

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ALCOTT ELEMENTARY** SCHOOL

2014-16

37-68338-6039119

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Riley, Michelle

Contact Person: Riley, Michelle

Position: Principal

Telephone Number:

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

E-mail Address: mriley@sandi.net

The following items are included:

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

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT



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



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Attachment 2
Modification of SPSA

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

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

SCHOOL NAME: Alcott Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Michelle C. Riley

PHONE: 858-273-3415

FAX: 858-581-6429

E-MAIL ADDRESS: mriley@sandi.net

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

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

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 2/24/2015
- 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: 2/26/2015
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 2/26/2015

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Michelle C. Riley</u> Type/Print Name of School Principal	<u>Michelle C. Riley</u> Signature of School Principal	<u>03-13-15</u> Date
<u>Julia L. James</u> Type/Print Name of SSC Chairperson	<u>Julia L. James</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Sofia Freire</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>3/13/15</u> Date

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

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 - D. 2014-15 SPSA Addendum
 - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

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

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
Grades K-3 with CSR:	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
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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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and

professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Michelle Riley	Principal
Sonya Haugen	Teacher
Laurie Carano	Teacher
Tammy Payton	Teacher
Julia James	Other; Chair
Jodi Flynn	Parent
Lisa Delgado	Parent
Jennifer Sedgwick	Parent
Roger Otterson	Parent
Autumn Jojola	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/15/2016, 75 % of Alcott Elementary Grades 2-5 will meet or exceed at or above grade-level in Common Core State Standards on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/15/2016, 54 % of Alcott Elementary English Learner, Students, Grades 2-5 will meet or exceed grade-level standards on Common Core State Standards on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

End of Unit Assessments

Progress and Growth Monitoring:

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

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

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

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

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

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/15/2016, 82 % of Alcott Elementary Students, Grades 2-5 will meet or exceed grade level or above on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/15/2016, 69 % of Alcott Elementary English Learner, Grades 2-5 will meet or exceed grade level or above on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

End of Unit Assessments

Progress and Growth Monitoring:

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

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

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

Area 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 50 % of Alcott Elementary English Learners Enrolled in School 3 years or More will meet or exceed one level higher as measured in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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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 06/15/2016, 70 % of Alcott Elementary Grade 03 will meet or exceed grade level or above on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/15/2016, 40 % of Alcott Elementary Hispanic or Latino, Grade 03 will meet or exceed grade level or above on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

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

* By 06/15/2016, 70 % of Alcott Elementary Parents/Guardians will improve performance from their current level of attendance at school functions to a minimum of two school events during the year in an effort to increase student Attendance

Targeted Population:

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

What data did you use to form these goals?

Educational research data supports this conclusion.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

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

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT 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, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, 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 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 (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.

ELST will consult with teachers to provide supports for targeted English Learners.

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 (Power Team) will provide a Double Dose of daily guided reading for targeted students.

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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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor	0.0750	\$5,662.05	0004-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	03, 05	High percent of disadvantaged children and dysfunctional families. Counselor works with attendance, social-emotional, and discipline of Alcott students.
Prof&Curriclm Dev Vist Tchr	-	\$950.00	0004-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	LCFF 3	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.
Supplies	-	\$276.00	0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Intervention supplies for Language Arts, Mathematics, and English Learners. Examples are pencils, headphones, student journals, crayons, manipulatives, folders.
Interprogram Svcs/Paper	-	\$635.00	0004-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Paper to supplement core instruction so that students may actively participate in lessons by producing written work.
Interprogram Svcs/Duplicating	-	\$100.00	0004-30103-00-5721-2700-0000-01000-0000	Title I Parent Involvement	05	Supplies like envelopes and parent handbooks to increase communication with Parents.
Supplies	-	\$323.00	0004-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent supports such as math manipulatives and literacy interventions. Supplies for Parent meetings
Postage Expense	-	\$100.00	0004-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Parent attendance at school events increases the more ways that parents are invited.
Supplies	-	\$556.00	0004-30106-00-4301-1000-1110-01000-	Title I Supplmnt Prog Imprvmt	01, 02, 03	Intervention supplies for Language Arts, Mathematics, and English Learners. Examples are pencils, headphones, student journals, crayons, manipulatives,

