

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **ALCOTT ELEMENTARY** SCHOOL

**2020-21**

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 Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME: Alcott Elementary School**

**SITE CONTACT PERSON: Michelle C. Riley**

**PHONE: 619-605-1200**

**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):**

Title 1 Schoolwide Programs (SWP)       CSI School

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

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

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

English Learner Advisory Committee (ELAC)      Date of presentation: 10/2020

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: 9/28/2020

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: 9/28/2020.

**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.**

Michelle C. Riley  
Type/Print Name of School Principal

**Michelle C. Riley    10/2/2020**  
Signature of School Principal /

Date

Roger Otterson  
Type/Print Name of SSC Chairperson

**Roger Otterson    10/2/2020**  
Signature of SSC Chairperson

/ Date

Raul Neri  
Type/Print Name of ELAC Chairperson

**Raul Neri    10/2/2020**  
Signature of ELAC Chairperson / Date

Lamont Jackson  
Type/Print Name of Area Superintendent

 **10/6/20**  
Signature of Area Superintendent / Date

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School Wide Program.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

- LCAP Goal 1: Closing the achievement gap with high expectations for all.
  - Alcott continuously works on closing the achievement gap with high expectations for all by using small group instruction, San Diego Unified School District's Critical Concepts in math, science and literacy; small group integrated/designated ELD and inclusive education for all students in all programs.
- LCAP Goal 2: Access to a broad and challenging curriculum.
  - Alcott gives its students access to a broad and challenging curriculum by requiring all elementary Teachers to use SDUSD's Critical Concepts in math, literacy, and science. Alcott's PLCs continue and strengthen their understanding and implementation of critical concepts.
- LCAP Goal 3: Quality leadership, teaching, and learning
  - Alcott's Principal has engaged the elementary teachers in San Diego Unified School District literacy, math, and ELD coaching cycle for several years. Teachers are trained and coached on how to create learning goals, learning, and language targets in literacy, math, and ELD instruction. Alcott's Principal requires elementary and preschool teachers to register for classroom observations three times a month. The School's Principal ensures teachers have a clear & student-friendly purpose posted in their classrooms; learning goals and language & learning targets are based on the critical concepts, posted, discussed with students and measured; classroom instruction included intellectual work engagement strategies, student talk, and scaffolds for learning; and teachers are mandated to have inclusive classroom routines, rituals, and culture.
- LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
  - Alcott continues to follow the WINNER Anti-bullying Policy. Alcott's commitment is to provide all students and staff with a safe learning environment, climate, and culture, where everyone is treated with respect, and no one is physically or emotionally harmed. Alcott does not tolerate any student or staff member being bullied, harassed, or intimidated in any form at school or school-related events or outside of school hours. Alcott celebrates weekly when students demonstrated the School's monthly character traits. Attendance celebrations are also given to the class that has the best attendance each month.
- LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

- Alcott has a parent meeting on the first day of school every year. Specific parent meetings when the teachers are engaged in a coaching cycle. The School has parent-teacher conferences in November, the end of the first trimester, for all students. Additional parent conferences occur at the end of the second trimester for students who are performing below grade level. Parents were also taught and showed the critical concepts their children will be studying each of the three trimesters. Alcott also has scheduled parent technology meetings, how teachers are teaching math, and how to use Class Dojo.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

In the month of January 2020, the administrator met with the Alcott ELAC, Elementary Teachers, School Site Council and Site Governance Team to discuss the 2019-2020 budgets to date and the prospective 2020-2021 Budget. In the month of February, the administrator met with the School Site Council to approve the 2020-2021 Budget. The SSC met, discussed and voted on the SPSA on September 28, 2020. The ILT discussed the SPSA on September 29, 2020. The ELAC will be meeting within the next two weeks and the SPSA will be on the agenda.

**RESOURCE INEQUITIES**

Alcott's root cause analysis involved examining data from report card grades, site data (DRA & FAST), and a review of the 2019-2020 SPSA. The SPSA goals were met for all students. The SPSA goals for English learners and students with disabilities were not all met due to school closures amid the COVID-19 pandemic. The root causes for Alcott's English learners and students with disabilities were a lack of focus on a guaranteed viable curriculum, little or no focus on English language development, sporadic small group reading instruction, and the implementation of distance learning. Alcott's goals for the 2020-2021 SPSA are focusing on improving the school's academic performance of our English Learners and Students with Disabilities in reading and mathematics. The teachers' daily schedules will reflect English language development and small group reading instruction in math, as well as the time spent on reading and writing.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Michelle Riley	Principal
Maria Pulido	Other school representative
Jason Milosh	Parent
Heather Stojiljkovic	Parent
Raul Neri	Classroom Teacher
Heather Bennett	Classroom Teacher
Sonya Haugen	Classroom Teacher
Tod Chee	Parent
Roger Otterson	Community Member
Emma Flores	Parent

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

**District LCAP Goals**

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

Alcott's Attendance team met bi-monthly to discuss absenteeism. Alcott's School Counselor held monthly attendance contests with the classroom that had the best attendance receiving a reward. Despite these attempts, four sub-groups worsened their chronic absenteeism. 2019-2020 goals were set for three of these sub-groups, Hispanics, Socioeconomically Disadvantaged, and English Learners. Information from the California School Dashboard indicates that Students with Disabilities.

For the 2019-20 school year, our goal was to move our overall attendance data from 96.75% to 97.75% by the end of the year. With school closures in March, we were able to collect monthly data until February. Based on that data, we were at 96.28% attendance. While we only have six months of data to review, we do see that our overall attendance rates were going down. We know that our chronic absenteeism rates were going up. This was before site closures and with site closures; we had increased challenges with attendance.

**\*Major Differences**

Distance learning affected attendance at Alcott during the 2019-2020 school year.

**\*Changes**

New goals will be set for four identified student groups: Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Increased efforts by the Attendance Team will be implemented with deeper conversations with parents concerning the importance of attendance.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Improve overall attendance	96.94	98	Attendance	Monthly
June 2021	TK-5	decrease chronic absenteeism	11.2	0.5	Chronic Absenteeism	Annually
June 2021	TK-5	decrease suspension rate	3.4	2	Suspension	Annually

### \*Identified Need

Based on the information provided on the California Dashboard 2019 site report for Chronic Absenteeism, Alcott has a large percentage of students who are chronically absent (11.2% - Orange Performance Level). Also for the Chronic Absenteeism Indicator, the English Learners are in the Red Performance Level and there are three student groups in the Orange Performance Level: Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. While our overall attendance percentage is high at almost 97%, we know that for students to be successful, they need to be at school every day so they do not miss instructional time and can get all of the supports they need to be successful. Alcott's unduplicated students (49.74%) are also at a greater risk of being chronically absent so we want to dedicate our attention and site funds to this area of concern.

Also on the CA Dashboard for 2019, we are in the Orange Performance Level for Suspension Rate at 3.4%, an increase of 1.5% from 2018. Our Students with Disabilities are in the Red Performance Level and we have three student groups in the Orange: English Learners, Hispanic, and Socioeconomically Disadvantaged.

In support of district-wide initiatives, we are also creating an AMO for Black Youth (African American and Two or More Races). This student group has historically been small at Alcott but we understand the importance of setting goals for them so that we know that we are meeting both their academic and their social-emotional needs.

### \*Online Learning Implications

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child (ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

### \*Annual Measurable Outcomes (Closing the Equity Gap)



## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Hispanic or Latino	Decrease chronic Absenteeism	17.2	15	Chronic Absenteeism	Monthly
June 2021	TK - 5	English Learner	Decrease Chronic Absenteeism	21.1	18	Chronic Absenteeism	Monthly
June 2021	TK - 5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	18.3	14	Chronic Absenteeism	Monthly
June 2021	TK - 5	Students with Disabilities	Decrease Chronic Absenteeism	7.9	5	Chronic Absenteeism	Monthly
June 2021	TK - 5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	18.3	16	Chronic Absenteeism	Monthly
June 2021	TK - 5	Students with Disabilities	Decrease Suspension Rate	10.3	5	Suspension	Monthly
June 2021	TK - 5	English Learner	Decrease Suspension Rate	4.8	2.5	Suspension	Monthly
June 2021	TK - 5	Hispanic or Latino	Decrease Suspension Rate	4.3	1.3	Suspension	Monthly
June 2021	TK - 5	Socioeconomically Disadvantaged	Decrease Suspension Rate	3.1	1.5	Suspension	Monthly
June 2021	TK - 5	Black or African American	Increase attendance	baseline	+5	Attendance	Monthly

### **Attendance Team w/Counselor Support**

#### **\*Students to be served by this Strategy/Activity**

All Students

#### **\*Strategy/Activity - Description**

To accomplish this goal, Alcott's Attendance Team, comprised of the school counselor, school clerk, elementary school assistant, and the principal will discuss monthly attendance reports. The Attendance Team will meet frequently with students and their parents to discuss their chronic absenteeism and the impacts this has on their learning and achievement. The Attendance Team will also provide resources and supports to the students' parents that will include dates of the absences and steps parents/guardians can take to improve their children's chronic absenteeism. The families and the Alcott Attendance Team will work together to encourage more regular attendance by identifying causes for absences, incentives for attendance, and additional family supports that might be needed.

