

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ENCANTO ELEMENTARY SCHOOL

2018-19

37-68338-6039515
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: Mandler, Audra

Contact Person: Mandler, Audra

Position: Principal

Telephone Number: 619-344-6700

Address: 822 65th St, Encanto Elementary, San Diego, CA, 92114-2818,

E-mail Address: amandler@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: Encanto
SITE CONTACT PERSON: Audra Mandler
PHONE: 619 3446700 FAX: _____

DUE:
May 15, 2018 (Year Round)

E-MAIL ADDRESS: _____

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: 1/25/18
- 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: 1/23/18
- Other (list): ILT Date of presentation: 1/22/18

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: 4/3/18

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.

Barbara Kukuchek
Type/Print Name of SSC Chairperson
Bruce Bivins
Type/Print Name of Area Superintendent

B. Kukuchek
Signature of SSC Chairperson
[Signature]
Signature of Area Superintendent

4-3-18
Date
5/16/18
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**

The mission of Encanto Elementary School is to provide all students with rich learning opportunities in both academic and social settings so they feel pride in their accomplishments, have a sense of respect, and are prepared to achieve success throughout middle school and high school. Our Single Plan for Students Achievement fulfills this goal by providing a culturally relevant environment that emphasizes learning and high expectations for all students. The projected enrollment for Encanto elementary for 2018-19 is 481 students. Based on previous year's enrollments, English Learners are expected to make up two thirds of our population. We are addressing the language and cultural needs through our Spanish Two Way Dual Language Immersion Program. Encanto is a provision 2 school with 100% of students receiving free breakfast and lunch.

SCHOOL VISION AND REALITY

Encanto's vision is to prepare students to become Global Graduates in an information based economy; to have proficiency in 2 world languages, cultural competence and 21st century skills (science, technology, engineering, arts, math). Where all staff, students, and parents feel noticed, welcomed and appreciated for their gifts as a team and as an individual. Students and teachers are engaged in their learning. Are curious to solve problems and have the foundational skills to do so.

Dual Language Immersion in all K through 4th grade classrooms and 1 class in 5th grade

Partnership with VAPA to provide music to 5th graders

Partnership with Ruben H Fleet to work with 4th and 5th grade girls weekly- Engineering/Science

Deep study and implementation of CCSS in ELA and Math

Deep Study of Reading Behaviors

Deep study of Mathematical Practices

Teachers meet weekly for one hour to monitor CCSS SMART goals. Teachers chose one of the following protocols when meeting; Looking at Students Work, Data Analysis, Planning For Instruction. Multiple data points ; DSA, F&P, Lexile Levels, San Diego Quick, and Fluency are used during weekly PLCs, in addition to common formative assessments and other result indicators.

Teachers are provided with time to develop lessons that are aligned to the CCSS

Staff meetings, ILT meetings and a minimum of 10 Professional Development Meetings will be focused on creating a social environment that is worthy of our students.

Teachers are provided with time to develop lessons that are aligned to the CCSS

Staff meetings, ILT meetings and a minimum of 3 Professional Development Meetings will be focused on creating a supportive environment that values diversity in the service of students.

We will assess which practices teachers currently use in their classroom that impacts student social emotional development. Then assess what 10 (best practice) of the SEL practices need to be put in place, continue to be worked on or revisit.

Student Centered Discipline utilizing Restorative Practices

Teacher Language using Choice Words

Responsibility and Choice

Warmth and Support

Cooperative Learning

Classroom Discussions

Self-Reflection and Self-Assessment

Balanced Instruction

Academic Press and Expectations

Competence Building –Modeling, Practicing, Feedback, Coaching

Counselors and teachers have been advised and trained to practice Restorative Justice when student issues arise.

Shared decision making regarding curriculum, instruction, policies, and procedures will continue to strengthen the social environment for staff at Encanto.

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.

Professional Development for the 2018-19 school year will focus on Literacy using Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning by Douglas Fisher, and The Fountas & Pinnell Literacy Continuum, Expanded Edition A Tool for Assessment, Planning, and Teaching, PreK-8 by Irene Fountas, Lesley University, Gay Su Pinnell.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of Professional Learning Communities (PLCs). They 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 site 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

Through our data analysis and work with our stake-holder groups, we have identified the development of ELA and mathematical practices to be two particular areas of need for our students school-wide. Our focus will be arguments/opinion expository reading and writing, with an emphasis on expository reading and the elements and features of expository text to enhance writing across curriculum. We will focus on Summary Writing.

