

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SPRECKELS ELEMENTARY** SCHOOL

2018-19

37-68338-6040174
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: Cazary, Michel

Contact Person: Cazary, Michel

Position: Principal

Telephone Number: 858-453-5377

Address: 6033 Stadium St, Spreckels Elementary, San Diego, CA, 92122-3307,

E-mail Address: mcazary@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: Spreckels Elementary

SITE CONTACT PERSON: Michel Cazany

PHONE: (858) 453-5377 FAX: (858) 569-1269

E-MAIL ADDRESS: mcazany@sandi.net

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

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

Title 1 Schoolwide Programs (SWP)

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

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

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

English Learner Advisory Committee (ELAC) Date of presentation: _____

Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____

Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____

Site Governance Team (SGT) Date of presentation: _____

Other (list): staff 4/3/18 Date of presentation: 4/3/18

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: 4/2/18

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.

Michel Cazany
Type/Print Name of School Principal

Signature of School Principal

4/5/18
Date

Lori Huntsman
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

4/5/18
Date

Lamont Jackson
Type/Print Name of Area Superintendent

Signature of Area Superintendent

4.11.18
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 nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as the Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal interim assessments for CCSS.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Spreckels Elementary is a TK-5 Elementary Magnet school serving students in the University City community as well as the greater San Diego community. The emphasis of the Magnet is Spanish as students receive Spanish instruction 30 minutes/day, four times a week. The staff and students of Spreckels Elementary seek to create a school where a strong sense of community permeates all we do. With a focus on character development, academic achievement and enrichment, we work hard to serve our population of students in a welcoming and nurturing environment.

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.

Spreckels Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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. We strive to strengthen our professional practice by building high-functioning PLCs facilitated by ILT leaders who are guiding their teams in service of student success.

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

The community and various stakeholders were engaged in the 2018-19 budgetary process in the following ways:

SSC met 3 times to specifically discuss the budget as well as to complete and discuss the SPSA survey. (1/29/18, 2/2/18, 3/12/18, 4/2/18)

Community Budget Meeting was held to gather input (2/2/18)

Staff gave input and helped craft the budget (1/31/18)

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Irene Robles	Parent
Maila Tatalovich	Parent
Maria Castellano	Parent
Jose Aguilar	Parent
Jessie Cardenas	Parent
Michel Cazary	Principal
Millie Weil	Classroom Teacher
Lori Hunstman	Classroom Teacher
Lisa Alessio	Classroom Teacher
Deanna Sharghi	Other School Personnel

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 55% (approx. 50 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 88 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, 100% (approx. 1 3rd grader) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 41% (approx. 12 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 52% (approx. 13 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 36% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 65% (approx. 35 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 45% (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 7 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 grade level/department to analyze DRA, curriculum embedded assessments 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 65% (approx. 62 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 62% (approx. 68 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, 100% (approx. 1 3rd grader) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 80% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 34% (approx. 10 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 32% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 42% (approx. 20 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 46% (approx. 25 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 45% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 45% (approx. 5 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):
 CAASPP assessment data

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze 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):

ELPAC

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

Staff and English Learner Coordinator will identify and monitor progress of students in order to identify potential students for reclassification and monitor carefully to support this goal.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, 55% (approx. 50 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 88 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: African American students

By June 2019, 100% (approx. 1 3rd grader) will meet or exceed level 38 in DRA.

By June 2019, 80% (approx. 4 5th graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, 41% (approx. 12 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, 52% (approx. 13 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, 36% (approx. 17 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, 65% (approx. 35 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, 45% (approx. 11 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, 40% (approx. 7 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Developmental Reading Assessment or other similar Assessment tool

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 (or similar assessment results) 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 645 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 45% (approx. 200 families) will attend training on academic home support to increase the milestones necessary for meaningful graduation.

Targeted Population:

All students

What data did you use to form these goals?

Logs, attendance sign-in sheets

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

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted each trimester 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 ELA Common Core Framework and California common core 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 at appropriate grade levels.
- Staff will use multiple measures of assessment (i.e., Interim Assessments, DRA - to level 44, WRAP, 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, curriculum embedded writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards
- All English learners will be assessed using ELPAC
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction and math 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.
- English Learner Assistant to monitor progress and provide support to struggling or new-to-country English Learners
- 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

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor will provide check in with at risk students
- 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):
Teachers will collaborate in PLCs, RtI meetings, and professional development to design targeted instruction that increases instructional time and engagement.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$3,511.00	\$3,511.00	0263-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies purchased can include classroom and professional books for teachers, materials for professional development, books for classroom libraries, and student instructional supports and materials.

