong community of teaching and learning.

I also envision Carver as a place where every employee respect and nurture the wellbeing of every student regardless of religion, race, gender, culture, social economic status, language, and physical and/or mental disability. All students have the right to free education and the liberty to pursuit their dreams and happiness. I believe as educators, we have a moral and civil obligation to make this happen. As a team of educators, we need to take a pledge to commit to every student's positive self-image, while ensuring social justice and equal access to resources. This could be accomplished with a sincere and profound intention.

#### REALITY

Current reality reveals all stakeholders are developing toward the ideal state. Not all teachers set high expectations and use best practices all of the time. Further professional learning grounded in the Critical Concepts, Proficiency Scales, meaningful assessments, and PLC's will improve instructional practice as well as improve student achievement. A more efficient and effective Balanced Literacy program is being developed this school year 2017-2018. Most lessons are aligned to Common Core Standards but they are not rigorous and some lack student access and/or do not provide enough scaffolding/graphic organizers. In in some classrooms, teachers will do most of the talking thus not allowing students to grapple with the problem to make sense or meaning of what the task is asking (ask questions, justify, explain, cite evidence, choose their own strategy, etc.). Our community is beginning to understand that the principal and the staff engage in problem solving to make most decisions. As the principal, I'm developing a community where we can all contribute to the wellbeing of all our school members including students. That being said, I'm continuing my work on having the staff collaborate with the implementation structures and establish a solution based problem solving approach. The site lacks support for the social and emotional students' needs. Last year we developed a very narrow area of instructional focus: Developing Learning Cycles around Academic Conversations, Collaborative Conversations, Mission, Vision and Carver Core Values to drive our school environment, culture, and instruction. The understanding of a PLC is developing, thus, we continue to spend some time discussing this. We continue to work our PLC model to improve our school instructional strategies and student achievement. Teachers need to understand that PLC time must be protected and sacred. I have reviewed norms for the two PLC groups in order to make the PLC teams stronger. This year, the ILT members and myself co-constructed a different PLC format to create a more structured process. I facilitate the PLC and teachers are beginning to bring actual data to analyze student assessments or student work. Teachers were made aware that our PLC format was not static instead it was a living document to fit our needs. This year we have also involved all grade levels in school wide reading inquiry. We have also engaged in school-wide learning targets in Math "number talk" We will continue with this model for next school year. During this school year 2017-2018, I have introduced the "Question Inquiry" professional learning approach in both Math and Reading. I'm also adding one on one coaching in both Math and Reading. I would like to engage more next year on the targeted feedback rather than the spot coaching feedback.

With regards to our staff, they seem to be a strong cohesive group and slowly moving to new ways of doing things with the exception of the new first year 5th grade teacher. The first year teacher is very flexible, ready to take new learning, and open minded about learning new things. The kinder team is more open minded than last year. The team is now becoming more interested in what happens in the upper grades. They work very well together and deliver standards based instruction. The kinder team revamped their schedules to make their literacy period stronger and build more connections with all the literacy components. This year there seems to be more cohesiveness and/or consistency with the upper grades levels as far

the material covered in class and the school-wide focus than last year. One of the concerns that I see is teachers falling behind on their pacing. In particular two teachers in lower level.

Data is beginning to be used more systematically to inform instruction. Many lessons are not aligned to CCSS, and many learning tasks are not rigorous. A sense of urgency around teaching and learning is not apparent most of the time, my teachers need more support on developing rigorous tasks. Utilizing our co-constructed observation tool and engaging on one-one observation feedback will address some of these issues. In addition, I have implemented the structure for data monitoring meetings with teachers this school year 2017-2018 to continue to address rigorous instruction.

**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
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

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

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

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

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

I held a whole staff meeting on March 5th to discuss the district state of the budget, FTE teacher allocation/excess and the school budget for next school year 2018-2019. Teachers had an opportunity to ask questions about budget and the excess FTE positions. I held a Family Friday meeting on March 2 where parents were given an opportunity to provide input, ideas, and suggestions for next year school budget 2018-2019.