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

While the site was allocated a counselor for one day a week, the site administrator along with the staff, felt that using vital Title I resources to increase the counselor to two days a week was in the best interest of the families served by Alcott. With two days at the site, the counselor will be able to offer increased support to the Attendance Team as well as to other social-emotional needs of Alcott's students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
F00042C	School Counselor	0.10000	\$8,707.20	\$10,697.12	0004-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	The school counselor will work with Alcott's attendance team to implement strategies that will decrease chronic absenteeism

**Attendance Incentives**

**\*Students to be served by this Strategy/Activity**

Unduplicated students/all students at Alcott

**\*Strategy/Activity - Description**

Alcott's school counselor will organize and implement a school-wide attendance incentive program in efforts to combat chronic absenteeism and improve attendance, specifically amongst our unduplicated students that account for roughly 50% of our student population. While all students will participate in the program, these interventions and additional supports are principally directed toward the benefit of unduplicated students through promoting good attendance habits; as well as, creating a positive school climate and culture with an emphasis on social-emotional well-being. The school counselor has a pivotal role in the success of this program from tracking and promoting attendance, parent engagement, student outreach, and coordinating all aspects of the program and monthly celebratory event.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies		0004-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 3 - Mathematics   Ref Id : N00045H	Supplies such as construction paper, markers, etc. to support the attendance incentive program.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

The goal for English Language Arts for 2019-2020 were related to CAASPP testing. Due to the suspension of SBAC testing in the spring of 2020, data was not available to assess our progress towards achieving our goals. Alcott's SSC has decided to carry these goals forward to 2020-2021. Alcott's School Site Council analyzed the data from the DRA/FAST assessments.

- By March 2020, 75% of Kindergarten students were assessed at or above grade level on the DRA2.
- By March 2020, 51% of first grade students were assessed at or above grade level on the DRA2.
- By March 2020, 70% of second grade students were assessed at or above grade level on the DRA2.
- By March 2020, 69% of third grade students were assessed at or above grade level on the DRA2.
- Looking at FAST (Formative Assessment System for Teachers) data, 91% of third grade students increased their Lexile level; 91% of third grade English Learners increased their Lexile level and 80% of third grade Students with Disabilities increased their Lexile level.
- Looking at FAST (Formative Assessment System for Teachers) data, 75% of fourth grade students increased their Lexile level; 82% of fourth grade English Learners increased their Lexile level and 83% of fourth grade Students with Disabilities increased their Lexile level.

The strategies that were put in place for 2019-2020 were effective and they are being continued for 2020-2021 with slight modifications for school closures.

#### \*Major Differences

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Alcott is unable to determine if they met the 2019-2020 goals due to COVID-19 closure of schools and the suspension of the CAASPP testing for 2019-2020.

### \*Changes

Alcott's School Site Council was unable to determine if third and fifth grade students attained their goal due to the suspension of the 2019-2020 CAASPP testing. The decision was to maintain the goals from the 2019-2020 SPSA. Goals related to DRA scores were modified for Kindergarten, first and second grade for the 2020-21 school year and FAST goals were added for grades three, four and five.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	meet or exceed standards	51.9 (15 students)	55 (16 students)	CAASPP ELA	yearly
June 2021	5	meet or exceed standards	69.9 (21 students)	73 (22 students)	CAASPP ELA	yearly
June 2021	K	be at or above grade level	75 (29 students)	85 (32 students)	DRA 2	trimester
June 2021	1	be at or above grade level	51 (19 students)	60 (22 students)	DRA 2	trimester
June 2021	2	be at or above grade level	70 (25 students)	80 (29 students)	FAST aReading	trimester
June 2021	3	be at or above grade level	50 (15 students)	75 (22 students)	FAST aReading	trimester
June 2021	4	be at or above grade level	85 (23 students)	90 (24 students)	FAST aReading	trimester
June 2021	5	be at or above grade level	75 (23 students)	85 (26 students)	FAST aReading	trimester

### \*Identified Need

Alcott's School Site Council met and analyzed DRA and FAST data from the 2019-2020 school year in relationship to the 2019-2020 SPSA goals. The School Site Council was unable to analyze SBAC data due to the suspension of the CAASPP.

English Learners and Students with Disabilities historically are the subgroups that need additional supports to close the Equity Gap. In support of District lead initiatives, Alcott has also added a goal for Black Youth. Alcott's unduplicated student population (49.74%) is traditionally lower performing in ELA so the site has decided to dedicate LCFF funds to improving the academic achievement of these students in this area.

The 2019 CA Dashboard data shows that Alcott is in the Blue Performance Level for ELA at 37.6 points above standard. This is an increase of 33.7 points from 2018. We have no student groups in the Red or the Orange Performance Levels. Our African American student group was not large enough to have data reported at the state level. Our English Learners and Students with Disabilities had no performance color for the 2019 CA Dashboard, but they did have data. Our ELs were at 14.5 points above standard, an increase of 73.7 points. Our Students with Disabilities were at 56.9 points below standard, which increase by 18.3 points from the previous year.

### \*Online Learning Implications

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	meet or exceed standards	0 (0 student)	20 (1 student)	CAASPP ELA	yearly
June 2021	3	Students with Disabilities	meet or exceed standards	0 (0 student)	20 (1 student)	CAASPP ELA	yearly
June 2021	5	Students with Disabilities	meet or exceed standards	0 (0 student)	20 (1 student)	CAASPP ELA	yearly
June 2021	5	English Learner	meet or exceed standards	0 (0 student)	20 (1 student)	CAASPP ELA	yearly
June 2021	TK-5	Black or African American	meet or exceed standards	baseline	50 (3 students)	CAASPP ELA	yearly

### Counselor - Small Groups

#### \*Students to be served by this Strategy/Activity

All students at Alcott will be served by the Counselor with target students (ELs, SWD and Black Youth) receiving additional support through ELA-focused small group meetings.

#### \*Strategy/Activity - Description

The school counselor will meet with small groups and one-on-one with students to offer support with social and emotional problems that are limiting student access to the curriculum and therefore hindering their progress towards grade level standards. The counselor will also meet with teachers, parents, and students to plan interventions for those students who are struggling to meet grade level standards. One day of a counselor was provided by the district and the site voted to pay for an additional day of site support aided by Title I funds. With an additional day at the site, the counselor will be able to reach more students and families and have a greater impact on helping students to achieve their full potential at Alcott.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
F00042D	School Counselor	0.10000	\$8,707.20	\$10,697.12	0004-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class

### Intervention Program - Supplies

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Students to be served by this Strategy/Activity</b>						
All students will benefit from supplemental supplies for ELA intervention activities at Alcott.						
<b>*Strategy/Activity - Description</b>						
Unduplicated students/all students will benefit from supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. English Learners will have additional ELD supplies. Additional paper is needed for intervention programs that focus on closing the achievement gap for students below performing below grade level in ELA, Mathematics, and Science. Additional Title I funding will be used to purchase software and computer-based intervention programs to close the achievement gap and stretch students who are identified GATE. These supplemental instructional materials/supplies allow for supplemental supports for both classroom Tier 1 instruction and intervention support of a Guaranteed and Viable Curriculum for the primary benefit of Alcott's unduplicated students while all students all Alcott will benefit. Families were able to come to Alcott for materials distribution in late August to support online learning. Additional distributions are planned during online learning time.						
<b>*Proposed Expenditures for this Strategy/Activity</b>						
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N000421	Supplies	\$1,322.00	\$1,322.00	0004-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	funding for classroom and intervention supports
N000497	Interprogram Svcs/Paper	\$700.00	\$700.00	0004-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	funding for classroom and intervention supports
N0004BY	Supplies	\$4,688.00	\$4,688.00	0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	funding for classroom and intervention supports
N0004DS	Software License	\$1,000.00	\$1,000.00	0004-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	funding for classroom and intervention supports
<b>After School Tutoring</b>						
<b>*Students to be served by this Strategy/Activity</b>						
Unduplicated students (50%)/all students nearing grade level standards and those students struggling to approach grade level standards will benefit from online small group tutoring after regular school hours.						
<b>*Strategy/Activity - Description</b>						
The intervention support of small group tutoring after school will give students additional support to move them towards grade level academic standards. This tutoring will be offered for the primary benefit of Alcott's unduplicated students who traditionally are lower performing in ELA than their peers. For this support, two paraprofessionals will lead small groups for one hour two days a week. Each day they will break the students into two groups - one instructor focuses on ELA and the other on math and then they switch student groups. With this model, they are able to have two different groups of students; reaching more of the students who need additional ELA support. The paraprofessionals who lead these small group tutoring interventions work closely with the students' classroom teachers and the site administrator to identify students, establish student goals, and collect data for monitoring						

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meetings the team conducts every 6 weeks. This program was put in place in the 2018-2019 school year, Alcott saw significant gains in students' math performance, and they hope to strengthen the ELA instruction and see improved academic achievement in both content areas in the 2019-2020 school year. Without LCFF funding, this intervention support would not be possible. During online learning, tutoring will be online and will shift to in person once students return to the school site.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N000467	Classroom PARAS Hrly	\$2,294.00	\$3,046.21	0004-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Alcott Classified SEAs and SETs will provide supplemental tutoring after school to students who need to close the achievement gap

### Student Monitoring and Professional Development

#### \*Students to be served by this Strategy/Activity

Unduplicated students (50%)/all students will benefit from the work done during teacher professional development days.