Alcott Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

			0000			and folders.
Prof&Curriclm Dev Vist Tchr	-	\$225.00	0004-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmt	01, 02, LCFF 3	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.
Software License	-	\$800.00	0004-30106-00-5841- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmt	01, 02, 03	License for ixl and RazKids software to provide intervention and maintenance support for students in order to increase comprehension.
Interprogram Svcs/Paper	-	\$635.00	0004-30106-00-5733- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmt	01, 02, 03	Paper to supplement core instruction so that students may actively participate in lessons by producing written work.

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal: Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p>Identified Need: Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p>Target Group: Struggling students (ELs and EOs) at-risk of not meeting grade level standards.</p> <p>Monitoring: Student records and logs</p> <p>Personnel Responsible: Principal</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.</p> <p>Identified Need: Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the class</p> <p>Target Group: Struggling students (ELs and EOs) at-risk of not meeting grade level standards.</p> <p>Monitoring: Student records and logs</p> <p>Personnel Responsible: Principal</p>
<p>Goal 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</p>

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and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Focusing on the new California Common Core State Standards, Professional Development will be provided by the experts of reading strategies that work to all CPE teachers and administration. Trained teachers attended the Lucy Calkin’s CCSS Writer’s Workshop on strategies in writing will impact student achievement in the new Common Core State Standards. The training will take place at the school site throughout the year and all teachers and staff will be attending. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Identified Need:
CCSS Writing is the focus of the year. Student will be working diligently on the CCSS writing process

Target Group:
All students not meeting grade level standards.

Monitoring:
Classroom teachers will attend professional development

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

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst	0.0440	\$1,104.88	0004-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
Position ESL Asst	0.4375	\$11,267.81	0004-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	01, 03	Extra support for English Learners

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

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

ALCOTT ELEMENTARY SCHOOL TITLE I PARENT INVOLVEMENT POLICY

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

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

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

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118 (a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Alcott Elementary School, the following practices have been established:

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

ALCOTT ELEMENTARY SCHOOL

TITLE I PARENT INVOLVEMENT POLICY

- Conferencing with teachers.
 - Providing training programs to help parents support and work with their children at home and at school.
 - Advocating for teachers and parents.
 - Valuing cultural diversity.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. During parent meetings, opportunities will be offered for the formulation of action. If possible, the Principal, Michelle Riley, will investigate suggestions and respond to parents by phone or by email. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

School-Parent Compact

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

Building Capacity for Involvement

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

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

ALCOTT ELEMENTARY SCHOOL TITLE I PARENT INVOLVEMENT POLICY

Elementary School has very active parents who are committed to work with staff. This builds a strong bond at Alcott Elementary between parents and staff members.

- The school coordinates and integrates the 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. Alcott is pleased to provide a Parent Center in room 17. This room is supplied with computers, books, and literature to provide parents with supports to enable parents to more fully participate in their child's education.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that parents understand. The Principal's weekly letter and other flyers are translated to provide parents with information that they can understand. Also School Messenger phone calls and emails are sent in both English and Spanish to keep parents informed of Alcott School activities, as well as Clairemont Cluster and District activities.
- The school provides support for parental involvement activities requested by Title I parents. All parents are invited to share their ideas for activities. The principal, Instructional Leadership Team, School Site Council, and PTA take all ideas under consideration and report back to the parent about the ideas.

Accessibility

Alcott Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Alcott's campus is ADA compliant. Parents of all abilities are invited to participate in their child's classroom and in school activities. Information is translated into Spanish to provide those parents with limited English proficiency access to that information.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

HOME/SCHOOL COMPACT

Alcott Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) 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 2015-2016.

