

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ENCANTO ELEMENTARY SCHOOL

2014-16

37-68338-6039515
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Baker, Debra

Contact Person: Baker, Debra

Position: Principal

Telephone Number:

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

E-mail Address: dbaker@sandi.net

The following items are included:

- Recommendations and Assurances
- 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.



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: Encanto Academic Academy

DUE March 13, 2015

SITE CONTACT PERSON: D. Baker

PHONE: 619-344-6700

FAX: 619-344-6749

E-MAIL ADDRESS: dbaker@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: 3.11.15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3.11.15
- Other (list): ILT Date of presentation: 3.11.15

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3.11.15

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>Debra Baker</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3.11.15</u> Date
<u>Judy Mann</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3.11.15</u> Date
 Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3/19/15</u> Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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 Encanto Academic Academy is to prepare students to become Global Graduates in an information based economy; to have proficiency in two world languages, cultural competence, and 21st century skills (science, technology, engineering, arts, math). Encanto is a school where students and teachers are engaged in their learning. Teachers are involved in deep studies of Dual Language Immersion, The Common Core Standards (math/ELA) and school climate. Students and faculty are engaged in solving problems and have the (foundational) skills to do so. Encanto is a school where all staff, students, and parents feel noticed welcomed and appreciated for their gifts as a team and as an individual. Encanto continues to improve on both the culture and social environment. Encanto is "A High Achieving School with a similar School Rankin of 9 with structures and systems in place for those students who are not achieving.

Currently, teachers are being trained in PBIS. There are four Dual Language Immersion classes in kindergarten, two in first grade. Second and third have two biliteracy classes. Encanto is looking to grow our Dual Language program into upper grades. Science is Encanto's prep, we also have a partnership with the Ruben H. Fleet to provide our fourth and fifth grade girls with access to engineering. Partnership with VAPA for 4th and 5th Music Instruction, Partnership with Art Reach to provide art instruction. Partnership with VAPA to provide Art instruction to #rd graders.

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
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

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

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
Raquel Solis	Parent
Edith Lopez	Parent
Marcos Aguinaga	Parent
Maria Gonzalez	Parent
Miriam Jimenez	Parent
Ruth Carroll	Other School Personnel
Elma Castro	Classroom Teacher
Claudia Soria	Classroom Teacher
Judy Mann	Classroom Teacher
Debra Baker	Principal

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 09/01/2016, 55.72 % of Encanto Elementary Students will achieve a at grade level in Fountas and Pinnel

Closing the Gap SMART Goal:
 * By 09/01/2016, 54.37 % of Encanto Elementary English Learner, Students will achieve a at grade level in Fountas and Pinnel
 * By 09/01/2016, 53.11 % of Encanto Elementary Hispanic or Latino, Students will achieve a will achieve at grade level in Fountas and Pinnel
 * By 09/01/2016, 39.34 % of Encanto Elementary Students with Disability will achieve a will achieve at grade level in Fountas and Pinnel

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Fountas and Pinnel

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 2: Mathematics

Mathematics SMART Goal:
 * By 09/01/2016, 46.8 % of Encanto Elementary Students will achieve a proficient level in Mathematics Benchmark

Closing the Gap SMART Goal:
 * By 09/01/2016, 39 % of Encanto Elementary Students with Disability will achieve a proficient levels in Mathematics Benchmark
 * By 09/01/2016, 46.8 % of Encanto Elementary English Learner, Students will achieve a proficient level in Mathematics Benchmark
 * By 09/01/2016, 48.6 % of Encanto Elementary Hispanic or Latino, Students will achieve a proficient level in Mathematics Benchmark

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Math interim Assessment Benchmark data

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 3: English Learner

English Learner SMART Goal:
 * By 06/30/2016, 65.6 % of Encanto Elementary English Learner will meet one years growth in English Proficiency 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 09/01/2016, 41.95 % of Encanto Elementary Grade 03, Students will achieve a grade-level standards in DRA
 * By 09/01/2016, 56 % of Encanto Elementary Grade 03, Students will achieve a at proficient levels in Mathematics Benchmark , increasing from 46 % to 56 % , a gain of 10.00 %