<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Jane Evangelista	Parent
Kevin Warner	Parent
Emilia Somee	Parent
Maria Juarez	Parent
Elba Vera	Principal
Karina Jordan	Parent
Michelle Wasson	Teacher
Kelly Salcido	Teacher
Lila Wagar	Other
Lupe Miranda	Teacher

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 45% (approx. 12 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 17 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 60% (approx. 3 3rd graders) will meet or exceed standards in English on the SBAC exam.

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

Subgroup: English Learners students (Non RFEP)

By June 2019, 60% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 1 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Economically Disadvantage

By June 2019, 40% (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 15 5th graders) 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):**

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

Teachers will meet by PLC's teams and ILT team to analyze DRA2 and end of unit assessments/Interim assessments using IAB's/Illuminate/SBAC's sample questions 5 times per year. Analysis will inform subsequent instruction.

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 45% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 45% (approx. 17 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 60% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students (Non RFEP)

By June 2019, 50% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 35% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Economically Disadvantage

By June 2019, 50% (approx. 1 3rd graders) will meet or exceed standards in MATH on the SBAC exam.

By June 2019, 50% (approx. 1 5th graders) 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):**

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

Teachers will meet by grade level PLC's and ILT's to analyze end of unit assessments/Interim assessments using IAB's/Illuminate/SBAC's sample questions 5 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner**

**English Learner SMART Goal:**  
 By June 2019, a minimum of 80% 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):**

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

Teachers will meet by PLC's teams and ILT team to analyze DRA and end of unit assessments/Interim assessments using IAB's/Illuminate/SBAC's sample questions \_\_5\_ times per year. Analysis will inform subsequent instruction.

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 By June 2019, at least 70% (approx. 21 3<sup>rd</sup> graders) will meet or exceed grade 38 in DRA.  
 By June 2019, at least 70% (approx. 22 5th graders) will meet or exceed grade level in DRA/ARI/Lexile.  
**Closing the Gap SMART Goal (Optional for Elementary schools):**

**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):**  
 DRA2  
 ARI

**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 5 times per year. Analysis will inform subsequent instruction.

Empty space for additional notes or details.

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

By June 2019, 100% (approx. 260 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 20% (approx. 40 families) will attend 1 training on Attendance, Reading, and/or Understanding SBAC results (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of: Hispanic/Latino, African/African American, and Vietnamese students.

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

Attendance and input from parents at Family Fridays, SSC, ELAC and curriculum themed nights/community school events.

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

Teachers and counselors will meet 5 per year to analyze student progress using site developed criteria. Families are contacted 3 times a year based on progress.

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.
- Resource Teacher will work with targeted students to improve language development.
- All English learners will be assessed using CELDT/ELPAC and the *Express Assessment from the SELD curriculum*.
- 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 assessment results 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 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

## Carver 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
- Resource teacher will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor will provide monthly check in with at risk students
- Resource teacher to address literacy needs of students who are two or more years below proficiency.
- When appropriate 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):**  
 Purchase manipulatives, realia, and reading books: Provide students with the opportunity to use manipulatives and other instructional realia to help students make instructional connections. By providing students with copies of hand-outs this will maximize the time for instruction. Instead of asking students to copy the task problem/question and concentrating on the task itself. Also, supplemental material copies used to enhance instruction. Students can also engage in creating their own graphic organizers using the supplies provided. In addition, offering fieldtrips to students will enhance students' understanding of the real world and make connections with their learning in class and the teacher will be able to make the work more relevant to them and spark more interest in their learning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$8,151.00	\$8,151.00	0057-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Purchase manipulative, realia, and reading books: Provide students with the opportunity to use manipulatives and other instructional support materials to help students make instructional connections. As well provide students with copies of books at their grade level.

**How will you monitor these strategies/activities?**  
 I will schedule monitoring meetings with general ed teachers, sp ed teachers, project resource teacher, SEA's and SET's to find out how students are progressing and how students are improving towards their grade level. The monitoring meeting will include the strengths, needs, and next steps.