Summary Writing clarifies learning, is used for a tool for developing second language skills and as a means for developing vocabulary and critical thinking skills. Teachers have identified Mathematical Habits of Minds and Interactions standards for math and developed a continuum that fits the needs of our population. Our Single Plan for Student Achievement addresses these areas through SMART goals and significant sub-group goals that involve more timely and refined analysis of data, increased student supports throughout each tier of learning, and increased adult learning focusing on scientifically research-based instructional strategies to increase student engagement and accelerate student learning year. The ILT, SGT, ELAC, and SSC are stakeholders that are continually apprised of data and involved in updating goals based on student needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lavonee Stanley	Other School Personnel
Audra Mandler	Principal
Maria Isabel Bravo	Parent
Martha Lopez	Parent
Debi Rubin	classroom teacher
Claudia Soria	classroom teacher
Barbara Kukuchek	classroom teacher
Silvia Vega	parent
Erika Diaz	parent
Consuelo Mancilla	parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 52% (approx. 37 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 52% (approx. 37 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, 50% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

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

Subgroup: English Learners students

By June 2019, 56% (approx. 26 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 56% (approx. 29 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 61% (approx. 38 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 61% (approx. 38 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 31% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 31% (approx. 4 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):

2016-17 SBAC results, 3rd grade Fountas and Pinnell reading levels, SMART Goals, Kid Biz Lexile Level Set

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

Teachers will meet by grade level/department weekly to analyze ELA SMART Goal data and student work. F&P and Lexile levels will be administered 3 times a year and monitored for each semester. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 43% (approx. 31 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 43% (approx. 32 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, 37% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 37% (approx. 3 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students
 By June 2019, 53% (approx. 24 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 53% (approx. 27 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students
 By June 2019, 54% (approx. 34 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 54% (approx. 33 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities
 By June 2019, 36% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 36% (approx. 4 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):
 2016-17 SBAC results; grade-level SMART Goal results
 Teacher created end of unit and trimester assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet weekly by grade level/department to analyze SMART Goal assessments, students work and end of unit assessments. 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.

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):
 F&P Reading Levels, SMART Goal results, Written student work, Lexile Levels,

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?"
 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 80% (approx. 57 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 58 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: African American students

By June 2019, at least 80% (approx. 6 3rd graders) will meet or exceed level 38 in F&P.

By June 2019, at least 80% (approx. 6 5th graders) will meet or exceed level 44 in F&P.

Subgroup: English Learners students

By June 2019, at least 80% (approx. 43 3rd graders) will meet or exceed level 38 in F&P.

By June 2019, at least 80% (approx. 44 5th graders) will meet or exceed level 44 in F&P.

Subgroup: Hispanic/Latino students

By June 2019, at least 80% (approx. 46 3rd graders) will meet or exceed level 38 in F&P.

By June 2019, at least 80% (approx. 47 5th graders) will meet or exceed level 44 in F&P.

Subgroup: Students with Disabilities

By June 2019, at least 80% (approx. 6 3rd graders) will meet or exceed level 38 in F&P.

By June 2019, at least 80% (approx. 6 5th graders) will meet or exceed level 44 in F&P.

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):

2016-17 SBAC

Attendance

2017-18 F&P levels

2017-18 Lexile Levels

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

Teachers and counselors will meet weekly by grade level/department to analyze end of unit assessments, SMART Goal assessments, F&P reading levels and Lexile Levels. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 481 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% (approx. 385 families) will attend a Parent Class training on High Impact Reading Strategies, Math Strategies for the Home, Homework Help (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

The majority of our parents have Spanish as their primary language. Our focus will be to continue to provide parent classes (6) and opportunities for parent involvement, especially for those parents whose primary language is not English and who are deemed economically disadvantaged. Parents and parents of students in grades 4 & 5 are least represented at school events.

What data did you use to form these goals?

Sign in sheets from various events and Parent Conference sign in sheets

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

Families are contacted a minimum of 3 times a year based on progress.

Administration, nursing, counseling and teachers 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 CCSS 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.
- Staff will use multiple measures of assessment (i.e., reading levels, 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 provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use Thinking Maps to support student understanding.
- 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, attendance committee and principal will monitor and follow up with student attendance needs.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time through PrimeTime Academic Hour will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- All students will have access to Interventions for ELA 4 days a week during the instructional school day.
- 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 daily small group intervention 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.
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

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- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

Continue to strengthen Tier 1 instruction and improving bell to bell teaching strategies. Ensure school routines, procedures rules and norms maximize learning time. Continue to work on improving attendance. Continue to ensure teaching is engaging and relevant and leads to independence. Ensure classrooms are set up to maximize learning time. Continue to implement PBIS

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

How will you monitor these strategies/activities?