#### \*Strategy/Activity - Description

LCFF monies will be used to pay for professional development time for the primary benefit of Alcott's unduplicated students though all students will benefit from these activities. The visiting teachers will allow the classroom teacher to meet with the principal to review student data and establish student monitoring procedures as well as developing any interventions or classroom support that will help Alcott's unduplicated students reach their academic potential. These data monitoring processes and the interventions/classroom supports can also be used to serve all students.

The site voted to use Title I money to pay for visiting teachers so that classroom teachers could attend professional development around online learning and have time to work on Professional Learning Communities (PLCs) with their grade level teams to plan instruction together in order to ensure equitable Tier I instruction and guaranteed and viable curriculum.

Additional LCFF funds will be used for visiting teachers that will allow the teachers in grades K-2 to work on both professional development and classroom support of the Lucy Calkins Units of Study in Phonics and online learning. This supplemental supports are for the primary benefit of Alcott's unduplicated students though all students in K-2 will benefit from standardized phonics instruction. This time will be utilized by these teachers to allow for focused study and preparation of the Units.

The plan was to pay Visiting Teachers for professional development time but due to online learning, this plan is not viable. Teachers will have the opportunity to attend local conferences to further their teaching. Funding is for conference fees. Due to online learning, Alcott's SSC may need to reallocate funds to another account if no currently allocated funding is needed.

#### \*Proposed Expenditures for this Strategy/Activity

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00048A	Prof&Curriclm Dev Vist Tchr	\$7,332.00	\$8,966.30	0004-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	To support the achievement of all students in grades TK-5 teachers will participate in Professional Learning Communities to analyze student data, monitor student progress and modify instructional practices as needed
N0004C8	Prof&Curriclm Dev Vist Tchr	\$1,274.00	\$1,557.98	0004-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	To support the achievement of all students in grades TK-5 teachers will participate in Professional Learning Communities to analyze student data, monitor student progress and modify instructional practices as needed
N0004DT	Conference Local	\$1,000.00	\$1,000.00	0004-30100-00- 5209-1000-1110- 01000-0000	Title I Basic Program	[no data]	To provide additional professional learning for teachers in ELA strategies and programs.



## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

The goals for Mathematics for 2019-2020 were related to CAASPP testing. Due to the suspension of SBAC testing in the spring of 2020, data was not available to assess our progress towards achieving our goals. Alcott's School Site Council was unable to analyze the progress towards goals related to CAASPP results. The decision was made to maintain the 2019-2020 SPSA goals and add a goal for FAST math testing. The strategies that were put in place for 2019-2020 were effective and they are being continued for 2020-2021 with slight modifications for school closure.

#### \*Major Differences

The School Site Council was unable to analyze data on the CAASPP due to COVID-19 school closures, distance learning and the suspension of CAASPP testing for 2019-2020.

#### \*Changes

Alcott's School Site Council will maintain the goals from the 2019-2020 SPSA using CAASPP scores. Additional goals will be added to the 2020-2021 SPSA using FAST math scores.

#### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	meet or exceed standards	84.6 (25 students)	90 (26 students)	CAASPP Math	yearly
June 2021	5	meet or exceed standards	68.2 (20 students)	70 (21 students)	CAASPP Math	yearly
June 2021	3	meet or exceed grade level	80 (23 students)	90 (26 students)	FAST aMath	trimester
June 2021	5	meet or exceed grade level	60 (18 students)	70 (21 students)	FAST aMath	Trimester

### \*Identified Need

English Learners and Students with Disabilities historically are the subgroups that need additional supports to close the Equity Gap. In support of District lead initiatives, Alcott has also added a goal for Black Youth. Alcott's unduplicated student population (49.74%) is traditionally lower performing in ELA so the site has decided to dedicate LCFF funds to improving the academic achievement of these students in this area.

On the 2019 CA Dashboard, Alcott is in the Blue Performance Level for Mathematics at 49.6 points above standard, an increase of 50.3 points. We have no student groups in the Red or Orange Performance Indicators. Our African American student group is too small to have data reported at the state level. Our English Learners and Students with Disabilities have no performance color for the 2019 CA Dashboard but they do have reported data. Our ELs were at 21.9 points above standard, which is an increase of 52.3 points from 2018. Our Students with Disabilities group is 33.9 points above standard, which is an increase of 64.5 points from 2018.

### \*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	meet or exceed standard	33 (2 students)	45 (3 students)	CAASPP Math	yearly
June 2021	5	English Learner	meet or exceed standard	0 (0 students)	20 (1 student)	CAASPP Math	yearly
June 2021	3-5	Black or African American	meet or exceed grade level	baseline	80 (3 students)	CAASPP Math	yearly
June 2021	3	Students with Disabilities	meet or exceed standard	100 (4 students)	100 (4 students)	CAASPP Math	yearly
June 2021	5	Students with Disabilities	meet or exceed standard	75 (5 students)	80 (6 students)	CAASPP Math	yearly
June 2021	5	English Learner	meet or exceed grade level	45 (1 student)	50 (2 students)	FAST aMath	trimester
June 2021	5	Students with Disabilities	meet or exceed grade level	20 (1 student)	30 (2 students)	FAST aMath	trimester
June 2021	TK-2	Black or African American	meet or exceed grade level	baseline	80 (1 student)	End of Unit Assessments	monthly

### Counselor - Small Groups

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Students to be served by this Strategy/Activity</b>							
All students at Alcott will be served by the Counselor with target students (ELs, SWD, and Black Youth) receiving additional support through math-focused small group meetings							
<b>*Strategy/Activity - Description</b>							
The school counselor will meet with small groups and one-on-one with students to offer support with social and emotional problems that are limiting student access to the curriculum and therefore hindering their progress towards grade level standards. The counselor will also meet with teachers, parents, and students to plan interventions for those students who are struggling to meet grade level standards. One day of a counselor was provided by the district and the site voted to pay for an additional day of site support aided by Title I funds. With an additional day at the site, the counselor will be able to reach more students and families and have a greater impact on helping students to achieve their full potential at Alcott.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale	
	School Counselor		0004-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts   Ref Id : F00042D	The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class	
<b>Intervention Supplies</b>							
<b>*Students to be served by this Strategy/Activity</b>							
Unduplicated students/All students will benefit from supplemental supplies for math intervention activities at Alcott.							
<b>*Strategy/Activity - Description</b>							
All students will benefit from supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. Intervention supplies were sent home with students to aid in online learning. Software will be purchased to support students that need to close the achievement gap.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00045H	Supplies	\$5,005.00	0004-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding to provide additional supplemental instructional materials
	Software License		0004-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0004DS	Purchase additional software to close the achievement gap and stretch students who are identified GATE

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies		0004-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N000421	Funding to provide additional supplemental instructional materials
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### Professional Development - Tier I Instruction

#### \*Students to be served by this Strategy/Activity

Unduplicated students/all students will receive instruction based on grade level planning by teachers.

#### \*Strategy/Activity - Description

LCFF monies will be used to pay for professional development time for the benefit of Alcott's students. This provides teachers the time to work in Professional Learning Communities (PLCs) with their grade level teams to plan instruction together in order to ensure equitable Tier I instruction and Guaranteed and Viable Curriculum and to develop any necessary classroom supports and/or intervention activities. All teachers in grades TK-5 and Special Education Resource Specialists will participate in strategic, targeted professional learning on an ongoing basis throughout the school year. Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices, including lesson design, lesson studies, cross classroom visits.

The plan was to pay Visiting Teachers for professional development time but due to online learning, this plan is not viable. Teachers will have the opportunity to attend local conferences to further their teaching. Funding is for conference fees. Due to online learning, Alcott's SSC may need to reallocate funds to another account to support this goal.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tch		0004-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N00048A	funding to support strategic, targeted professional learning on an ongoing basis throughout the school year
	Conference Local		0004-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0004DT	Professional learning for teachers in Math strategies and programs.

### After School Tutoring

#### \*Students to be served by this Strategy/Activity

Unduplicated students/All students nearing grade level standards and those students struggling to approach grade level standards will benefit from small group tutoring online after school. When students return to onsite, learning small group tutoring will transition to onsite after school tutoring.