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):

Math Interim Assessments
 DRA

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

* By 06/12/2016, 80 % of Encanto Elementary Parents/Guardians will attend 2 school events in Parent and Community Engagement

Targeted Population:

The majority of our parents have Spanish as their primary language. Our focus will be to continue to provide parent classes (10) and opportunities for parent involvement, especially for those parents whose primary language is not English and who are deemed economically disadvantaged. Parents and parents of students in grades 4 & 5 are least represented at school events.

What data did you use to form these goals?:

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

Progress and Growth Monitoring:

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

BUDGET: Resources Aligned to Area Goals**Core Program:****Universal Access to Strong Core Instructional Program (Tier 1)**

- All teachers will use the CCSS grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day..
- Staff will use multiple measures of assessment (i.e., 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 provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use Thinking Maps to support student understanding.
- All English learners will be assessed using 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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, attendance committee and principal will monitor and follow up with student attendance needs.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

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

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- 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
- 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 Inschool Resource Tchr,	1.0000	\$80,272.00	0093-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Funds will be used for the Resource teacher to provide professional development on research based best practices in the areas of literacy, school climate and math. Resource teacher may work with small groups of students who are not at grade level.
Travel Conference	-	\$19,311.34	0093-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	03	Dual language teachers will work together to gather the most recent research and practices in two-way language development when attending ATDLE Conference.
Tech Professional OTBS Hrly	-	\$1,350.00	0093-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation services for parent meetings and Family Friday activities.
Inservice supplies	-	\$500.00	0093-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice supplies for principal coffees, Family Fridays, and other parent meetings.
Supplies	-	\$171.44	0093-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Instructional supply materials to purchase binders, dividers and other items used for SSC/SGT purposes.

Local Control Funding Formula Goals

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:

Providing Response to Intervention support at the primary grades during the literacy block, focusing on literacy intervention work such as word study, phonics, spelling, and reading fluency and reading comprehension strategies for grades 4th and 5th grade.

Identified Need:

Prior data indicates that reading comprehension and writing skills is an area of focus across all grade-levels

Target Group:

English Language Learners will be the target group.

Monitoring:

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

Personnel Responsible:

Resource teacher and administrator will collaborate with classroom teachers to monitor the goals.

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:

Supplemental instructional materials and online supports will be provided to students to ensure that they meet Common Core Standards.

Identified Need:

Students daily implementation and practice with technology and on-line based assessments and programs as well as bridging between curriculum and real-world experiences.

Target Group:

Pupils in grades K-5

Monitoring:

The site administrator will work with teachers to monitor the use of technology and supplemental instructional materials.

Personnel Responsible:

Principal, resource teacher and classroom teachers

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development within the PLC Collaborative model will provide time to analyze student work, design supports for ELs, discuss and implement QTEL strategies and vocabulary instruction and develop and review RTI strategies. Teachers will continue to collaboratively plan CCSS units, be involved in lesson studies, develop formative assessments, and apply interventions to those students who are not meeting proficiency during PLC time. This will serve as a job embedded PD mode

Identified Need:

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

Target Group:

English Language Learners who are not performing at grade level.

Monitoring:

Personnel Responsible:

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

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.7500	\$18,833.25	0093-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	This is a vacant position. Library services have not been provided since January vacancy. We feel that we can meet student needs with a .15 FTE library assistant (one day per week). We would like to reduce to .15 FTE due to lack of funding.
Prof&Curriclm Dev Vist Tch	-	\$33,190.00	0093-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	CELDT testing to assess English Language learners and to provide with PLC collaboration time to analyze data, develop lessons, and provide interventions.

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)

Encanto Academic Academy
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.