How will you monitor these strategies/activities?

- Classroom observations
- Monitoring meetings with teachers

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
Staff will engage in ongoing student monitoring to identify areas of need and design an instructional program to meet those needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.2000	\$5,084.20	\$6,543.11	0263-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	01, 03	provide support and monitoring for our English Learner students. This will look like language support as well as communication with classroom teachers around data.

How will you monitor these strategies/activities?

- RtI Meetings
- Progress Monitoring and Diagnostic Assessment Data

Analysis of Student work in PLCs

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
Staff will engage in professional development as an entire staff and within their grade level PLCs. Professional learning will focus on pedagogical shifts, assessment, planning for instruction, and differentiation, and current curriculum.

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Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$14,088.00	\$16,960.55	0263-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers will be provided for release time for teachers so they can collaborate in PLCs, attend professional development training, district provided workshops, and local conferences. As well as particiate in on and off-site cross visits.

How will you monitor these strategies/activities?

- Classroom walkthroughs
- PLC observation and reflections
- ILT

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

Student are supported through the school counselor, psychologist, school nurse and health tech. Teachers are implementing the Wildcat Way as well as PBIS strategies and policies. School will continue to implement new PBIS systems and policies.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
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How will you monitor these strategies/activities?

- Referral data
- PBIS team observation and collection
- Attendance Rates
- RtI Meetings

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

Spreckels has created and will continue to create opportunities for parent involvement on a school-wide, classroom, and subgroup level. We will encourage attendance at meetings, events, and in classrooms through ongoing communication with families.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Duplicating		\$500.00	\$500.00	0263-30103-00-5721- 2495-0000-01000-0000	Title I Parent Involvement	05	Pay for printing services to print community documents such as community handbooks, home school compact, and parent involvement policy.
Interprogram Svcs/Paper		\$1,136.00	\$1,136.00	0263-30103-00-5733- 2495-0000-01000-0000	Title I Parent Involvement	05	Purchase of paper to support parent communication
Tech Professional OTBS Hrly		\$78.00	\$100.17	0263-30103-00-2455- 2495-0000-01000-0000	Title I Parent Involvement	05	Pay for real-time Spanish translation during after hours parent meetings.

How will you monitor these strategies/activities?

- Parent Event Sign In Sheets
- Visitor Logs

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Identified Need::

Targeted students who are in need of extra support in math, literacy, and/or language (area to be determined by 2017-18 data)

Target Group::

Students who are below grade level in English Language Arts.

Monitoring::

Monitoring will be done with data from the DRA, Interim Assessments, and monthly teacher-reported reading scores.

Personnel Responsible::

Classroom teacher, school counselor

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Teachers will use a balanced literacy model. Aside from targeted instruction, teachers will collaborate during time released by visiting teachers to plan instruction that is both inclusive and differentiated for various learners. Books will be purchased to support our new reading curricular resource.

Identified Need::

Targeted students who are in need of extra support.

Target Group::

Students who are below grade level in English Language Arts

Monitoring::

Monitoring will be done with data from the DRA, and monthly teacher-reported reading and writing scores. The principal will monitor instruction in the classroom.

Personnel Responsible::

Classroom teacher

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:
Provide visiting teachers time to collaborate as well as attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support students who are performing below grade level.

Identified Need::
Possible support to English Learners and students who are performing below grade level.

Target Group::
English Learners and students performing below grade level expectations.