#### \*Strategy/Activity - Description

The intervention support of small group tutoring after school will give students additional support to move them towards grade level academic standards. This tutoring will be offered for the primary benefit of Alcott's unduplicated students who traditionally are lower performing in math than their peers. For

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

this support, two paraprofessionals will lead small groups for one hour two days a week. Each day they will break the students into two groups - one instructor focuses on ELA and the other on math and then they switch student groups. With this model, they are able to have two different groups of students; reaching more of the students whom need additional math support. The paraprofessionals who lead these small group tutoring interventions work closely with the students' classroom teachers and the site administrator to identify students, establish student goals, and collect data for monitoring meetings the team conducts every 6 weeks. This program was put in place in the 2018-2019 school year, Alcott saw significant gains in students' math performance, and they hope to strengthen the math instruction and see improved academic achievement in both content areas in the 2020-2021 school year. Without LCFF funding, this intervention support would not be possible.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly		0004-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N000467	Alcott Classified SEAs and SETs will provide supplemental tutoring after school to students who need to close the achievement gap

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Alcott's School Site Council met and reviewed the goal for English Learners in 2019-2020. The goal was for 100% of eligible students to be reclassified. Based on the 2020 Summative ELPAC, 100% of the English learners who were eligible for reclassification were reclassified as English Proficient using Spring Reclassification Criteria.

#### \*Major Differences

Alcott's English learners were able to meet the 2019-2020 SPSA goal for reclassification. However, these students are still underperforming in ELA and Math. Designated ELD is beginning to be taught consistently in all classrooms.

#### \*Changes

Alcott's School Site Council celebrated that 100% of eligible students were able to be reclassified. The site wants to continue to monitor these students in ELA and math as well to see how the additional intervention supports and ELD work the site is doing impacts their achievement levels.

#### \*Integrated English Language Development

All classroom schedules include integrated & designated ELD instruction. The principal conducts walk-throughs and classroom observations to ensure classroom teachers are teaching integrated & designated ELD to English learner students.

<b>*Designated English Language Development</b>							
All classroom schedules include integrated & designated ELD. The Principal will conduct walk-throughs and classroom observations to ensure classroom teachers are teaching integrated & designated ELD to English Learner students.							
<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	meet or exceed standards	0 (0 students)	20 (1 student)	CAASPP ELA	yearly
June 2021	3	English Learner	meet or exceed standards	33 (2 students)	45 (3 students)	CAASPP Math	yearly
June 2021	5	English Learner	meet or exceed standards	0 (0 students)	20 (1 student)	CAASPP ELA	yearly
June 2021	5	English Learner	meet or exceed standards	0 (0 students)	20 (1 student)	CAASPP Math	yearly
June 2021	3	English Learner	FAST Risk Level	46 (3 students)	60 (4 students)	Other (Describe in Objective)	trimester
<b>*Identified Need</b>							
Alcott's School Site Council met and analyzed data from the 2019-2020 FAST assessment in relation to the 2019-2020 SPSA goals. It was decided that English Learners continue to need additional supports to close the Equity Gap.							
On the 2019 CA Dashboard, our English Learners do not have a performance level color for ELA or math. In ELA they are at 14.5 points above standard, which is an increase of 73.7 points from 2018, and in math, they are 21.9 points above standard, which is an increase of 52.3 points from 2018. Our student groups are too small to have information in the ELA or Math Data Comparisons provided on the Dashboard. The English Learner Progress Indicator shows that 52.3% of our EL students are making progress towards English language proficiency, which is considered a Medium Performance Level. 23.8% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, and 23.8% decreased at least once ELPI level.							
Alcott's unduplicated student population of English learners (17%) are traditionally lower performing in ELA and math. The site has decided to dedicate LCFF funds to improving the academic achievement of these students in these areas. English Learners need additional support to meet ELA and math goals, which in turn will strengthen their English Language development skills.							
<b>*Online Learning Implications</b>							
<ul style="list-style-type: none"> <li>The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.</li> </ul>							

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Potential Reclassification students will be reclassified using Spring Reclassification criteria	100	100	Summative ELPAC	yearly
<b>After School Tutoring</b>							
<b>*Students to be served by this Strategy/Activity</b>							
Unduplicated students/English Learners (17%) will be served by small group tutoring after school to access English Language Development skills as well as receive ELA and Math support.							
<b>*Strategy/Activity - Description</b>							
<p>Small group tutoring after school will help English Learners access ELA and Math skills and strengthen their English Language development. The intervention support of small group tutoring after school will give targeted students additional support to move them towards grade level academic standards. This tutoring will be offered for the primary benefit of Alcott's unduplicated students who traditionally are lower performing in ELA than their peers. For this support, two paraprofessionals will lead small groups for one hour two days a week. Each day they will break the students into two groups - one instructor focuses on ELA and the other on math and then they switch student groups. With this model, they are able to have two different groups of students; reaching more of the students who need additional ELA support. The paraprofessionals who lead these small group tutoring interventions work closely with the students' classroom teachers and the site administrator to identify students, establish student goals, and collect data for monitoring meetings the team conducts every 6 weeks. This program was put in place in the 2018-2019 school year, Alcott saw significant gains in students' math performance, and they hope to strengthen the ELA instruction and see improved academic achievement in both content areas in the 2020-2021 school year. Without LCFF funding, this intervention support would not be possible.</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly		0004-09800-00-2151-1000-11110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N000467	Alcott Classified SEAs and SETs will provide supplemental tutoring after school to students who need to close the achievement gap
<b>Classroom/Intervention Support - Supplies</b>							
<b>*Students to be served by this Strategy/Activity</b>							
Unduplicated students/English Learners will benefit from additional supplies and copy paper by providing supplemental supports to develop their English language skills.							
<b>*Strategy/Activity - Description</b>							



## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

English learners will have access to additional learning strategies and supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. Additional supplies including Lucy Calkins Units of Study in Phonics in grades K-2 will benefit English Learners by providing supplemental supports, giving students a standardized phonics curriculum, and manipulatives. Providing funding for additional paper supports our intervention programs that focus on closing the achievement gap for students below performing below grade level requirements to move them toward grade level achievement expectations. Paper will support additional materials for these students to meet student achievement in ELA, Mathematics, and Science

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00044Q	Interprogram Svcs/Paper Supplies	\$1,288.00	0004-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		funding for additional paper for intervention programs
			0004-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 3 - Mathematics   Ref Id : N00045H	Funding for supplemental instructional supplies for classroom and intervention support

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Last year, we set goals for SWD related to their progress on IEP goals and performance on the CAASPP. Alcott's School Site Council was unable to analyze data due to COVID-19 and distance learning. Students with Disabilities were able to make progress on their IEP goals but 50% were unable to complete their IEP goals due to school closures, COVID-19 and distance learning.

#### \*Major Differences

The School Site Council was unable to analyze data on the CAASPP due to COVID-19 school closures, distance learning and the suspension of CAASPP testing for 2019-2020.

#### \*Changes

No major changes for the 2020-21 school year.

#### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	complete all IEP Goals	50 (17 students)	100 (34 students)	Other (Describe in Objective)	yearly

#### \*Identified Need

Alcott's School Site Council was unable to analyze data from the 2019-2020 SBAC exam due to COVID-19, distance learning, and the suspension of the CAASPP testing for 2019-2020.

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

On the 2019 CA Dashboard, our Students with Disabilities group does not have a performance color for ELA or math. For ELA, they are 56.9 points below standard, an increase of 18.3 points from 2018. For mathematics, they are at 33.9 points above standard, an increase of 64.5 points from 2018.

### \*Online Learning Implications

- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All staff will be working as a team to support all students to accelerate their learning.

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	meet or exceed standard on ELA CAASPP	0 (0 students)	20 (1 student)	Other (Describe in Objective)	yearly
June 2021	5	Students with Disabilities	meet or exceed standard on ELA CAASPP	0 (0 students)	20 (1 student)	Other (Describe in Objective)	yearly

### Supplemental Supports - Supplies

#### \*Students to be served by this Strategy/Activity

Students with Disabilities will be provided supplemental supports in order to complete their IEP Goals

#### \*Strategy/Activity - Description

The special education team has worked to develop a variety of classroom strategies and intervention supports to help SWD to meet their IEP goals through systems of organization, color-coding, and visual aids to support instruction. Supplemental supplies such as construction paper, markers, pencils, composition books and more will be used to provide these additional supports to students.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Supplies		0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Goal 2 - English Language Arts   Ref Id : N0004BY	Provide supplemental materials and supplies

**Goal 6 - Supporting Black Youth**

**Call to Action Belief Statement**

Developing antiracist and restorative school communities.

**District LCAP Goals**

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**\*Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	African American	meet or exceed grade level	50 (3 students)	70 (4 students)	Grades	trimester

**\*Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Alcott site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Alcott will develop and implement a site-specific system for tracking classroom referrals.
3. Alcott will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Alcott will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Alcott will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Alcott is to maintain or increase the percentage of diverse educators from current year to the following year.

**\*Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The African American or Black youth population is small at Alcott. Regardless, we know that we need to monitor and support these students to close the achievement gap.