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**  
 Resource teacher will conduct small group instruction as well as one instruction. Resource teacher will also do push-in/and pull-out support.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.3000	\$26,681.40	\$37,677.72	0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Inschool resource teacher to provide push in/ pull out support to EL students and other struggling students with ELA and Math proficiencies.

**How will you monitor these strategies/activities?**  
 Set up monitoring meetings with the resource teacher and gen ed teachers to provide status report data on students' progress and plan next steps. I will also conduct monitoring meetings with teachers to monitor student progress. Also, I will ask teachers to share their student's strengths and needs. Finally, I will ask teachers to plan next steps for the targeted students and how the data influenced their instruction to meet students' needs.



## Carver Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Provide visiting teachers to allow classroom teachers to attend PLC's, District workshops, conferences, and teacher collaboration meetings.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.1000	\$8,893.80	\$12,559.25	0057-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Inschool resource teacher will be co-planning and co-presenting at site PD and engage on site coaching cycles.

**How will you monitor these strategies/activities?**

I will monitor by having focus walkthroughs related to the PDs that teachers attended and observe the degree of implementation of the strategies discussed in the PD meeting.

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

Counselor will implement the Second Step Program in various classroom that require that support. Counselor will create friendship groups with target students. Counselor will help build a school environment where students value school by having students join her during breakfast and/or lunch. The site will also continue to engage all staff in Restorative Practices as well as continue to refine our PBIS plan.

**How will you monitor these strategies/activities?**

I will monitor by pulling discipline reports and analyzing how many referrals we are getting in a month and what types of incidents they are so that the counselor and the team can plan for supporting strategies. The monitoring team will analyze the CHEKS data as well.

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

I will engage parents in all school activities including: Family Friday, ELAC, SSC, and School-wide events occurring at night: Fall Festival, Winter Festival, Father-Daughter Dance, Back to School Night, Open House, and special parent meetings (Parent University).

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$80.00	\$80.00	0057-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments for parent involvement activities.
Supplies		\$1,000.00	\$1,000.00	0057-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent workshop such as charts, markers, etc.

**How will you monitor these strategies/activities?**

Parent sign-in sheet and photos.

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal::</b> Support will be provided to teachers to support strengthening their pedagogy and content knowledge.</p> <p><b>Identified Need::</b> Provide graphic organizers to scaffold lessons for subgroups to provide access to the task.</p> <p><b>Target Group::</b> Students not meeting grade level standards.</p> <p><b>Monitoring::</b> Lessons plans and classroom observations as well as data monitoring meetings. During PLC meeting a block of time will be dedicated to analyze student progress.</p> <p><b>Personnel Responsible::</b> Principal, ILT, Classroom Teachers, SEA, SET, Push-in/Pull out teachers, and Sp Ed resource teachers</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Counseling support in order to provide a positive learning environment. Technology support will be provided by a resource teacher to help enhance classroom instruction.</p> <p><b>Identified Need::</b> Students in need of social, emotional, and attendance support. As well as using technology to support student learning needs as a way to differentiate instruction.</p> <p><b>Target Group::</b> Students with attendance issues, emotional needs, and social needs.</p> <p><b>Monitoring::</b> Attendance and student incident reports as well as support referrals.</p> <p><b>Personnel Responsible::</b> Principal, ILT, Classroom Teachers, SEA, SET, Push-in/Pull out teachers, Sp Ed resource teachers, and counselor.</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:**

Classroom Teacher Hourly - Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum, instructional strategies, leaning cycles, and assessment to enhance the instructional program with a focus on struggling students in order to improve student achievement.

**Identified Need::**

Writing, Reading and Math Common Core standards based instruction.

**Target Group::**

All students K-5

**Monitoring::**

DRI, ARI scores as well as results of site/district developed assessments.