PLC developed exit slips, formative assessments will be developed and analyzed every six weeks to determine next steps for student learning.

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

Continue to work on students' agency and the growth mindset model. Students who need additional support are identified; the RTI block is held within the school day to ensure all students have access. Continue to conduct parenting classes on supporting student reading, math and study skills. Data is used to improve practice, and teaching strategies are researched based and based on students' needs. Ensure that CCSS are being taught with literacy and math being the focus. Encanto will continue to provide professional development on effective strategies for closing the achievement gap

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$5,765.00	\$5,765.00	0093-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Instructional Supplies: Accessing Complex Text close reading materials for 3rd through 5th grade

How will you monitor these strategies/activities?

PLC developed exit slips, formative assessments will be developed and analyzed every six weeks to determine next steps for student learning.

ELA: SMART Goals, writing pieces, Lexile levels, F&P reading levels

Math: SMART Goals, exit slips, end of unit and/or trimester site created benchmark assessments

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

Teachers will receive continued professional development for strategies that increase student achievement in reading for students of poverty through modeling, coaching, and PD. Further PD will be provided in the areas of; Reading Behaviors and Assessment, Gradual Release of Responsibility, and Collaborative Conversations, Mathematical Habits of Mind/Interactions.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.9500	\$84,491.10	\$119,312.82	0093-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	In school resource teacher provides PD in core areas, facilitates PLC and curriculum planning, monitors data and EL reclassification

How will you monitor these strategies/activities?
PLC developed exit slips, formative assessments will be developed and analyzed every six weeks to determine next steps for student learning.

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

Continue to work on student agency and the growth mindset model. Students who need additional support are identified; the RTI block is held within the school day to ensure all students have access. Continue to conduct parenting classes for Reading Strategies, Homework Support, and Attendance. Data is used to improve practice, and teaching strategies are researched based and based on students' needs. Ensure that CCSS are being taught with literacy and math being the focus. Encanto will continue to provide professional development on effective strategies for closing the achievement gap

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.6250	\$17,798.75	\$40,461.10	0093-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	Guidance Assistant supports the social emotional learning of students through in class lessons, small group social skills lessons; monitoring attendance and support students in need of support; individual support and family and community outreach

How will you monitor these strategies/activities?
PLC developed exit slips, formative assessments will be developed and analyzed every six weeks to determine next steps for student learning.

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

Develop a Title I Parent Involvement Policy that describes how the school will:

- Build capacity for strong parent involvement and engagement
- Coordinate and integrate parent involvement strategies that support the goals of the school
- Evaluate the effectiveness of the Parent Involvement Policy and efforts and make needed revisions
- Involve parents in the activities of the school

Convene an annual meeting to inform parents of the school's participation in Title I, the requirements of Title I, the programs being offered, and the right of parents involved in Title I programs.

Develop a "School-Parent" Compact that identifies the activities parents, school staff and students will undertake to share the responsibility for improved student academic achievement.

Provide ongoing outreach and home-school communication via:

- Connect Ed telephone messages
- school Marquee announcements
- school newsletter
- classroom newsletters
- school website
- Coffee with the Principal

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- Open House and Curriculum Nights
 - provide teacher release days for parent-teacher conferences.
- Provide translation services as needed for Open House, parent conferences and other parent meetings.
- Offer parenting classes and workshops that will provide parents with ways to support their child and home learning strategies that are specific to the needs of the students and that support the goals of the school.
- Provide childcare during parent meetings and workshops as needed.
- Provide parents the opportunity to become involved and hold leadership positions in various advisory groups, i.e.,
- School Site Council, School Governance Team, English Learner Advisory Committee, Encanto Foundation, District Advisory Committee
- Provide opportunities to develop and build positive relationships between the school, parents, and the community via:
- Encanto Foundation Parent Meetings, Family Fiesta, Volunteer Recognition Day, Parent Center

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$400.00	\$400.00	0093-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	In service supplies for parent classes on literacy skills and math strategies
Inservice supplies		\$214.00	\$214.00	0093-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Home School Connection newsletter for strengthening school-home bond and improving student skills and parental support
Tech Professional OTBS Hrly		\$1,200.00	\$1,540.92	0093-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Interpreters for parent meetings, SSC, SGT, parent classes
Other Support Prsnl PARAS Hrly		\$500.00	\$642.05	0093-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05	Childcare for parent meetings and parent classes

How will you monitor these strategies/activities?