Encanto has developed a written Title I parental involvement policy with input from Title I parents. *School Site Council (SSC, English Language Advisory Council, and School Governance Team (SGT) were involved in reviewing, revising and developing this policy. This policy is reviewed annually as part of the SPSA*

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

The policy is presented to parents every school year in registration packets. It is also presented to parents at the Annual Title 1 Parent meeting in September of every year.

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

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Encanto** 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.
The Title 1 Parent Meeting is held at the first “Coffee with the Principal” Meeting in September, Encanto also provides this information at the annual “Back to School Night.” A monthly newsletter is provided, connect ed messages are sent, and Encanto has a web page that parents can access. Parents are provided with state and district assessment data.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening, Family Friday, Coffee with the Principal, SSC, ELAC and SGT.
Meetings are held during the school day, after school, or in the evening. Encanto provides translators.
- 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, *School Governance Team, School Site Council, English Language Advisory Council, Encanto Foundation, Coffee With The Principal and Family Fridays are all opportunities for all Title 1 parents to participate in the decision making process at Encanto*
- The school provides parents of Title I students with timely information about Title I programs.
Teachers at Encanto meet with parents at fall and spring conference to provide parents with achievement data. 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. This happens through the Family Friday Structure. Parents are invited to attend classrooms. Following classroom presentations/visits, parents are provided with workshops on SBAC, Common Core and how to assist with homework.

- 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. *School Governance Team, English Language Advisory Council, School Site Council, Encanto Foundation, Coffee With The Principal and Family Fridays are all opportunities for all Title I parents to participate in the decision making process at Encanto*

School-Parent Compact

Encanto 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

The Home School Compact was developed and is reviewed annually by School Site Council.

Building Capacity for Involvement

Encanto 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. *Parent University provides ten workshops at Encanto on Common Core State Standards, state and district assessments and how to improve academic achievement. Teachers also provide this information on "curriculum night"*
 - The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *Parent University provides ten workshops on Common Core State Standards, state and district assessments and how to improve academic achievement. Teachers also provide this information on "curriculum night. Monthly Family Fridays and monthly Coffee with the Principal are also devoted to ways to improve 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. *School Governance Team, English Language Advisory Council, School Site Council, Encanto Foundation, Coffee with the Principal and Family Fridays are all opportunities for all Title I parents to provide the school with data and strategies on working with parents as equal partners.*

- 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.
School Governance Team, English Language Advisory Council, School Site Council, Encanto Foundation, Coffee With The Principal and Family Fridays are all opportunities for all Title I parents to participate 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.
All materials and presentations are provided in the language of parents.
- The school provides support for parental involvement activities requested by Title I parents.
School Governance Team, English Language Advisory Council, School Site Council, Encanto Foundation, Coffee with the Principal and Family Fridays are all opportunities for all Title I parents to provide the school with ideas, policies or procedures requested by Title I parents.

Accessibility

Encanto 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.
Title I parent involvement funds are used to provide parents who do not speak English with a translator. All information is provided in both English and Spanish.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

San Diego Unified
School District

Student Name: _____

Teacher: _____ Date: _____



Encanto Eagles are
soaring to success!

Encanto Academic Academy
822 65th Street, San Diego, CA 92114
619-264-3191
Fax: 619-264-5484

Title 1 Home School Compact

Student Responsibilities: As an Encanto student, I will:

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

Student Signature _____

Date: _____

Parent Responsibilities:

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

I will do my best to:

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

Parent
Signature: _____

Date: _____

Teacher Responsibilities:

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

I will do my best to:

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

Teacher
Signature: _____

Date: _____

School Staff Responsibilities:

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

Administrator Responsibilities:

As the vice principal, and principal, we will:

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

APPENDIX C

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

San Diego Unified School District
 Site: 0093 Encanto Elementary
 As of Date 04-15-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		127,794.00		2,336.00
		127,794.00		2,336.00
		-		-
Certificated Salaries / Monthly	1.00	80,272.00	-	-
2040 Inschool Resource Tchr	1.00	80,272.00	-	-
Classified Salaries		-		1,350.00
2455 Tech Professional OTBS Hrly		-		1,350.00
Employee Benefits		28,210.66		314.56
Books and Supplies		-		671.44
4301 Supplies		-		171.44
4304 Inservice supplies		-		500.00
Services and Other Operating		19,311.34		-
5207 Travel Conference		19,311.34		-

APPENDIX D

2014-15 SPSA ADDENDUM

Encanto Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 6.8.2015 55% of all Encanto Elementary Students will achieve at proficiency as measured by Fountas and Pinnell. By 6.8.2014 54% of English Language Learners will achieve at grade level as measured by Fountas and Pinnell. By 6.8.2014 53% of all Hispanic Latino Encanto Elementary Students will achieve at grade level as measured by Fountas and Pinnell. By 6.8.2014 39% of all Encanto Elementary Students with disabilities will achieve at grade level as measured by Fountas and Pinnell.
Mathematics	By 6.8.2015 46.8% of all Encanto Elementary Students will achieve at proficient levels as measured by Math Interim Assessments , an increase of 10%. By 6.8.2014 46.8% of English Language Learners will achieve at proficient levels as measured by Math Interim Assessments. By 6.8.2014 46.8% of all Hispanic Latino Encanto Elementary Students will achieve at proficient levels as measured by Math Interim Assessments. By 6.8.2014 39% of all Encanto Elementary Students with disabilities will achieve at proficient levels as measured by Math Interim Assessments.
English Language Development	The percentage of English Language Learners making annual progress on CELDT will increase from 55.6% to 65.6%
Graduation/Promotion Rate	By 6.8.2015 41.95% of Third Grade Students will achieve DRA grade level standards. By 6.8.2014 56% of third grade students will achieve at grade level as measured by Math Benchmark assesment, an increase of 10%
Parent Involvement and Community Engagement	By 6.8.2015 80% of parents will have attended 2 community events; One of ten Workshops, conferences, Science night, attendance assemblies.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following 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	30100 Title I Basic		30103 Title I		74000 Quality Ed		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		119,905.00		1,882.00		502,352.00	
2000 Regular Teacher	-	-	-	-	3.00	226,218.00	Class size reduction teachers to lower the ration of pupils in the classroom with the intent of providing more personalized attention and time to struggling studnets who are not achieving grade level proficiency
2040 Inschool Resource Tchr	1.05	84,284.55	-	-	0.55	44,149.05	Literacy Resource Teacher will coplan, coteach, and provide lesson studies with teachers in order to meet literacy goals.
2720 Project Resource Teacher	-	-	-	-	1.00	83,307.00	Project Resource Teacher will assist with activities such as Family Fridays, Coffee with the Principal, community partnerships, website development for the school.
1192 Prof&Curriclm Dev Vist Tchr		-		-		12,946.00	Visiting teachers will provide release time for teachers to co-plan and coteach literacy lessons with the Literacy Resource Teachers
2281 Other Support Prsnl PARAS Hrly		-		435.00		-	Staff to provide childcare during parent meetings
2455 Tech Professional OTBS Hrly		-		1,107.00		-	Translation from SDUSD for parent meetings in order to communicate school goals and activities
Employee Benefits		32,887.61		339.12		116,503.24	Mandated cost
4301 Supplies		2,732.00		-		-	Supplemental materials used to implement QTEL strategies
7310 Indirect Cost / Interprogram		-		-		19,228.00	Mandated cost

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
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
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

APPENDIX E

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



APPENDIX E

School Name: Encanto Academic Academy

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$127,794.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$127,794.00
10% allocation needed for PD	\$12,779.40

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	1109	Funds will be used for the Resource teachers to provide Professional development on research based best practices in the areas of literacy, school climate, and math	\$108,311.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$1.00
<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			\$108,312.00
10 % allocation has been met			YES