**Personnel Responsible::**

Principal, ILT, Classroom Teachers, SEA, SET, Push-in/Pull out teachers, and Sp Ed resource teachers.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.1000	\$8,893.80	\$12,559.25	0057-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Inschool resource teacher to provide push in/ pull out support to EL students and other struggling students with ELA and Math proficiencies.
Interprogram Svcs/Field Trip		\$3,000.00	\$3,000.00	0057-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Provide students with the opportunity to enrich their experiences outside of the classroom and make connections with what they are learning in the classroom and the real world.
Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,039.00	0057-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Release time for PLC and ILT work. In order for teachers to engage in collaboration, analyzing data, student work, student assessments, and lesson planning. Also, providing teachers an opportunity to observe each other and collaborate with PD planning.
Supplies		\$2,627.00	\$2,627.00	0057-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Purchase manipulative, realia, and reading books: Provide students with the opportunity to use manipulatives and other instructional materials to help students make instructional connections. As well provide students with copies of books at their grade level. Use binders, notebooks, binders to help students organize and monitor their work as well as keep track of their goals.

## **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](http://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**  
**Carver**  
**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	104	20.2	110	33.6	90	36.7	16.5	3.1	107	19.6	111	26.1	90	30.0	10.4	3.9
Female	49	26.5	50	38.0	41	41.5	15.0	3.5	49	14.3	50	22.0	41	29.3	15.0	7.3
Male	55	14.5	60	30.0	49	32.7	18.2	2.7	58	24.1	61	29.5	49	30.6	6.5	1.1
African American	31	12.9	29	27.6	20	45.0	32.1	17.4	31	12.9	29	13.8	19	31.6	18.7	17.8
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Hispanic	45	13.3	48	18.8	46	26.1	12.8	7.3	47	10.6	49	16.3	47	23.4	12.8	7.1
Indochinese	16	43.8	18	72.2	13	53.8	10.0	-18.4	17	47.1	18	72.2	13	61.5	14.4	-10.7
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	4	-	3	-	3	-	-	-	4	-	3	-	3	-	-	-
Multiracial	6	-	8	-	5	-	-	-	6	-	8	-	5	-	-	-
English Learner	45	8.9	36	11.1	18	0.0	-8.9	-11.1	48	14.6	37	21.6	19	5.3	-9.3	-16.3
English-Speaking	59	28.8	74	44.6	72	45.8	17.0	1.2	59	23.7	74	28.4	71	36.6	12.9	8.2
Reclassified†	15	53.3	23	69.6	32	56.3	3.0	-13.3	15	46.7	23	52.2	32	46.9	0.2	-5.3
Initially Eng. Speaking	44	20.5	51	33.3	40	37.5	17.0	4.2	44	15.9	51	17.6	39	28.2	12.3	10.6
Econ. Disadv.*	104	20.2	103	33.0	82	35.4	15.2	2.4	107	19.6	104	24.0	82	26.8	7.2	2.8
Non-Econ. Disadv.	0	-	7	-	8	-	-	-	0	-	7	-	8	-	-	-
Gifted	21	52.4	23	69.6	17	70.6	18.2	1.0	21	47.6	23	65.2	17	47.1	-0.5	-18.1
Not Gifted	83	12.0	87	24.1	73	28.8	16.8	4.7	86	12.8	88	15.9	73	26.0	13.2	10.1
With Disabilities	21	0.0	0	-	0	-	-	-	22	0.0	0	-	11	9.1	9.1	-
WO Disabilities	83	25.3	91	40.7	78	42.3	17.0	1.6	85	24.7	92	31.5	79	32.9	8.2	1.4
Homeless	3	-	0	-	9	-	-	-	3	-	6	-	8	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	5	-	6	-	4	-	-	-	5	-	6	-	4	-	-	-