Teachers will make at least 2 personal contacts per parent per year to discuss academic achievement, attendance, or school climate. Teachers will track contacts and submit to administration.

Sign in sheets for all parent classes, committee meetings, and school events.

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:: Providing Response to Intervention support at the primary grades during the literacy block, focusing on literacy intervention work such as word study, phonics, spelling, and reading fluency and reading comprehension strategies for all grades.</p> <p>Identified Need:: Prior data indicates that reading comprehension and writing skills is an area of focus across all grade-levels</p> <p>Target Group:: English Language Learners will be the target group.</p> <p>Monitoring:: PLC developed exit slips, formative assessments(SMART Goals), will be developed and analyzed every six weeks to determine next steps for student learning F & P in grades TK_3rd and Lexile levels in grades 3rd through 5th</p> <p>Personnel Responsible:: Resource teacher and administrator, and Instructional Leadership Team will collaborate with classroom teachers to monitor the goals.</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:: Supplemental instructional materials and online supports will be provided to students to ensure that they meet Common Core Standards.</p> <p>Identified Need:: Students' daily implementation and practice with technology and on-line based assessments and programs as well as bridging between curriculum and real-world experiences.</p> <p>Target Group:: Pupils in grades K-5</p> <p>Monitoring:: The site administrator will work with teachers to monitor the use of technology and supplemental instructional materials. Intervention program report and data monitoring on ST Math, Waterford, and ACHIEVE3000</p> <p>Personnel Responsible:: Principal, resource teacher, ILT and classroom teachers</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:

Professional Development within the PLC Collaborative model will provide time to analyze student work, design supports for ELs, plan for CCSS aligned lessons in ELA and Math, and review RTI strategies. Teachers will continue to collaboratively plan as a grade-level PLC to develop CCSS units, be involved in lesson studies, develop formative assessments, and apply interventions to those students who are not meeting proficiency during PLC time.

Monthly site based PD will focus on strengthening all teachers and classroom support staff's understanding of reading behaviors, research based best instructional practices, and effective interventions for literacy.

Identified Need::

All pupils, and especially those performing below proficiency need identified Tier II supports as prescribed by PLC Collaborative teacher groups. All pupils require differentiated supports depending on their point of need. Teacher collaborative time is necessary to accomplish the related planning.

Target Group::

English Language Learners who are not performing at grade level.

Monitoring::

PLC developed exit slips and formative assessments will be developed and analyzed every six weeks to determine next steps for student learning.

Personnel Responsible::

Classroom teachers, SAI teachers, ILT, ELST and principal will collaborate to ensure pupil instruction is differentiated

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.0500	\$4,446.90	\$6,279.62	0093-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	In school resource teacher supports teachers in data monitoring of all students, determining intervention needs, assessments, and monitoring and supporting ELL
School Counselor	0.1000	\$7,943.10	\$9,648.88	0093-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	04, LCFF 1	Guidance counselor supports SEL with whole class lessons, small group social skill work, individual support, attendance monitoring and meetings
Software License		\$28,000.00	\$28,000.00	0093-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Achieve3000 for core instruction, intervention, support Spanish only students; Waterford for ELA, Math core instruction K-1 intervention K-5 in ELA and Math
Retired Clsrn Teacher Hrly		\$10,000.00	\$12,039.00	0093-09800-00-1189-2150-4760-01000-0000	LCFF Intervention Support	03, LCFF 2	Retired teachers to administer ELPAC so teachers can continue with instruction

Encanto Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Supplies		\$7,161.00	\$7,161.00	0093-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	ACT Books for supplemental ELA close reading resources; Phonics for Reading intervention materials
Prof&Curriclm Dev Vist Tchr		\$25,000.00	\$30,097.50	0093-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 3	substitutes for teacher release time for: PLC, PD, Planning using ELA and Math SMART Goals, F&;P Reading Levels, Lexile Levels, Data monitoring
Supplies		\$2,926.00	\$2,926.00	0093-09800-00-4301-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2	Instructional supplies