Monitoring::
ELPAC, DRA, Writing assessment/rubrics aligned to curriculum

Personnel Responsible::
Classroom Teacher, Principal

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.3000	\$23,829.30	\$37,724.13	0263-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	School counselor to provide support to students struggling with social/emotional issues that impact academics. Counselor will also coordinate Response to Intervention process and meetings.
Prof&Curriclm Dev Vist Tchr		\$3,024.00	\$3,640.60	0263-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide release time for teachers to look at student data, design instruction, and build their own professional understanding of their own teaching practice.
Supplies		\$6,563.00	\$6,563.00	0263-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplies purchased can include classroom and professional books for teachers, materials for professional development, books for classroom libraries and student instructional supports and materials.
Interprogram Svcs/Paper		\$3,600.00	\$3,600.00	0263-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Purchase of paper to support teachers' curricular needs. 500

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
Spreckels
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	334	53.0	328	55.5	311	57.2	4.2	1.7	336	42.9	326	46.0	313	54.6	11.7	8.6
Female	169	58.6	175	57.7	152	58.6	0.0	0.9	168	45.2	173	44.5	153	51.0	5.8	6.5
Male	165	47.3	153	52.9	159	56.0	8.7	3.1	168	40.5	153	47.7	160	58.1	17.6	10.4
African American	11	27.3	8	-	8	-	-	-	11	18.2	8	-	8	-	-	-
Asian	15	80.0	14	100.0	13	84.6	4.6	-15.4	15	80.0	14	100.0	15	86.7	6.7	-13.3
Filipino	7	-	5	-	3	-	-	-	7	-	4	-	3	-	-	-
Hispanic	162	31.5	170	35.3	160	39.4	7.9	4.1	164	23.8	169	26.6	160	35.0	11.2	8.4
Indochinese	2	-	1	-	4	-	-	-	2	-	1	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
White	112	75.0	108	76.9	105	78.1	3.1	1.2	112	67.0	108	64.8	105	76.2	9.2	11.4
Multiracial	23	91.3	21	85.7	18	83.3	-8.0	-2.4	23	69.6	21	76.2	18	77.8	8.2	1.6
English Learner	59	5.1	58	12.1	55	7.3	2.2	-4.8	61	8.2	58	10.3	57	12.3	4.1	2.0
English-Speaking	275	63.3	270	64.8	256	68.0	4.7	3.2	275	50.5	268	53.7	256	64.1	13.6	10.4
Reclassified†	42	50.0	25	76.0	54	64.8	14.8	-11.2	42	31.0	25	56.0	54	53.7	22.7	-2.3
Initially Eng. Speaking	233	65.7	245	63.7	202	68.8	3.1	5.1	233	54.1	243	53.5	202	66.8	12.7	13.3
Econ. Disadv.*	157	32.5	165	37.0	155	32.9	0.4	-4.1	159	23.3	163	27.6	156	33.3	10.0	5.7
Non-Econ. Disadv.	177	71.2	163	74.2	156	81.4	10.2	7.2	177	60.5	163	64.4	157	75.8	15.3	11.4
Gifted	155	78.7	142	80.3	122	84.4	5.7	4.1	154	73.4	142	71.8	122	82.8	9.4	11.0
Not Gifted	179	30.7	186	36.6	189	39.7	9.0	3.1	182	17.0	184	26.1	191	36.6	19.6	10.5
With Disabilities	37	2.7	41	7.3	41	17.1	14.4	9.8	38	2.6	41	7.3	41	17.1	14.5	9.8
WO Disabilities	297	59.3	287	62.4	270	63.3	4.0	0.9	298	48.0	285	51.6	272	60.3	12.3	8.7
Homeless	2	-	2	-	0	-	-	-	2	-	0	-	0	-	-	-
Foster	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-
Military	8	-	7	-	4	-	-	-	8	-	7	-	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
Spreckels
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	100	59.0	100	51.0	90	46.7	-12.3	-4.3	100	59.0	99	50.5	91	57.1	-1.9	6.6
Female	51	64.7	52	48.1	37	45.9	-18.8	-2.2	50	64.0	51	39.2	38	57.9	-6.1	18.7
Male	49	53.1	48	54.2	53	47.2	-5.9	-7.0	50	54.0	48	62.5	53	56.6	2.6	-5.9
African American	5	-	1	-	1	-	-	-	5	-	1	-	1	-	-	-
Asian	4	-	4	-	3	-	-	-	4	-	4	-	4	-	-	-
Filipino	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Hispanic	52	44.2	52	28.8	49	24.5	-19.7	-4.3	53	43.4	51	29.4	49	34.7	-8.7	5.3
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	32	81.3	38	71.1	28	75.0	-6.3	3.9	31	87.1	38	68.4	28	82.1	-5.0	13.7
Multiracial	4	-	4	-	8	-	-	-	4	-	4	-	8	-	-	-
English Learner	22	13.6	27	11.1	25	12.0	-1.6	0.9	23	21.7	27	14.8	26	15.4	-6.3	0.6
English-Speaking	78	71.8	73	65.8	65	60.0	-11.8	-5.8	77	70.1	72	63.9	65	73.8	3.7	9.9
Reclassified†	9	-	2	-	8	-	-	-	9	-	2	-	8	-	-	-
Initially Eng. Speaking	69	71.0	71	66.2	57	57.9	-13.1	-8.3	68	70.6	70	64.3	57	73.7	3.1	9.4
Econ. Disadv.*	48	37.5	50	32.0	48	20.8	-16.7	-11.2	49	36.7	49	32.7	48	37.5	0.8	4.8
Non-Econ. Disadv.	52	78.8	50	70.0	42	76.2	-2.6	6.2	51	80.4	50	68.0	43	79.1	-1.3	11.1
Gifted	51	74.5	31	80.6	26	88.5	14.0	7.9	50	80.0	31	80.6	26	88.5	8.5	7.9
Not Gifted	49	42.9	69	37.7	64	29.7	-13.2	-8.0	50	38.0	68	36.8	65	44.6	6.6	7.8
With Disabilities	10	0.0	10	20.0	9	-	-	-	11	0.0	10	20.0	9	-	-	-
WO Disabilities	90	65.6	90	54.4	81	49.4	-16.2	-5.0	89	66.3	89	53.9	82	61.0	-5.3	7.1
Homeless	1	-	2	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	0	-	1	-	-	-	3	-	0	-	1	-	-	-