\* 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  
Carver  
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	37	24.3	35	25.7	26	30.8	6.5	5.1	38	23.7	35	45.7	26	38.5	14.8	-7.2
Female	17	23.5	16	37.5	16	37.5	14.0	0.0	17	11.8	16	50.0	16	43.8	32.0	-6.2
Male	20	25.0	19	15.8	10	20.0	-5.0	4.2	21	33.3	19	42.1	10	30.0	-3.3	-12.1
African American	15	20.0	7	-	5	-	-	-	15	13.3	7	-	5	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	14	14.3	14	28.6	16	25.0	10.7	-3.6	15	13.3	14	50.0	16	25.0	11.7	-25.0
Indochinese	3	-	7	-	5	-	-	-	3	-	7	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Multiracial	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-
English Learner	20	15.0	12	25.0	9	-	-	-	21	23.8	12	58.3	9	-	-	-
English-Speaking	17	35.3	23	26.1	17	47.1	11.8	21.0	17	23.5	23	39.1	17	52.9	29.4	13.8
Reclassified†	0	-	5	-	5	-	-	-	0	-	5	-	5	-	-	-
Initially Eng. Speaking	17	35.3	18	16.7	12	41.7	6.4	25.0	17	23.5	18	27.8	12	41.7	18.2	13.9
Econ. Disadv.*	37	24.3	31	25.8	26	30.8	6.5	5.0	38	23.7	31	45.2	26	38.5	14.8	-6.7
Non-Econ. Disadv.	0	-	4	-	8	-	-	-	0	-	4	-	8	-	-	-
Gifted	5	-	7	-	3	-	-	-	5	-	7	-	3	-	-	-
Not Gifted	32	18.8	28	21.4	23	30.4	11.6	9.0	33	21.2	28	32.1	23	39.1	17.9	7.0
With Disabilities	6	-	0	-	0	-	-	-	7	-	0	-	11	9.1	-	-
WO Disabilities	31	29.0	31	29.0	24	33.3	4.3	4.3	31	29.0	31	51.6	24	41.7	12.7	-9.9
Homeless	0	-	0	-	3	-	-	-	0	-	3	-	3	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	2	-	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  
Carver  
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	45	11.1	37	32.4	29	41.4	30.3	9.0	46	19.6	37	21.6	28	39.3	19.7	17.7
Female	20	20.0	16	25.0	12	58.3	38.3	33.3	20	15.0	16	0.0	12	41.7	26.7	41.7
Male	25	4.0	21	38.1	17	29.4	25.4	-8.7	26	23.1	21	38.1	16	37.5	14.4	-0.6
African American	11	9.1	14	28.6	4	-	-	-	11	18.2	14	21.4	3	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Hispanic	21	9.5	14	7.1	13	30.8	21.3	23.7	21	9.5	14	0.0	13	53.8	44.3	53.8
Indochinese	8	-	4	-	5	-	-	-	9	-	4	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Multiracial	5	-	2	-	3	-	-	-	5	-	2	-	3	-	-	-
English Learner	20	0.0	17	5.9	2	-	-	-	21	4.8	17	5.9	2	-	-	-
English-Speaking	25	20.0	20	55.0	27	44.4	24.4	-10.6	25	32.0	20	35.0	26	42.3	10.3	7.3
Reclassified†	6	-	5	-	13	53.8	-	-	6	-	5	-	13	53.8	-	-
Initially Eng. Speaking	19	10.5	15	46.7	14	35.7	25.2	-11.0	19	10.5	15	26.7	13	30.8	20.3	4.1
Econ. Disadv.*	45	11.1	34	29.4	24	37.5	26.4	8.1	46	19.6	34	17.6	23	34.8	15.2	17.2
Non-Econ. Disadv.	0	-	3	-	5	-	-	-	0	-	3	-	5	-	-	-
Gifted	10	40.0	6	-	7	-	-	-	10	60.0	6	-	7	-	-	-
Not Gifted	35	2.9	31	25.8	22	27.3	24.4	1.5	36	8.3	31	16.1	21	28.6	20.3	12.5
With Disabilities	11	0.0	0	-	0	-	-	-	11	0.0	0	-	2	-	-	-
WO Disabilities	34	14.7	29	41.4	26	46.2	31.5	4.8	35	25.7	29	27.6	26	38.5	12.8	10.9
Homeless	3	-	0	-	9	-	-	-	3	-	6	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-