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
Encanto
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	226	34.1	226	40.7	220	41.4	7.3	0.7	233	23.2	227	33.0	222	33.3	10.1	0.3
Female	100	36.0	106	46.2	111	44.1	8.1	-2.1	103	21.4	106	33.0	111	36.0	14.6	3.0
Male	126	32.5	120	35.8	109	38.5	6.0	2.7	130	24.6	121	33.1	111	30.6	6.0	-2.5
African American	24	16.7	23	30.4	17	41.2	24.5	10.8	24	12.5	23	17.4	17	5.9	-6.6	-11.5
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
Hispanic	182	35.7	182	43.4	175	40.6	4.9	-2.8	189	22.8	183	35.0	177	35.0	12.2	0.0
Indochinese	3	-	4	-	7	-	-	-	3	-	4	-	7	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	0	-	-	-	3	-	1	-	0	-	-	-
White	4	-	5	-	4	-	-	-	4	-	5	-	4	-	-	-
Multiracial	8	-	11	18.2	15	40.0	-	21.8	8	-	11	27.3	15	40.0	-	12.7
English Learner	90	16.7	76	30.3	55	14.5	-2.2	-15.8	94	10.6	77	31.2	59	13.6	3.0	-17.6
English-Speaking	136	45.6	150	46.0	165	50.3	4.7	4.3	139	31.7	150	34.0	163	40.5	8.8	6.5
Reclassified†	58	62.1	45	77.8	75	62.7	0.6	-15.1	58	41.4	45	51.1	75	49.3	7.9	-1.8
Initially Eng. Speaking	78	33.3	105	32.4	90	40.0	6.7	7.6	81	24.7	105	26.7	88	33.0	8.3	6.3
Econ. Disadv.*	226	34.1	217	39.2	205	41.5	7.4	2.3	233	23.2	218	32.1	208	33.2	10.0	1.1
Non-Econ. Disadv.	0	-	9	-	15	40.0	-	-	0	-	9	-	14	35.7	-	-
Gifted	36	72.2	38	73.7	34	70.6	-1.6	-3.1	39	51.3	38	65.8	34	67.6	16.3	1.8
Not Gifted	190	26.8	188	34.0	186	36.0	9.2	2.0	194	17.5	189	26.5	188	27.1	9.6	0.6
With Disabilities	34	0.0	38	7.9	36	8.3	8.3	0.4	35	0.0	38	15.8	35	8.6	8.6	-7.2
WO Disabilities	192	40.1	188	47.3	184	47.8	7.7	0.5	198	27.3	189	36.5	187	38.0	10.7	1.5
Homeless	44	29.5	49	20.4	61	29.5	0.0	9.1	48	10.4	49	16.3	64	28.1	17.7	11.8
Foster	3	-	0	-	0	-	-	-	3	-	3	-	0	-	-	-
Military	5	-	2	-	4	-	-	-	5	-	2	-	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
Encanto
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	85	21.2	78	46.2	73	43.8	22.6	-2.4	87	12.6	78	47.4	73	45.2	32.6	-2.2
Female	38	26.3	42	57.1	38	42.1	15.8	-15.0	38	10.5	42	52.4	37	48.6	38.1	-3.8
Male	47	17.0	36	33.3	35	45.7	28.7	12.4	49	14.3	36	41.7	36	41.7	27.4	0.0
African American	10	10.0	7	-	5	-	-	-	10	20.0	7	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	67	22.4	65	47.7	56	42.9	20.5	-4.8	69	11.6	65	50.8	56	48.2	36.6	-2.6
Indochinese	2	-	1	-	4	-	-	-	2	-	1	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-
Multiracial	2	-	5	-	6	-	-	-	2	-	5	-	6	-	-	-
English Learner	52	23.1	33	27.3	22	13.6	-9.5	-13.7	54	14.8	33	39.4	23	17.4	2.6	-22.0
English-Speaking	33	18.2	45	60.0	51	56.9	38.7	-3.1	33	9.1	45	53.3	50	58.0	48.9	4.7
Reclassified†	1	-	14	92.9	17	76.5	-	-16.4	1	-	14	92.9	17	70.6	-	-22.3
Initially Eng. Speaking	32	15.6	31	45.2	34	47.1	31.5	1.9	32	6.3	31	35.5	33	51.5	45.2	16.0
Econ. Disadv.*	85	21.2	75	45.3	67	41.8	20.6	-3.5	87	12.6	75	46.7	67	43.3	30.7	-3.4
Non-Econ. Disadv.	0	-	3	-	6	-	-	-	0	-	3	-	6	-	-	-
Gifted	7	-	16	75.0	11	72.7	-	-2.3	7	-	16	81.3	11	81.8	-	0.5
Not Gifted	78	19.2	62	38.7	62	38.7	19.5	0.0	80	12.5	62	38.7	62	38.7	26.2	0.0
With Disabilities	11	0.0	14	14.3	36	8.3	8.3	-6.0	11	0.0	14	35.7	35	8.6	8.6	-27.1
WO Disabilities	74	24.3	64	53.1	63	50.8	26.5	-2.3	76	14.5	64	50.0	63	52.4	37.9	2.4
Homeless	20	10.0	19	26.3	26	34.6	24.6	8.3	22	4.5	19	26.3	26	42.3	37.8	16.0