### \*Online Learning Implications

- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Site Equity Team

#### \*Students to be served by this Strategy/Activity

All African American or Black youth will benefit

#### \*Strategy/Activity - Description

In 2020-21 school year, Alcott will develop a Site Equity Team, including the site Counselor, which meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	Reference	Rationale
	School Counselor	0004-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F00042C	Counselor will support Black Youth
	School Counselor	0004-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts   Ref Id : F00042D	Counselor will support Black Youth

**Goal 7 - Family Engagement**

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

**District LCAP Goals**

5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

Alcott's Parent Involvement goal for the 2019-2020 SPSA was that 70% of Alcott families would attend parent meetings and that 100% of families would join Class Dojo. Upon review, the SSC determined that we met our goal for parent meeting attendance. Alcott almost met its Class Dojo goal - 90% of parents joined Class Dojo.

**\*Major Differences**

The team determined that parent schedules have affected attendance at all parent meetings. New strategies will continued to be developed for the next school year.

**\*Changes**

Alcott will increase the number of meetings offered as well as broadened the scope of the parent meetings to include Math Talk, Using Leveled Libraries and Critical Concepts in Literacy, Math and Science. In addition, visiting teachers will be used to allow classroom teachers to participate in parent meetings.

**\*Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents will attend Parent Meetings as determined by sign in sheets.	50	70	Other - Describe in objective
June 2021	Other (Describe in Objective)	Parents will join a parent communication platform as designated by the classroom teacher and as monitored by Classroom Teacher	90	100	Other - Describe in objective

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### \*Identified Need

Parent participation is encouraged at Alcott and helps to support learning at home. Alcott's unduplicated student population (50%) also needs additional supports that can be strengthened by interventions at home so the site determined the need to use LCFF money to support teachers' presenting strategies to parents during parent meetings.

### \*Online Learning Implications

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents and family members will attend 3 parent meetings a year as noted by sign in sheet attendance.	50	80	Meeting Attendance

### Parent Meetings

#### \*Families to be served by this Strategy/Activity

All families will be served by this strategy. Alcott bilingual staff will provide translation into Spanish.

#### \*Strategy/Activity - Description

Invitations for parent events will be sent home with students and electronically via Peach Jar and School Messenger. At the monthly parent meetings, parents will receive materials to aid them in fostering student learning at home on a variety of topics such as literacy, math and science.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
N00048Q	Interprogram Svcs/Paper	\$325.00	\$325.00	0004-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	Allocate funds to purchase paper for parent meetings and School/Home communication
N0004DP	In-service supplies	\$377.00	\$377.00	0004-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	In-service supplies such as light refreshments (cookies, water for parent involvement activities.

### Parent Meetings - Teacher Support

#### \*Families to be served by this Strategy/Activity

Families of unduplicated students/all students will be served by this strategy.

#### \*Strategy/Activity - Description

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This supplemental support is for the primary benefit of unduplicated students at Alcott (49.74%) though all students will benefit. The site will use LCFF money to pay visiting teachers to cover classroom teachers during parent meetings in order to allow teachers to present current strategies of the appropriate topic, i.e. Math Talk, reading strategies, STEAM to the parents and be available for questions and support. Traditionally, unduplicated students struggle with achievement in ELA and math so the site determined this intervention activity would help support those students achieve increased academic success. After these teachers present to the parents at these meetings, they spend the rest of their day working on student monitoring or planning for Tier 1 instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0004-09800-00-1192- 1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts   Ref Id : N00048A	Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in parent learning opportunities.



**Goal 8- Graduation/Promotion Rate**

**Call to Action Belief Statement**

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.

**District LCAP Goals**

- 1: Closing the Achievement Gap with High Expectations for All
- 2: Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

Alcott's SSC was reviewed the DRA and FAST data from 2019-2020. Funding in the 2019-2020 SPA was used to support this goal adequately and Alcott will continue the funding source into the 2020-2021 SPSA with necessary adjustments made due to online learning.

**\*Major Differences**

Alcott's SSC has modified DRA goals and added FAST goals. Black Youth goal is added to support the District's focus on Black Youth.

**\*Changes**

Due to COVID-19, distance learning and the suspension of the 2019-2020 CAASPP testing, Alcott's School Site Council will maintain the goals from the 2019-2020 SPSA and add DRA and FAST goals.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Read at DRA 2 level 38 or above	83 (24 students)	87 (25 students)	Grade 3 ELA Reading	yearly
June 2021	5	Read at Lexile level 830 or above	50 (15 students)	65 (20 students)	Grade 5 ELA Reading	yearly

**\*Identified Need**

Alcott has students that are not reading at grade level as evidenced by student performance on the DRA. Our 5th grade teachers utilize the Lexile levels as they feel this is a better indicator for student performance at this grade so we modified goals to match that. Student reading levels has a great impact on their performance on the CAASPP for ELA and math as well as their success in achieving their IEP goals and EL reclassification status.

**\*Online Learning Implications**

- The work of counselors support the varying needs of Alcott students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	English Learner	read at Lexile level 830 or above	25 (1 student)	50 (2 students)	Grade 5 ELA Reading	yearly
June 2021	3	Students with Disabilities	read at DRA2 level 38 or above	20 (1 student)	50 (2 students)	Grade 3 ELA Reading	yearly
June 2021	5	Students with Disabilities	read at Lexile level 830 or above	20 (1 student)	25 (2 students)	Grade 5 ELA Reading	yearly
June 2021	3	English Learner	read at DRA level 38 or above	100 (6 students)	100 (6 students)	Grade 3 ELA Reading	yearly
June 2021	TK-5	Black or African American	read at grade level on the DRA or FAST	baseline	80 (4 students)	Other (Describe in Objective)	trimester

**Classroom Interventions**

**\*Students to be served by this Strategy/Activity**

All students will be served by this strategy.

**\*Strategy/Activity - Description**

Supplemental supplies including additional books will be purchased to provide additional supports for Alcott students who are reading below grade level. These supplies will benefit all students as they are used throughout the school day and after school for classroom supports and intervention activities. Additional funding was need for paper to create intervention supports that were sent home with students during online learning. Alcott is also purchasing software as supplemental support for these students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies	0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0004BY	Supplemental supplies such as pencils, markers, books, construction paper, composition books, pocket folders, etc. for intervention programs that focus on

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

						students performing below grade level requirements in order to move them toward grade level achievement expectations.
Interprogram Svcs/Paper	0004-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners   Ref Id : N00044Q		Provide Supplemental paper for intervention programs that focus on closing the achievement gap for students below performing below grade level requirements to move them toward grade level achievement expectations. Paper will support additional materials for these students to meet student achievement in ELA, Mathematics, and Science.
Software License	0004-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0004DS		Purchase additional software to close the achievement gap

### Counselor - Small Groups

#### \*Students to be served by this Strategy/Activity

All students at Alcott will be served by the Counselor with target students receiving additional support through focused small group meetings.

#### \*Strategy/Activity - Description

The school counselor will meet with small groups and one-on-one with students to offer support with social and emotional problems that are limiting student access to the curriculum and therefore hindering their progress towards grade level standards. The counselor will also meet with teachers, parents, and students to plan interventions for those students who are struggling to meet grade level standards. One day of a counselor was provided by the district and the site voted to pay for an additional day of site support aided by Title I funds. With an additional day at the site, the counselor will be able to reach more students and families and have a greater impact on helping students to achieve their full potential at Alcott.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	Reference	Rationale
	School Counselor	0004-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F00042C	funding for counselor
	School Counselor	0004-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Goal 2 - English Language Arts   Ref Id : F00042D	funding for counselor

## STEAM

### Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

### STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### 1. Fostering a Culture of STEAM

- TK, K and first grade STEAM classrooms were highlighted in a Google slide show on the first day of school at a parent meeting right after the school bell rang. At the Back to School Night event Alcott classrooms teachers shared with attending parents what STEAM learning their children will be engaged in this school year.
- Alcott Principal will attend STEAM TK, K, 1st and 2nd grade teacher training and Principal STEAM Training.

#### 2. Building Capacity to ensure fidelity and sustainability of STEAM

- This is the third year Alcott Elementary is participating in the STEAM Program provided by the San Diego Unified School District's STEAM Innovation Department. Alcott's TK, K, and first grade teachers participated in the STEAM initial training and will continue to attend District provided STEAM training for the 2020-2021 year school year.
- TK, K, and first grade classrooms have been painted and provided with Lakeshore Flex-Space furniture to transform these two rooms into extraordinary learning environments.
- TK, K, and first grade teachers received 5/6 boxes of new materials to provide STEAM instruction to their students. These deliveries will continue throughout the school year.
- A STEAM Innovation Program Resource Teacher visited and observed TK, K and first grade classrooms last year to coach teachers as they learned to implement STEAM.
- Alcott' will continue to work with a STEAM Innovation Resource Teacher to assist and coach TK, K and 1st grade teachers to implement STEAM
- Alcott's Principal also received feedback from the STEAM Resource teacher on how the teachers were implementing STEAM.
- The STEAM Resource Teacher reviewed the STEAM Office's teacher resources with the principal.