* 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
Spreckels
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	116	44.8	113	59.3	106	51.9	7.1	-7.4	116	33.6	112	48.2	107	54.2	20.6	6.0
Female	60	53.3	59	62.7	55	45.5	-7.8	-17.2	60	40.0	58	50.0	55	40.0	0.0	-10.0
Male	56	35.7	54	55.6	51	58.8	23.1	3.2	56	26.8	54	46.3	52	69.2	42.4	22.9
African American	2	-	6	-	1	-	-	-	2	-	6	-	1	-	-	-
Asian	6	-	5	-	4	-	-	-	6	-	5	-	5	-	-	-
Filipino	2	-	2	-	2	-	-	-	2	-	1	-	2	-	-	-
Hispanic	60	20.0	59	45.8	54	33.3	13.3	-12.5	60	11.7	59	35.6	54	35.2	23.5	-0.4
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	34	64.7	34	79.4	40	70.0	5.3	-9.4	34	52.9	34	67.6	40	72.5	19.6	4.9
Multiracial	11	90.9	6	-	4	-	-	-	11	72.7	6	-	4	-	-	-
English Learner	24	0.0	23	17.4	20	0.0	0.0	-17.4	24	0.0	23	8.7	21	14.3	14.3	5.6
English-Speaking	92	56.5	90	70.0	86	64.0	7.5	-6.0	92	42.4	89	58.4	86	64.0	21.6	5.6
Reclassified†	12	50.0	12	75.0	16	43.8	-6.2	-31.2	12	33.3	12	75.0	16	62.5	29.2	-12.5
Initially Eng. Speaking	80	57.5	78	69.2	70	68.6	11.1	-0.6	80	43.8	77	55.8	70	64.3	20.5	8.5
Econ. Disadv.*	56	25.0	61	42.6	50	22.0	-3.0	-20.6	56	14.3	60	31.7	51	33.3	19.0	1.6
Non-Econ. Disadv.	60	63.3	52	78.8	56	78.6	15.3	-0.2	60	51.7	52	67.3	56	73.2	21.5	5.9
Gifted	52	73.1	56	80.4	35	74.3	1.2	-6.1	52	61.5	56	71.4	35	85.7	24.2	14.3
Not Gifted	64	21.9	57	38.6	71	40.8	18.9	2.2	64	10.9	56	25.0	72	38.9	28.0	13.9
With Disabilities	16	0.0	14	7.1	16	18.8	18.8	11.7	16	0.0	14	7.1	16	18.8	18.8	11.7
WO Disabilities	100	52.0	99	66.7	90	57.8	5.8	-8.9	100	39.0	98	54.1	91	60.4	21.4	6.3
Homeless	1	-	2	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	2	-	-	-	3	-	2	-	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
Spreckels
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	118	55.9	115	55.7	115	70.4	14.5	14.7	120	38.3	115	40.0	115	53.0	14.7	13.0
Female	58	58.6	64	60.9	60	78.3	19.7	17.4	58	34.5	64	43.8	60	56.7	22.2	12.9
Male	60	53.3	51	49.0	55	61.8	8.5	12.8	62	41.9	51	35.3	55	49.1	7.2	13.8
African American	4	-	1	-	6	-	-	-	4	-	1	-	6	-	-	-
Asian	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
Filipino	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Hispanic	50	32.0	59	30.5	57	57.9	25.9	27.4	51	17.6	59	15.3	57	35.1	17.5	19.8
Indochinese	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	46	78.3	36	80.6	37	89.2	10.9	8.6	47	63.8	36	58.3	37	75.7	11.9	17.4
Multiracial	8	-	11	90.9	6	-	-	-	8	-	11	81.8	6	-	-	-
English Learner	13	0.0	8	-	10	10.0	10.0	-	14	0.0	8	-	10	0.0	0.0	-
English-Speaking	105	62.9	107	59.8	105	76.2	13.3	16.4	106	43.4	107	43.0	105	58.1	14.7	15.1
Reclassified†	21	38.1	11	81.8	30	73.3	35.2	-8.5	21	14.3	11	36.4	30	43.3	29.0	6.9
Initially Eng. Speaking	84	69.0	96	57.3	75	77.3	8.3	20.0	85	50.6	96	43.8	75	64.0	13.4	20.2
Econ. Disadv.*	53	35.8	54	35.2	57	52.6	16.8	17.4	54	20.4	54	18.5	57	29.8	9.4	11.3
Non-Econ. Disadv.	65	72.3	61	73.8	58	87.9	15.6	14.1	66	53.0	61	59.0	58	75.9	22.9	16.9
Gifted	52	88.5	55	80.0	61	88.5	0.0	8.5	52	78.8	55	67.3	61	78.7	-0.1	11.4
Not Gifted	66	30.3	60	33.3	54	50.0	19.7	16.7	68	7.4	60	15.0	54	24.1	16.7	9.1
With Disabilities	11	9.1	41	7.3	16	12.5	3.4	5.2	11	9.1	41	7.3	16	12.5	3.4	5.2
WO Disabilities	107	60.7	98	65.3	99	79.8	19.1	14.5	109	41.3	98	46.9	99	59.6	18.3	12.7
Homeless	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	1	-	-	-	2	-	4	-	1	-	-	-