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	-	-	0	-	1	-	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
Encanto
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	69	36.2	77	33.8	75	50.7	14.5	16.9	71	25.4	77	31.2	76	40.8	15.4	9.6
Female	32	31.3	32	31.3	45	55.6	24.3	24.3	34	20.6	32	25.0	46	43.5	22.9	18.5
Male	37	40.5	45	35.6	30	43.3	2.8	7.7	37	29.7	45	35.6	30	36.7	7.0	1.1
African American	6	-	10	20.0	6	-	-	-	6	-	10	20.0	6	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	58	41.4	58	36.2	62	53.2	11.8	17.0	60	26.7	58	31.0	63	46.0	19.3	15.0
Indochinese	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-
Multiracial	2	-	4	-	6	-	-	-	2	-	4	-	6	-	-	-
English Learner	23	8.7	34	38.2	20	20.0	11.3	-18.2	24	4.2	34	29.4	22	18.2	14.0	-11.2
English-Speaking	46	50.0	43	30.2	55	61.8	11.8	31.6	47	36.2	43	32.6	54	50.0	13.8	17.4
Reclassified†	20	70.0	7	-	26	84.6	14.6	-	19	47.4	7	-	26	76.9	29.5	-
Initially Eng. Speaking	26	34.6	36	19.4	29	41.4	6.8	22.0	28	28.6	36	27.8	28	25.0	-3.6	-2.8
Econ. Disadv.*	69	36.2	74	32.4	72	51.4	15.2	19.0	71	25.4	74	31.1	74	41.9	16.5	10.8
Non-Econ. Disadv.	0	-	3	-	3	-	-	-	0	-	3	-	14	35.7	-	-
Gifted	15	73.3	7	-	15	80.0	6.7	-	17	52.9	7	-	15	80.0	27.1	-
Not Gifted	54	25.9	70	31.4	60	43.3	17.4	11.9	54	16.7	70	28.6	61	31.1	14.4	2.5
With Disabilities	12	0.0	13	7.7	14	14.3	14.3	6.6	13	0.0	13	7.7	13	23.1	23.1	15.4
WO Disabilities	57	43.9	64	39.1	61	59.0	15.1	19.9	58	31.0	64	35.9	63	44.4	13.4	8.5
Homeless	10	40.0	20	15.0	21	28.6	-11.4	13.6	11	9.1	20	15.0	23	21.7	12.6	6.7
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	-	-	3	-	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
Encanto
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	72	47.2	71	42.3	72	29.2	-18.0	-13.1	75	33.3	72	19.4	73	13.7	-19.6	-5.7
Female	30	53.3	32	46.9	28	28.6	-24.7	-18.3	31	35.5	32	15.6	28	7.1	-28.4	-8.5
Male	42	42.9	39	38.5	44	29.5	-13.4	-9.0	44	31.8	40	22.5	45	17.8	-14.0	-4.7
African American	8	-	6	-	6	-	-	-	8	-	6	-	6	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Hispanic	57	45.6	59	45.8	57	24.6	-21.0	-21.2	60	31.7	60	21.7	58	10.3	-21.4	-11.4
Indochinese	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	0	-	2	-	3	-	-	-	0	-	2	-	3	-	-	-
Multiracial	4	-	2	-	3	-	-	-	4	-	2	-	3	-	-	-
English Learner	15	6.7	9	-	13	7.7	1.0	-	16	6.3	10	10.0	14	0.0	-6.3	-10.0
English-Speaking	57	57.9	62	46.8	59	33.9	-24.0	-12.9	59	40.7	62	21.0	59	16.9	-23.8	-4.1
Reclassified†	37	56.8	24	66.7	32	37.5	-19.3	-29.2	38	36.8	24	25.0	32	15.6	-21.2	-9.4
Initially Eng. Speaking	20	60.0	38	34.2	27	29.6	-30.4	-4.6	21	47.6	38	18.4	27	18.5	-29.1	0.1
Econ. Disadv.*	72	47.2	68	39.7	66	30.3	-16.9	-9.4	75	33.3	69	17.4	67	13.4	-19.9	-4.0
Non-Econ. Disadv.	0	-	3	-	6	-	-	-	0	-	3	-	6	-	-	-
Gifted	14	85.7	15	80.0	8	-	-	-	15	66.7	15	53.3	8	-	-	-
Not Gifted	58	37.9	56	32.1	64	26.6	-11.3	-5.5	60	25.0	57	10.5	65	12.3	-12.7	1.8
With Disabilities	11	0.0	38	7.9	12	8.3	8.3	0.4	11	0.0	38	15.8	35	8.6	8.6	-7.2
WO Disabilities	61	55.7	60	50.0	60	33.3	-22.4	-16.7	64	39.1	61	23.0	61	16.4	-22.7	-6.6
Homeless	14	50.0	10	20.0	14	21.4	-28.6	1.4	15	20.0	49	16.3	15	13.3	-6.7	-3.0
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	-	-	2	-	1	-	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