School Responsibilities

Alcott Elementary School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

- All teachers are Highly Qualified Teachers under NCLB guidelines
- Alcott teachers provide high quality curriculum and instruction by differentiating their classroom instruction to meet the different needs of their students. Students will read books at their level during independent reading. Alcott Superstars will have writing assignments at each grade level. Science is taught at least two times a week in Grades Transitional Kindergarten through 3. Fourth and Fifth grade students have Science or Social Studies instruction with a certificated teacher daily.
- Numerous teachers at Alcott send home weekly reports to inform parents of their student's academic and behavioral progress.

Hold parent-teacher conferences semi-annually during which this compact will be discussed as it relates to the individual child's achievement.

- Parent-teacher conference dates: Mid- November 2015 and Mid-March 2016.

Provide parents with frequent reports on their child's progress.

- Parents will receive report cards about their children's progress three (3) times a year.
- Teachers are available to confer with parents by appointment at other times regarding their child's progress

Provide parents reasonable access to staff.

- Parent conferences, voicemail, email, before and after school in person.
- Principal is available to meet with parents.

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

- Alcott has an extremely active PTA
- PTA has monthly meetings that the principal, teachers and parents attend.
- PTA has General Association Meetings 3-4 times a year.
- PTA has family functions throughout the school year
- Parents are very active in the classroom. They volunteer their time in the classrooms and help teachers with paperwork, reading to children, helping with homework, etc.
- Parents are able to visit classrooms at any time.
- Parents attend field trips with their children.
- When students publish written work, parents are invited to attend and participate in the celebrations

Parent Responsibilities

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

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

Student Responsibilities

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

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

APPENDIX C

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

APPENDIX D

2014-15 SPSA ADDENDUM

ALCOTT

Area Goals for 2014-15 SY	
English Language Arts:	By 06/15/2015, 75 % of Alcott Elementary Grades 2-5 will meet or exceed at or above grade-level in Common Core State Standards on site-developed/identified common formative assessments
Mathematics	By 06/15/2015, 82 % of Alcott Elementary Students, Grades 2-5 will meet or exceed grade level or above on site-developed/identified common formative assessments
English Language Development	By 06/15/2015, 50 % of Alcott Elementary English Learners Enrolled in School 3 years or More will meet or exceed one level higher as measured in California English Language Development Test
Graduation/Promotion Rate	By 06/15/2016, 70 % of Alcott Elementary Grade 03 will meet or exceed grade level or above on site-developed/identified common formative assessments
Parent Involvement and Community Engagement	By 06/15/2016, 70 % of Alcott Elementary Parents/Guardians will improve performance from their current level of attendance at school functions to a minimum of two school events during the year in an effort to increase student Attendance

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

Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	Rationale
		16,278.00		518.00		2,588.00	
2605 School Counselor	0.10	7,711.10	-	-	-	-	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
1192 Prof&Curriclm Dev Vist Tchr		3,508.00		-		1,500.00	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.
Employee Benefits		2,958.57				189.00	Benefits for staff providing targeted support for students

4301 Supplies		-		418.00		899.00	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
5733 Interprogram Svcs/Paper		1,300.00		100.00		-	Provide supplemental paper for intervention programs that focus on ELs, homeless and foster youth as we move forward with our implementation of CCSS. Paper will support additional materials for these struggling students yo meet student achievement in ELA, Math, and Science.
5841 Software License		800.00		-		-	Provides software license for instructional materials to support parent education for all students to support their proficiency in English Language Arts and Math

APPENDIX E

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

APPENDIX E

School Name: Alcott Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$9,728.00
Enter Total Allocation: Resource 30106	\$2,250.00
Sum or Resources 30100 & 30106	\$11,978.00
10% allocation needed for PD	\$1,197.80

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.	\$1,095.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Visiting teachers to provide release time for grade level teams to analyze data as well as develop curriculum which includes CCSS as well critical literacy in order to increase student achievement.	\$259.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$1,354.00
10 % allocation has been met			YES