- Teachers in grades 3-5 are using the new CA NGSS standards to modifying their FOSS kits for District Science Resources to teach the new science standards.
- Alcott has one to three teachers attend San Diego Unified School District's Science Capacity Builders Trainings every year.
- Alcott will also provide teachers with planning days to scribe STEAM lesson plans.

**3. Supporting teachers in implementing STEAM lessons a minimum of 4 hours a week**

- Assurance of implementation of four hours of STEAM instruction is demonstrated by teachers' weekly schedules.
- Alcott's Principal will observe STEAM lessons with a STEAM Innovation Program Resource Teacher when he/she is available.
- The Principal will observe STEAM lessons once a month.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following areas will be implemented school-wide at Alcott Elementary:

- **Guaranteed Viable Curriculum**
  - There needs to be a calibrated understanding school wide and commitment to implementing a guaranteed viable curriculum to all students with fidelity.
  - Alcott Teachers will utilize San Diego Unified School District's Critical Concepts in math, science, and literacy to ensure students are learning their grades' curriculum.
  - Primary teachers will go even deeper into understanding and implementing the critical concepts this year during their professional learning, planning days, and PLCs.
  - Principal conducts classroom observations focused on student experiences and student learning as related to critical concepts
  - **Teacher Instructional Strategies**
  - Small group integrated/designated ELD
  - Consistent small group reading instruction at all grade levels
  - Ensuring all students are engaged and participating
  - Third, Fourth and Fifth Grade Teachers will receive training and utilize CAASPP Interim Assessments
- **Monitoring**
  - Use of data to drive instruction to improve student learning daily
  - Monitoring every six weeks individually with teachers
  - FAST and DRA assessments used 3 times a year to monitor student reading
  - Common Assessments, and Lesson Design need to be aligned to Critical Concepts
  - Monitoring student progress specific to English Learners and Students with Disabilities.
- **Coaching Cycles**
  - Principal and math coach, Chris Kelly, will lead the first and second grade teachers in a math coaching cycle on number talks this school year.
  - Principal and ELD coach, Dia Comeax, will lead Alcott Teachers in an ELD coaching cycle for the 2019-2020 school year.

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Principal, Hinda Nadif, Area 2 Special Education Manager, Patty Reid, Central Office Resource Teacher, and Angela Giammatteo, Central Office Resource Teacher, will lead ten Alcott teachers in a coaching cycle on inclusive education. This coaching cycle is titled 'Lighthouse.'
- **Professional Development and Professional Learning Communities**
  - School wide professional development and discussion focused around grading practices
  - Upper grades will study small group reading instruction that includes NGSS guided reading, guided reading, and book clubs supported by Cynthia Craft from the San Diego County Office of Education.
  - Primary grade teachers will study more deeply the critical concepts in literacy, math, and science.
  - In addition, primary grade teachers will study and implement Lucy Calkins Phonics Units of Study.
  - Monthly planning days for elementary teachers working in PLCs.
  - Five days of NGSS Professional Development on extra Minimum Days
- **Principal Observations & Considerations**
  - Principal will conduct three observations a month of classroom instruction of different subject areas for every teacher.
  - Principal will provide Feedback by using Google docs allowing teaching to comment on the principal feedback
  - Principal will encourage and suggest teachers intervene early and strategically for students who are performing below grade level.
  - Principal will consistently provide feedback on classroom practices and student learning through multiple strategies
  - Principal will communicate effectively and positively with the community about the work occurring at Alcott
  - Principal will monitor PLCs work to gather/analyze student data, co-plan lessons/tasks in response to data, and reflect on their impact
  - - Principal will conduct classroom observations that have an Intentional focus on English Learners and Students with disabilities

## **APPENDICES**

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



**APPENDIX A**

**BUDGET SUMMARY**

# Alcott Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 17,787.12
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 50,669.73

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$16,865.10
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$16,865.10

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$17,017.51
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 17,017.51

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$50,699.73

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Alcott Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 7,332.00	
			2151	Classroom PARAS Hrly		\$ 2,294.00	
			3000			\$ 2,386.51	
			4301	Supplies		\$ 5,005.00	
	<b>09800 LCFF Intervention Support Total</b>						<b>\$ 17,017.51</b>
	30100 Title I Basic Program	School Counselor		1210	Counselor	0.1000	\$ 8,707.20
				3000			\$ 1,989.92
				4301	Supplies		\$ 4,688.00
				5209	Conference Local		\$ 1,000.00
				5733	Interprogram Svcs/Paper		\$ 700.00
	<b>30100 Title I Basic Program Total</b>					<b>0.1000</b>	<b>\$ 17,085.12</b>
	30103 Title I Parent Involvement			4304	Inservice supplies		\$ 377.00
				5733	Interprogram Svcs/Paper		\$ 325.00
	<b>30103 Title I Parent Involvement Total</b>						<b>\$ 702.00</b>
	30106 Title I Supplmnt Prog Imprvmt	School Counselor		1210	Counselor	0.1000	\$ 8,707.20
			3000			\$ 1,989.92	
		1192	Prof&Curriclm Dev Vist Tchr		\$ 1,274.00		
		3000			\$ 283.98		
		4301	Supplies		\$ 1,322.00		
		5733	Interprogram Svcs/Paper		\$ 1,288.00		
<b>30106 Title I Supplmnt Prog Imprvmt Total</b>					<b>0.1000</b>	<b>\$ 15,865.10</b>	
<b>Grand Total</b>					<b>0.2000</b>	<b>\$ 50,669.73</b>	

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



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

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*Alcott Elementary School*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021**

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* has developed a written Title I parent & family engagement policy with input from Title I parents. Members of Alcott's SSC and ELAC committees have provided input for the document.

The Title I Parent and Family Engagement Policy has been distributed to parents through the Alcott Parent-Student Handbook which is posted on Alcott's website. A flyer is distributed through School Messenger in English and Spanish.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

The Policy is distributed to Parents and Families in the Parent and Student Handbook on Alcott's website and as a flyer in both English and Spanish via School Messenger.

To involve parents in the Title I, Part A programs, the following practices have been established:

Alcott provides parents of Title I students with timely information about Title I programs in Alcott's parent letter. 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, Harold J. Ballard Parent Center and throughout the district.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The meeting will be held before October 31, 2020 via Zoom.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Parent Meetings and activities are scheduled in the morning and in the evening to accommodate parents' schedules.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Title I parents are members of Alcott's School Site Council and English Learner Advisory Committee. These groups provide input for Title I expenditures and programs, including Title I Parent Involvement Funds.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

Information regarding Title I, Part A activities and programs is provided through Alcott's PTA Newsletter, Take home flyers, and Flyers distributed on Peach Jar and School Messenger.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

Parents of Title I, Part A students are invited to attend parent meetings offered in English and Spanish that cover a variety of topics including Mathematics, English Language Arts, and Science.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Regular Parent meetings are held for all students, including the parents of Title I, Part A students. Topics include academic subjects, standardized testing, the School Plan for Student Achievement and other topics requested by parents.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Parent meetings are held in English and translated into Spanish covering a variety of topics including Mathematics, English Language Arts, Science and standardized tests.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Title I, Part A parents are provided materials and training in Mathematics, English Language Arts, Science and more. These materials are provided in English and in Spanish.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

.Alcott Staff members are encouraged to communicate frequently with parents and family members of Title I, Part A students using Class Dojo, parent notebooks and other forms of communication.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

Alcott holds parent meetings in both English and Spanish to provide parents the opportunity to hear about specific topics and then meet with their child in the classroom to participate in student instruction.

Alcott has a leveled library where parents can check out leveled books to read to or with their child at the appropriate level.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Class Dojo is used by Alcott teachers to communicate classroom and school activities.

Flyers for Alcott and after school activities are posted on Peach Jar, which is then emailed to parents.

The Principal used School Messenger in English and Spanish to communicate upcoming school and cluster events to all parents.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Alcott has an extremely active PTA.

Alcott PTA has Family Functions at no cost or a low cost throughout the School Year.

Parents are very active in the classrooms. They volunteer their time working with students, helping the teacher and more.

Parents attend field trips with their children.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

Translation is provided by the Principal or another staff member in Spanish during Parent Meetings, Parent Conferences and other school events.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parents are encouraged to contact the Principal with concerns about their students. If parents are still not satisfied, they are directed to SDUSD Quality Assurance Office to voice their concerns.

This policy was adopted by Alcott Elementary School Site Council on September 28, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 1, 2020

Michelle C. Riley

Signature of authorized official here

Enter date approved.



**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Financial Planning, Monitoring and Accountability Department**

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ALCOTT ELEMENTARY SCHOOL

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2020-2021.