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

Encanto Elementary
TITLE I PARENT INVOLVEMENT POLICY
YEAR 2018-19

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

Encanto Elementary has developed a written Title I parental involvement policy with input from Title I parents.

- SSC – monthly discussions
- ELAC
- SGT
- Foundation

It has distributed the policy to parents of Title I students.

- First Day of School Packets
- Title I Parent Meeting
- SSC Meeting
- ELAC Meeting
- SGT Meeting

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 Encanto Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Title I meeting held September 6, 2018
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Curriculum Night September 6, 2018 5 p.m. to 7 p.m.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - Monthly SSC Meetings
 - 5 SGT Meetings a year
 - 4 ELAC Meetings a year
 - Monthly Coffee with the Principal
 - Monthly Foundation meetings
 - Family Fridays

- The school provides parents of Title I students with timely information about Title I programs.
 - Monthly Newsletter
 - ConnectEd calls
 - Website
 - Flyers
 - Monthly Attendance Assembly Announcements
 - Bulletin Boards
- 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.
 - Monthly meetings: SSC; Coffee with the Principal
 - Yearly Title 1 Meeting
 - SGT and ELAC meetings
 - Curriculum Nights
- 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.
 - Curriculum Night
 - Parent Teacher Conferences: November and March
 - Coffee with the Principal
 - Committees: SSC, SGT, ELAC, Foundation
 - Parent meetings with teacher, principal or support staff: as requested
 - Response to Instruction and Intervention Team Meetings; as needed

Home School-Parent Compact:

Encanto 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
 - Parents were engaged through the various committees and monthly meetings:
 - SSC, SGT, ELAC, Foundation, Coffee with the Principal, Title 1 Meeting
 - SSC reviews and approves the HSC for the following school year.

Building Capacity for Involvement:

Encanto 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.
 - Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment
 - SSC: members review monthly data, curriculum, and assessment outcomes
 - ELAC: members review data, curriculum, and assessment outcomes
 - SGT: review data, curriculum, and assessment outcomes
 - Coffee with the Principal: attendees review monthly, curriculum, and assessment outcomes
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Curriculum Night
 - Monthly Parent Classes
 - Parent Teacher Conferences
- 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.
 - 4 ELAC Meeting a year
 - Monthly Coffee with the Principal
 - Monthly Foundation meetings
 - Monthly SSC Meetings
 - 5 SGT Meetings a year
- 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.
 - Parent Room
 - Foundation Meetings and Events
 - Parent Classes
 - Family Friday
 - Monthly Attendance Assembly
 - Honor Roll each semester
 - Field Trips
 - Assemblies: Character, Positive Actions; Kindness Matters Week
- 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.
 - Web site
 - EdConnect
 - Bulletin Boards
 - Monthly Newsletter
 - English and Spanish
- The school provides support for parental involvement activities requested by Title I parents.
 - *Parent classes: topics that were discussed in committee meetings were chosen for this year’s classes.*
 - *Coffee with the Principal: requests from meetings*

Accessibility

Encanto 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.

- Translation of all written communication to parents.
- Accessibility to all meeting rooms.
- Interpretation provided at all committee meetings, parent teacher conferences, and meetings with principal and supporting staff.

APPENDIX C

HOME/SCHOOL COMPACT



Encanto Eagles are
soaring to success!