\* 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**  
**Carver**  
**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	22	31.8	38	42.1	35	37.1	5.3	-5.0	23	13.0	39	12.8	36	16.7	3.7	3.9
Female	12	41.7	18	50.0	13	30.8	-10.9	-19.2	12	16.7	18	16.7	13	0.0	-16.7	-16.7
Male	10	20.0	20	35.0	22	40.9	20.9	5.9	11	9.1	21	9.5	23	26.1	17.0	16.6
African American	5	-	8	-	11	36.4	-	-	5	-	8	-	11	27.3	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	10	20.0	20	20.0	17	23.5	3.5	3.5	11	9.1	21	4.8	18	0.0	-9.1	-4.8
Indochinese	5	-	7	-	3	-	-	-	5	-	7	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Multiracial	0	-	3	-	2	-	-	-	0	-	3	-	2	-	-	-
English Learner	5	-	7	-	7	-	-	-	6	-	8	-	8	-	-	-
English-Speaking	17	35.3	31	51.6	28	46.4	11.1	-5.2	17	11.8	31	16.1	28	21.4	9.6	5.3
Reclassified†	9	-	13	69.2	14	57.1	-	-12.1	9	-	13	38.5	14	28.6	-	-9.9
Initially Eng. Speaking	8	-	18	38.9	14	35.7	-	-3.2	8	-	0	-	14	14.3	-	-
Econ. Disadv.*	22	31.8	38	42.1	32	37.5	5.7	-4.6	23	13.0	39	12.8	33	12.1	-0.9	-0.7
Non-Econ. Disadv.	0	-	7	-	3	-	-	-	0	-	7	-	3	-	-	-
Gifted	6	-	10	90.0	7	-	-	-	6	-	10	50.0	7	-	-	-
Not Gifted	16	18.8	28	25.0	28	28.6	9.8	3.6	17	5.9	88	15.9	29	13.8	7.9	-2.1
With Disabilities	4	-	0	-	0	-	-	-	4	-	0	-	11	9.1	-	-
WO Disabilities	18	38.9	31	51.6	28	46.4	7.5	-5.2	19	15.8	32	15.6	29	20.7	4.9	5.1
Homeless	0	-	0	-	3	-	-	-	0	-	6	-	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	-	-	2	-	0	-	2	-	-	-

\* 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**

**George Washington Carver Elementary School**  
**Title I School Wide Program Parent Involvement Policy**  
**2018-2019**

The staff and parents at Carver Elementary School recognize the importance of parent involvement in the development of programs to support academic achievement. We are committed to an effective home-school communication process. The following guidelines reflect site activities aimed towards meeting this goal.

- A. Annual Parent Meeting** – An annual meeting to inform parents of the Title I/School wide Program and its requirements is conducted during the first trimester of each new school year.
- B. Flexible Number of Meetings to Allow for Parent Involvement** – Monthly School Site Council (SSC) meetings are public meetings open for all parents to attend. Optional pre-meetings may include a review of agenda items and/or short topic discussions that address specific questions and/or information needs. SSC agendas are posted by the office 72 hours in advance of the meeting. Meeting minutes are posted by the office five days following the meeting.
- C. Ways to Involve Parents in the Planning, Review and Improvement of Programs** – Planning, monitoring and evaluating the Single Plan for Student Achievement is an on going process at all SSC meetings. All documentation and reports are made available to parents interested in getting involved in the planning, review and improvement of programs.

**D. Process for Providing Parents Timely Information** –

- Parents receive timely information about school and district programs by attending the Title I Annual Parent Meeting, attending monthly SSC and/or meetings, attending English Learner Advisory Committee (ELAC) meetings, attending Family Friday in classrooms, attending Third Thursday Evening Meeting for Parents and attending the annual GATE Parent Meeting. Parents can also receive timely information about district programs by attending monthly District Advisory Committee (DAC) meetings and attending monthly District English Learner Advisory Committee (DELAC) meetings. Timely information is provided through school through announcements and bulletins from the office of the principal. A Parent Congress representative updates staff and parents at monthly SSC and Third Thursday Parent Meetings.
- Parents receive timely information about the school curriculum, types of assessment, grade level standards and proficiency levels students are expected to meet by attending Back to School Night in the fall and Open House in the spring. The Home-School Compact is sent home in the fall. Family Nights for Literacy, Math and Science are scheduled throughout the school year.
- Parents receive timely information about individual proficiency levels and student assessment results with interpretations through parent-teacher conferences held twice a year and report cards completed three times a year. It is the school goal that every parent schedules a parent-teacher conference. The end-of-year report card is sent home with students on the last day of school. Individual state assessment results are mailed to parents in accordance to the Water's Bill legislation. These results are also discussed with parents at the first parent-teacher conference.