**Alcott Elementary School** distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **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 per week in**

**Grades Transitional Kindergarten through 2<sup>nd</sup>. Third, Fourth and Fifth grade students have Science or Social Studies instruction with a certificated teacher daily.**

- **Alcott teachers communicate regularly with parents through Class Dojo.**
- **Numerous teachers at Alcott send home weekly reports to inform parents of their student’s academic and behavioural progress.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Title I, Part A parents are provided materials and training in Mathematics, English Language Arts, Science and more. These materials are provided in English and in Spanish.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Materials are distributed to parents in their primary language via Parent meetings (via Zoom or in person), parent/teacher conferences or when requested. Flexible meeting times are offered.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Staff members are encouraged to have open communication with parents via email, phone calls, Zoom meetings and/or Class Dojo.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Alcott provides parents of Title I students with timely information about Title I programs on Alcott's website and through School Messenger messages from Alcott's Principal. For special meetings, targeted language groups receive notice in their language. School Messenger is used to advertise parent meetings and training sessions offered at Alcott Elementary, Harold J. Ballard Parent Center and throughout the district.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Class Dojo is used by Alcott teachers to communicate classroom and school activities.

Flyers for Alcott and after school activities are posted on Peach Jar, which is then emailed to parents

The Principal used School Messenger in English and Spanish to communicate upcoming school and cluster events to all parents.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Alcott has an extremely active PTA.
- Alcott PTA has Family Functions at no cost or a low cost throughout the School Year.
- Parents are very active in the classrooms. They volunteer their time working with students, helping the teacher and more.
- Parents attend field trips with their children.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Regular Parent meetings are held for all students, including the parents of Title I, Part A students. Topics include academic subjects, standardized testing, the School Plan for Student Achievement and other topics requested by parents.

This Compact was adopted by the Alcott Elementary School Site Council on September 28, 2020, and will be in effect for the period of 2020-2021 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1 2020

Michelle C. Riley

Signature of authorized Official

here

Enter date approved.

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

Reclassification data results can be requested from the school site.

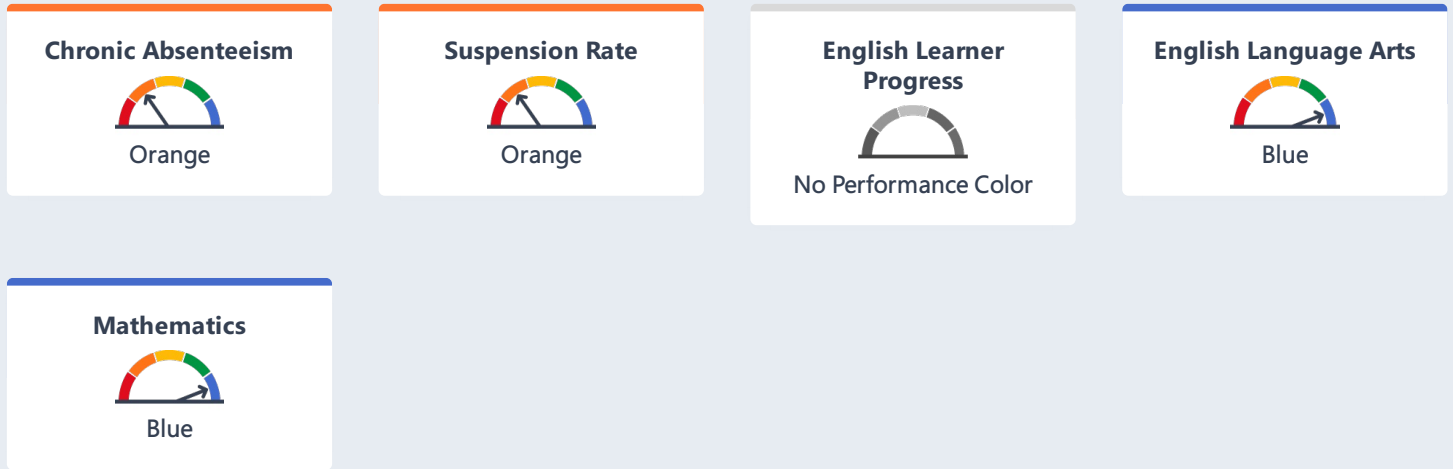
Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the

results of data. Data is organized and reported differently amongst the data sources above.

# Alcott Elementary

Explore the performance of Alcott Elementary under California's Accountability System.

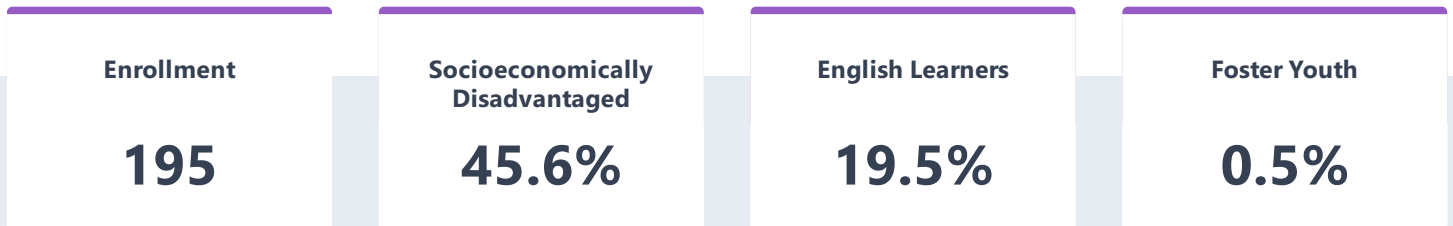


## School Details

<b>NAME</b> Alcott Elementary	<b>ADDRESS</b> 4680 Hidalgo Avenue San Diego, CA 92117-2503	<b>WEBSITE</b> <a href="http://new.sandi.net/sch...">http://new.sandi.net/sch...</a>	<b>GRADES SERVED</b> K-5
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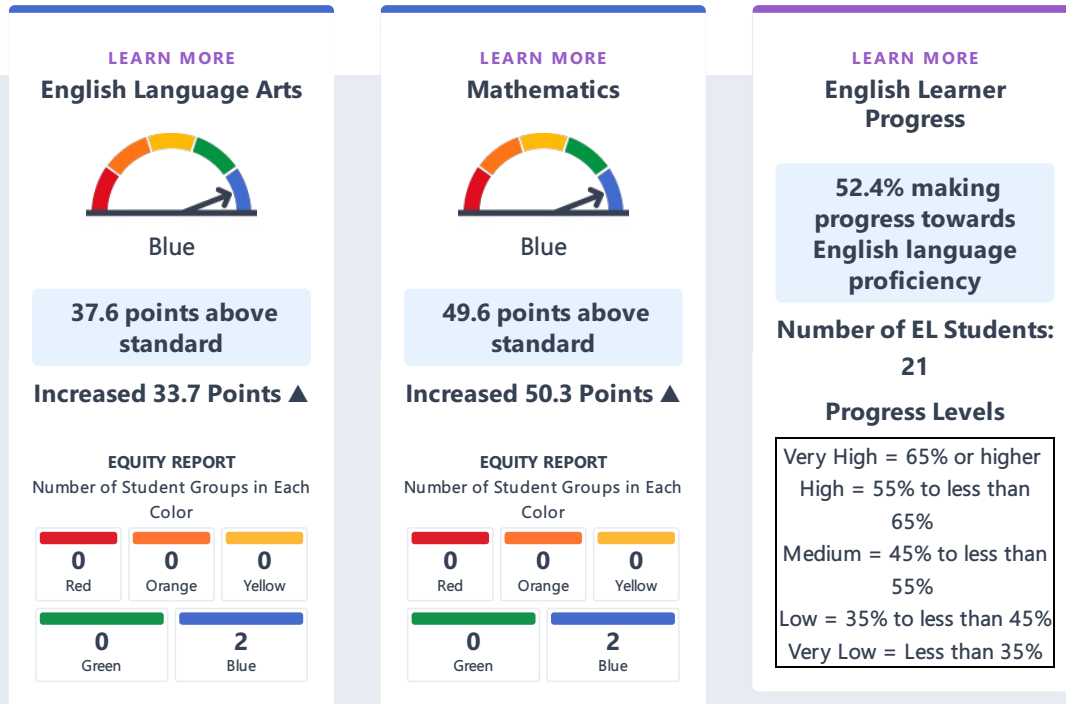
## Student Population

Explore information about this school's student population.



# Academic Performance

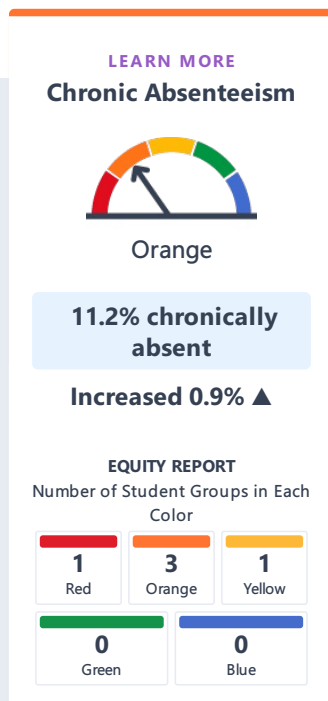
View Student Assessment Results and other aspects of school performance.