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APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Spreckels Elementary School
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.

Spreckels Elementary has developed a written Title I parental involvement policy with input from Title I parents. ***This policy was developed with the input of parents and teachers on our School Site Council.***

It has distributed the policy to parents of Title I students by posting it on the district website and distributing it at parent meetings.

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 **Spreckels 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. *Our Title I Meeting is held in conjunction with a Family Friday and is open to all parents within our community.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. We do our best to accommodate parent schedules with a variety of meetings.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- The school provides parents of Title I students with timely information about Title I programs. School information is communicated through flyers, School Messenger phone calls, and emails.
- 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. We have conversations about this information at ELAC meetings, SSC meetings, and general parent meetings held throughout the year.
- 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. *Our school accommodates all requests by parents to hold meetings.*

Home School-Parent Compact:

Spreckels 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

Our Home School Compact was created in conjunction with our SSC. It is distributed to all families at our site.

Building Capacity for Involvement:

Spreckels 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. Information is provided through parent-teacher conferences and schoolwide meetings.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- 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. Our school strongly values communication with parents and strongly encourages parent participation through volunteer programs, room parents, and other school functions.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.
- 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. Our school has multiple forms of communication with parents to keep them abreast of school news and events: PTA eblast, monthly Wildcat Press Newsletter and calendar in both Spanish and English, flyers, and school-wide calls and emails in both English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Spreckels 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. Real time Spanish translation is requested for all meetings, translation is provided upon request for parent-teacher meetings, and all documents sent home are translated to Spanish.