Learning Contracts are developed for Grade 1-8 students who are at risk of not meeting grade-level reading and math standards. The Learning Contract documents student academic performance, required interventions and potential consequences. The Learning Contract is developed during a teacher-student-parent/guardian conference. At the end of the year, parents are informed of the teacher's decision to promote or retain based on academic progress and ability to meet grade level standards.

- School Accountability Report Card (SARC) is sent home to parents annually in the Fall. All public schools in California must provide information about themselves to the public through the School Accountability Report Card.
- Parents can call the school office for information and/or schedule an appointment with the teacher, administrator and/or support staff member to review and discuss information needs, questions and concerns anytime during the school year.

- E. Opportunity to Make Suggestions** – Parents are welcome and encouraged to address their information needs, concerns and/or good ideas at any School Site Council (SSC). This is done by submitting an agenda item to the chairperson for the next scheduled meeting or request to speak during time allocated for Public Comments/ Round Table at each meeting. Parents can call the school office for information about how to access an SSC meeting.

Parents may also request an SSC parent representative to help them address questions, concerns and/or submit a good idea. Parents elect parent representatives. They are voting decision making members on SSC. It is their responsibility to promote parent involvement by serving and representing parent interests at council/team meetings. Parents can leave a message with the school office to request any SSC parent representative to return their call. Parents can also leave a message with the school office to request a returned phone call from the District Advisory (DAC) Representative, English Learner Advisory Committee (ELAC/DELAC) Representative or PTA Representative.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



*Carver Elementary*  
San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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## **Carver Elementary School**

### **Home/School Compact 2018-2019**

#### **Mission:**

Our children will use literate power for social action and contribution. Students will learn to read, write and compute and will use these skills to actively participate and contribute to a democratic society.

#### **School Responsibilities**

Carver Elementary School will:

- 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 students are provided with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.
- Hold parent-teacher conversations during which this compact will be discussed as it relates to the individual child's achievement and their academic progress. Parent-teacher conversations are part of Carver's first and second student progress reporting periods. Scheduled Parent/Teacher conferences. November, 13, 14, 15, 16, 17; 2017 and March 19, 20, 21, 22, 23; 2018.
- Provide parents reasonable access to staff. Communication between home and school is tremendously important; meetings may be arranged by note or telephone. The school also communicates with school messenger and post information on website.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

#### **Parent Responsibilities**

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

- Assuring that my child comes to school on time every day.
- Picking up my child promptly when school ends, including minimum days.
- Checking to be sure my child's homework is done correctly and completed each day. I will also help explain any concepts to my child when s/he does not understand.
- Assuring that my child reads a book at their level for at least 20 minutes each day at home. If I am unsure of my child's reading level, I will ask his/her teacher.
- Taking advantage of any/all parent involvement activities that Carver Elementary School offers. Examples of such activities include Family Fridays, Parent Workshops, Classroom Publishing Parties, Special Focus Meetings, etc.
- Limiting the amount of television that my child watches every day.
- Participating whenever possible, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail, and responding as appropriate.
- Volunteering my time at my child's school or in his/her classroom whenever possible.
- Serving, to the extent possible on advisory groups, such as the School Site Council, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

### **Student Responsibilities**

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

- Promise to always work hard and be kind.

The school provides parents of Title I students with timely information about Title I programs.

\*Content area (mathematic and literacy) Common Core Workshops

\*Literacy Parent Workshops

\*Second Language Acquisition strategies

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. Student data analysis on the trends with students' performances with regard to literacy, mathematic, and science is shared with parents during SSC, SGT, and Parent Workshops, at least three times a year, depending of the assessment cycle driven by the state and district.