Encanto Academic Academy
822 65th Street, San Diego, CA 92114
619-344-6700
Fax: 619-344-6749

Title 1 Home School Compact

Student Responsibilities: As an Encanto student, I will:

- ✓ follow all Encanto School-wide rules.
- ✓ arrive on time in uniform each day, ready to work and learn in a positive way.
- ✓ use my words and positive actions to solve problems at school.
- ✓ seek adult assistance if a serious problem should arise.
- ✓ take responsibility for myself, my behavior and my actions.
- ✓ turn in completed homework.

Student Signature _____

Date: _____

Parent Responsibilities:

As a valued Encanto Parent, I want to help my child succeed.

I will do my best to:

- ✓ Make sure my child arrives on time, ready to learn each day.
- ✓ Make sure my child is in uniform each day.
- ✓ Read with my child each day, and let him/her see me read.
- ✓ Limit television viewing and video games.
- ✓ Monitor student homework.

Parent
Signature: _____

Date: _____

Teacher Responsibilities:

As a valued Encanto teacher, I know my role is important for the student's success in my classroom.

I will do my best to:

- ✓ Create a safe and caring learning environment for all students.
- ✓ Provide high quality curriculum and instruction.
- ✓ Show respect for each child and his/her family.
- ✓ Set high expectations for each student.
- ✓ Communicate student progress on a monthly basis.

Teacher
Signature: _____

Date: _____

School Staff Responsibilities:

As valued custodians, librarian, office staff, cafeteria staff, and resource teachers, we will support our students, families and school in any way we can.

Administrator Responsibilities:

As the principal, I will:

- ✓ Provide a safe and orderly learning environment for all students
- ✓ Be available to parents and community members

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		
Encanto Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.0500	\$ 4,446.90		
		1189	Retired Clsrm Teacher Hrly			\$ 10,000.00		
		1192	Prof&Curriclm Dev Vist Tchr			\$ 25,000.00		
		1210	Counselor	School Counselor	0.1000	\$ 7,943.10		
		3000	Employee Benefits			\$ 10,675.00		
		4301	Supplies			\$ 10,087.00		
		5841	Software License			\$ 28,000.00		
		09800 Total					0.1500	\$ 96,152.00
		30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.9500	\$ 84,491.10	
				2404	Guidance/Attendance Asst	Guidance Asst	0.6250	\$ 17,798.75
3000	Employee Benefits					\$ 57,484.07		
4301	Supplies					\$ 5,765.00		
30100 Total					1.5750	\$ 165,538.92		
30103	2281	Other Support Prsnl PARAS Hrly			\$ 500.00			
		2455	Tech Professional OTBS Hrly		\$ 1,200.00			
		3000	Employee Benefits			\$ 482.97		
		4301	Supplies			\$ 400.00		
		4304	Inservice supplies			\$ 214.00		
30103 Total						\$ 2,796.97		

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Encanto Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME- SUBSTANTIALLY	Instructional programs are aligned to the CCSS in ELA and math. Research based strategies have been clearly articulated in PLCs and PD. Intervention times are built into the master calendar. The school develops common formative assessments to ensure that students' areas of need are being addressed. While we are making progress in math, there is a need to address math intervention during the school day.
CLOSING THE ACHIEVEMENT GAP FULLY	RTI time is built into the master calendar. Students are monitored every 6 weeks. Programs designed for individual needs have been purchased to supplement quality Tier 1 instruction (Waterford, Achieve 3000, PALS, REWARDS, 6 Minute Solution, and Phonics for Reading). Most teachers have been trained in QTEL strategies and Thinking Maps. We will work on Designated and integrated ELD in 2018-19.
PROFESSIONAL DEVELOPMENT SUBSTANTIALLY	Teachers and parents understand that the PD is aligned to the district PD focus areas. Creating learning environments for children; collaborative conversations; student agency; and maximizing the potential of all learners. Encanto's PD continues to build teachers capacity in the areas of CCSS, Reading Behaviors, Critical Concepts, Math Practices and specifically meaningful engagement to make meaning.
GRADUATION/PROMOTION FULLY	3rd grade –Six week SMART goals are used to monitor achievement. Teaching and learning is aligned to the 3 rd grade CCSS. During weekly PLC time teachers meet to monitor, evaluate, and adjust curriculum to ensure that students are meeting CCSS.
PARENT ENGAGEMENT	Encanto has an active SSC, SGT, ELAC, and Foundation. All communication is provided in both English and Spanish. Encanto offers classes through the SEEP program, Coaching Cycles and Family Fridays. We also provide Coffee With The Principal, Family Friday, and a Parent Newsletter to ensure that parents are connected to the school. Encanto has opened a Parent Room and will continue to survey parents as to their needs.