APPENDIX C

HOME/SCHOOL COMPACT



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

**Spreckels Elementary School
Home/ School Compact 2018-19**

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

This Home/School compact is in effect during school year 2018-19.

School Responsibilities

Spreckels Elementary will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - Provide daily standards-based instruction based on students' needs.
 - Provide special programs to meet individual needs (GATE, Seminar English Learner, Special Education, Speech/Language, and Response to Intervention, etc.).
 - Provide extra support to struggling students such as counseling groups; Everyone-a-Reader volunteer tutors; UCHS ROP tutors; after-school programs; and a Computer Lab.
 - Ongoing site and district staff development to increase teachers' knowledge and use of effective instructional techniques and strategies.
 - Regular and ongoing reviews of student academic data to monitor student progress.
 - Provide effective high level curriculum and supportive classroom materials.
- 2. Hold parent-teacher conferences as it relates to the individual child's achievement.**
 - Schedule parent conferences to take place in fall (November) and spring of the school year.
- 3. Provide parents with frequent reports on their child's progress.**
 - Provide tri-yearly progress reports (report cards) to monitor academic progress.

- Provide achievement results for the district level assessments such as the WRAP (K-1), DRA (Grade K-3) and Writing Curriculum On-Demand scored assessments.
- Provide daily/weekly behavior contract reports as needed.
- Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
- Schedule Individual Education Plan (IEP) or Response to Intervention (RtI) meetings when appropriate.
- Parents to receive results of quizzes and tests so they can monitor their child's progress.

4. Provide parents reasonable access to staff.

- Hold informal parent conferences as needed when requested by teacher or parent.
- Encourage home-school communication through telephone, email, and written contact.
- Make staff email addresses available on Spreckels' website.
- Inform parents of teacher availability either before or after school.
- Inform parents of administration's availability.

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

- Parent Classroom Volunteers
- Guest Readers
- PTA Membership
- Library Volunteers
- Ongoing School Events (Family Fridays, Superstar Assemblies, Special Events)
- Classroom Field Trip Volunteers

Parent Responsibilities

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

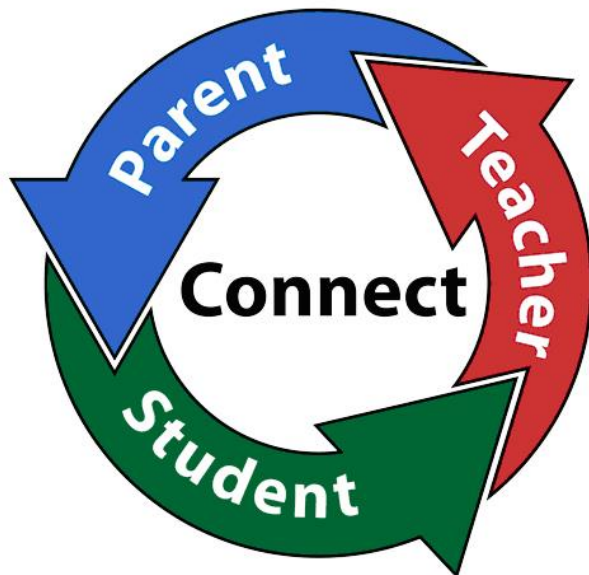
- Monitoring attendance.
- Making sure that they get enough rest each night.
- **Making sure they arrive at school on time.**
- Making sure they come to school healthy.
- Monitoring the amount of my child's screen time daily.
- Making sure that their homework is completed.
- Volunteering in my child's classroom, if possible.
- Promoting positive use of my child's extracurricular time.
- Making arrangements for a healthy lunch (purchase at school or bring from home)
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, when appropriate.

- Serving, to the extent possible, on advisory groups, such as the School Site Council, Governance Team, and District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

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





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

Spreckels Elementary School
Home/ School Compact 2018-19
Signature Page

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

This Home/School compact is in effect during school year 2018-19.