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. At Carver, we are very responsive to the needs of our school community. We offer opportunities for parents to participate in learning about Carver's data, and become an active participant in their child's education.

### **School-Parent Compact**

Carver Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

At Carver Elementary, input is given from our SSC members, and parents and staff are invited to attend via school marquee and School Messenger. During the SSC, the members were given the compact policy to add suggestions and make revisions of the plan. The SSC approved the School Compact, when they collectively agreed upon the policy. At Carver, we are a collective group that is centered around respect and students' needs at the forefront.

### **Building Capacity for Involvement**

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

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Data is presented by the school principal during SSC, monthly Family Fridays, and parent conferences. SSC training will be available to parents annually.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This may include the following:

- \*Monthly Parent Workshops around Common Core in mathematics and literacy.
- \*Literacy workshops for primary parents
- \*Parent Conferences with teacher
- \*English Learner strategies workshops during English Language Acquisition committee monthly meetings.
- \*Annual workshop on healthy living presented by school nurse or school counselor
- \*Annual presentation to parents by school counselor on bully blocker techniques and strategies.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

#### **\*Staff Meetings**

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Nurse, health technician, and counselor meet with parents to provide resource opportunities to support their children is an on-going commitment. It is a priority at Carver that our families have the adequate resources they need to be healthy and emotionally ready for the academic program at Carver.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. (Fliers, monthly calendars, weekly all-call updates via School-Messenger [phone and email], website and school marquee.)

The school provides support for parental involvement activities requested by Title I parents.

Requests and suggestions are made during monthly Family Fridays, SSC, and Focus Parent Meetings.

### **Accessibility**

Carver 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. Information is translated in various languages to address the needs of the parents' primary language written and orally. For example, messages from Carver to parents are translated via school messenger or in-person orally and written. Translators are available during SSC, Parent Conferences, and Family Fridays.



**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

Site: 0057 Carver Elementary	09800 LCFF		30100 Title I		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 30,226.00		\$ 58,388.00		\$ 1,080.00
<b>Certificated Salaries / Monthly</b>	<b>0.1</b>	<b>\$ 8,893.80</b>	<b>0.4</b>	<b>\$ 35,575.20</b>	<b>0</b>	<b>\$ -</b>
2040 Inschool Resource Tchr	0.1	\$ 8,893.80	0.4	\$ 35,575.20	0	\$ -
<b>Certificated Salaries</b>		<b>\$ 10,000.00</b>		<b>\$ -</b>		<b>\$ -</b>
1192 Prof&Curriclm Dev Vist Tchr		\$ 10,000.00		\$ -		\$ -
<b>Classified Salaries</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>
<b>Employee Benefits</b>		<b>\$ 5,704.45</b>		<b>\$ 14,661.77</b>		<b>\$ -</b>
<b>Books and Supplies</b>		<b>\$ 2,627.00</b>		<b>\$ 8,151.00</b>		<b>\$ 1,080.00</b>
4301 Supplies		\$ 2,627.00		\$ 8,151.00		\$ 1,000.00
4304 Inservice supplies		\$ -		\$ -		\$ 80.00
<b>Services and Other Operating</b>		<b>\$ 3,000.00</b>		<b>\$ -</b>		<b>\$ -</b>
5735 Interprogram Svcs/Field Trip		\$ 3,000.00		\$ -		\$ -

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

School Name: Elba Vera

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Provide software programs to targeted students and small group instruction. As well as google academic apps.
CLOSING THE ACHIEVEMENT GAP	Provide designated ELD instruction, targeted tutoring, push-in/pull out small group support.
PROFESSIONAL DEVELOPMENT	Build capacity with teachers to provide rigorous standards based instruction.
GRADUATION/PROMOTION	Work closely with 3rd grade students to identify students at risk and provide additional support: one on one, small group instruction, parent conferences.
PARENT ENGAGEMENT	Provide Parent University courses to all parents in the areas of Math, writing, reading, and student engagement.