Student Signature

Date

Parent Signature

Date

Teacher Signature

Date

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
Spreckels Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 3,024.00
		1210	Counselor	School Counselor	0.3000	\$ 23,829.30
		3000	Employee Benefits			\$ 14,511.43
		4301	Supplies			\$ 6,563.00
		5733	Interprogram Svcs/Paper			\$ 3,600.00
	09800 Total				0.3000	\$ 51,527.73
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 14,088.00
		2101	Classroom PARAS	ESL Asst	0.2000	\$ 5,084.20
		3000	Employee Benefits			\$ 4,331.46
		4301	Supplies			\$ 3,511.00
			30100 Total			
	30103	2455	Tech Professional OTBS Hrly			\$ 78.00
		3000	Employee Benefits			\$ 22.17
		5721	Interprogram Svcs/Duplicating			\$ 500.00
		5733	Interprogram Svcs/Paper			\$ 1,136.00
	30103 Total					\$ 1,736.17

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Spreckels Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Notes from surveys included: the PDs are full with ideas for maximizing instructional time. Addition of our new reading curriculum in addition to our relatively new math and writing curriculum has helped staff with having a scope and sequence of instruction across the year. We are continuing to refine our RtI documentation process so we have strengthened the way we are keeping records and articulating our struggling students. We are also utilizing a part-time push in teacher to support struggling K-2 students in the area of literacy. We do have a RSP, Mild/Mod and a Mod/Sev teacher. Along with our part-time school psychologist and counselor, they regularly consult with teachers to discuss instructional strategies to support students performing below grade level expectations. Nearly all of our students with special needs are fully included all day into general education settings.</p> <p>Surveys indicated a need for Spreckels to strengthen our work around consistent content and curriculum across the school in the area of reading as well as improvement in our assessment system and our intervention system. PLCs were seen as a great vehicle to continue our work around maximizing instructional time. We also determined a need to strengthen our assessment in terms of looking at students from a diagnostic perspective to identify behaviors and strategies to describe students as readers, writers, and mathematicians.</p>
CLOSING THE ACHIEVEMENT GAP	<p>English Learners and our Special Education students are our lowest performing subgroup in both ELA and Math.</p> <p>Our students with disabilities receive appropriate accommodations and modifications but we understand the need for collaboration and discussion around the support of children with Special Needs and who are learning English. All of the funding set aside for PLCs includes our Special Education teachers. There is also a need indicated for</p>

	<p>our English learners in terms of monitoring, data support, and direct instruction. Ideas brought forth considered better usage of volunteers to support struggling learners, purchase of appropriate instructional materials (specifically books), and incentivizing academic achievement around reading.</p>
<p>PROFESSIONAL DEVELOPMENT</p>	<p>Surveys indicated that Professional Development is a major focus at Spreckels through both whole staff PD and especially in PLCs. Surveys indicated that PLCs have been a strong focus and the vehicle through which our most targeted professional learning has occurred. Surveys indicate a need to continue, grow, and strengthen this work. Surveys highlighted the alignment of our PD work consisting of district provided curriculum training, sending teachers to Teacher’s College to study our writing and reading pedagogy, and specific grade level learning cycles conducted by principal and district staff aligned to reading and writing work.</p>
<p>GRADUATION/PROMOTION</p>	<p>Surveys indicate that we need to increase our ability to look at specific student data in our PLCs to get better at targeting specific students’ needs in service of increasing general student achievement. Surveys also indicated that many of our professional developments and instructional work is directly meeting the needs of all students including our 3rd grade learners. Surveys and discussion brought up need for better support and involvement of parent community in support of our 3rd grade readers.</p>
<p>PARENT ENGAGEMENT</p>	<p>We have worked hard to continue to build our parent involvement at Spreckels Elementary this year. Surveys indicated that parents feel informed of school events and activities. In regards to school to home communication, survey’s indicated that families appreciate our monthly parent bulletin, the PTA’s weekly eblast, PeachJar and weekly School Messenger. Surveys indicated that with a growing international population, the site will need to do more to meet the diverse language needs of our families. Surveys also indicated a need for common commitments for parent involvement and communication amongst teachers.</p> <p>Surveys and discussion also indicated the high level of parent involvement and engagement in essential school functions (purchasing of materials, events for families, induction of new students and their families, funding of fieldtrips, etc.) It was also acknowledged that Spreckels tends to have a core group of parents who are often on campus and volunteering. A need to increase the number of families who come onto campus and volunteer was noted. The surveys also indicated a need to engage parents who reside a long distance from the school. Surveys also indicated a need for parent training on how to support their child or children at home.</p>