## ALCOTT ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.






# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Orange

**3.4% suspended at least once**

**Increased 1.5% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>1</b> Red	<b>3</b> Orange	<b>1</b> Yellow
<b>0</b> Green	<b>0</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Blue

37.6 points above standard

Increased 33.7 Points ▲

Number of Students: 78

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic  
Socioeconomically Disadvantaged



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



No Performance Color

14.5 points above standard

Increased 73.7 Points ▲

Number of Students: 15

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Two or More Races



No Performance Color

27.9 points above standard

No Data

Number of Students: 11

### Students with Disabilities



No Performance Color

56.9 points below standard

Increased 18.3 Points ▲

Number of Students: 12

### White



No Performance Color

72.2 points above standard

Increased 21.3 Points ▲

Number of Students: 26

### Hispanic



Blue

22.4 points above standard

Increased 52.1 Points ▲

Number of Students: 37

### Socioeconomically Disadvantaged



Blue

26.7 points above standard

Increased 37.1 Points ▲

Number of Students: 40

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 12.7 points below standard

3.9 points above standard

37.6 points above standard

## English Language Arts Data Comparisons: English Learners

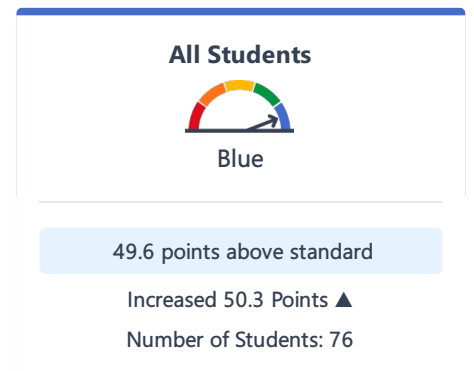
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	39.5 points above standard
No Data	No Data	Increased 14.9 Points ▲
Number of Students: 10	Number of Students: 5	Number of Students: 55

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

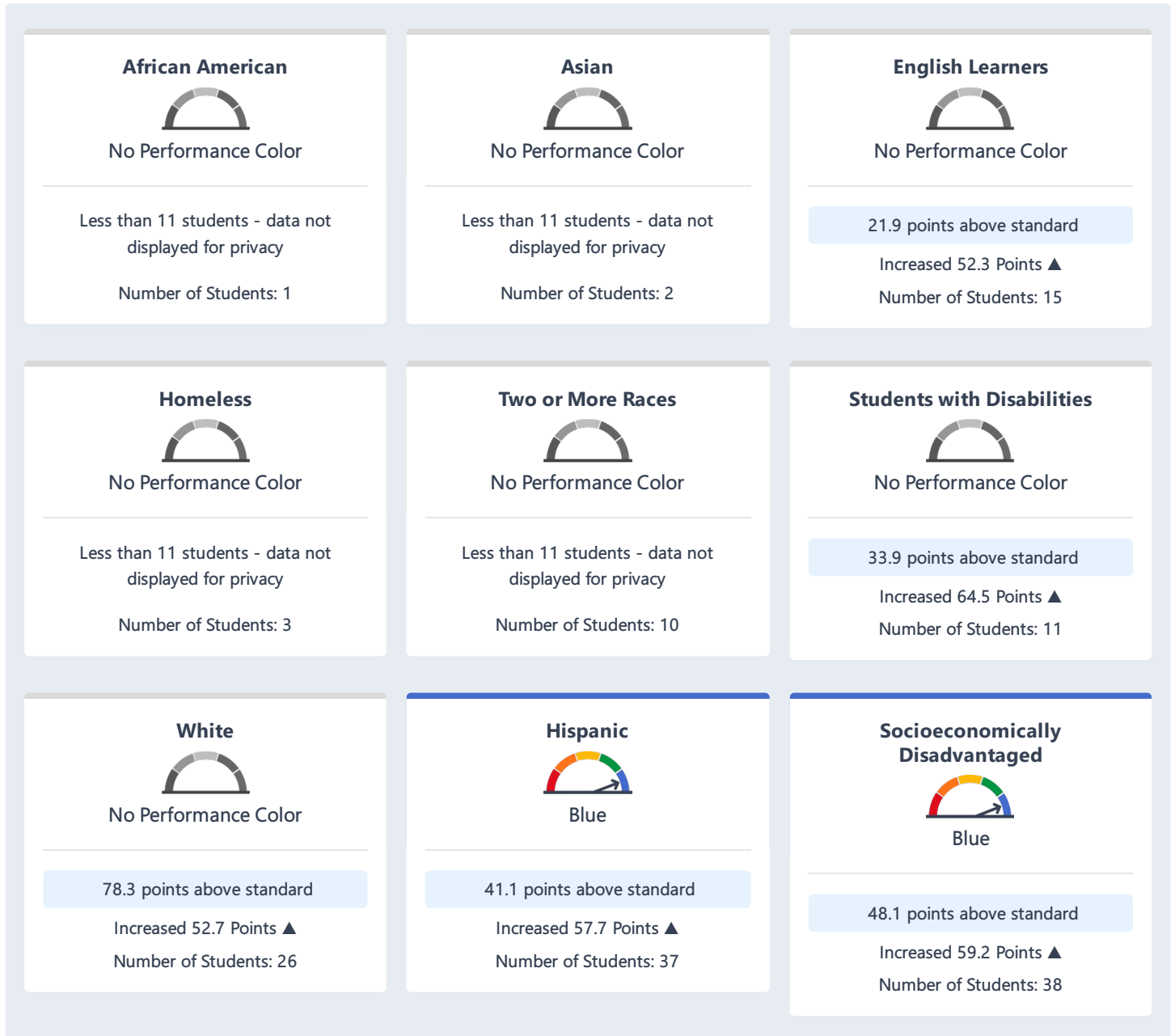


### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>No Students</p>
<p>Green</p> <p>No Students</p>	<p>Blue</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>	<p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>English Learners</p> <p>Homeless</p> <p>Two or More Races</p>



## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	15.4 points below standard	0.8 points below standard	49.6 points above standard

# Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	54.3 points above standard
No Data	No Data	Increased 42.8 Points ▲
Number of Students: 10	Number of Students: 5	Number of Students: 53

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

**English Learner Progress**

**52.4% making progress towards English language proficiency**

**Number of EL Students: 21**

**Performance Level Medium**

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**ELPI Levels**

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	23.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	23.8%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	52.3%

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Orange

11.2% chronically absent

Increased 0.9% ▲

Number of Students: 197

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

English Learners



Orange

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



Yellow

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Two or More Races



No Performance Color

8.7% chronically absent

Declined 7.1% ▼

Number of Students: 23

### English Learners



Red

21.1% chronically absent

Increased 1.1% ▲

Number of Students: 38

### Students with Disabilities



Orange

7.9% chronically absent

Increased 0.9% ▲

Number of Students: 38

### Hispanic



Orange

17.2% chronically absent

Increased 3.8% ▲

Number of Students: 87

### Socioeconomically Disadvantaged



Orange

18.3% chronically absent

Increased 4% ▲

Number of Students: 93

### White



Yellow

6.3% chronically absent

Maintained 0.1%

Number of Students: 79



# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Orange

3.4% suspended at least once

Increased 1.5% ▲

Number of Students: 203

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

White



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth

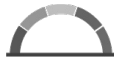


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Two or More Races



No Performance Color

4.2% suspended at least once

Increased 4.2% ▲

Number of Students: 24

### Students with Disabilities



Red

10.3% suspended at least once

Increased 10.3% ▲

Number of Students: 39

### English Learners



Orange

4.8% suspended at least once

Increased 4.8% ▲

Number of Students: 42

### Hispanic



Orange

4.3% suspended at least once

Increased 1.3% ▲

Number of Students: 92

### Socioeconomically Disadvantaged



Orange

3.1% suspended at least once

Increased 3.1% ▲

Number of Students: 98

### White



Yellow

1.3% suspended at least once

Maintained 0%

Number of Students: 79

## Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.9%	1.9%	3.4%



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Alcott**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	97	49.5	74	54.1	70	45.7	76	53.9	80	70.0	20.5	16.1	97	42.3	75	41.3	70	34.3	76	51.3	78	82.1	39.8	30.8
Female	47	53.2	32	53.1	38	50.0	39	56.4	36	80.6	27.4	24.2	47	36.2	33	33.3	38	28.9	39	43.6	35	80.0	43.8	36.4
Male	50	46.0	42	54.8	32	40.6	37	51.4	44	61.4	15.4	10.0	50	48.0	42	47.6	32	40.6	37	59.5	43	83.7	35.7	24.2
African American	0	-	0	23.1	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Asian**	0	-	0	73.1	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	1	80.6	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Hispanic	49	32.7	34	38.2	34	32.4	40	40.0	38	63.2	30.5	23.2	49	24.5	35	25.7	34	17.6	40	47.5	38	78.9	54.4	31.4
Indochinese**	2	-	1	80.3	0	-	0	-	-	-	-	-	2	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	34	64.7	30	70.0	24	58.3	26	76.9	26	88.5	23.8	11.6	34	55.9	30	60.0	24	50.0	26	61.5	26	92.3	36.4	30.8
Multiracial	11	72.7	8	70.0	10	60.0	8	-	12	58.3	-14.4	-	11	72.7	8	-	10	50.0	8	-	11	81.8	9.1	-
English Learner	21	23.8	12	16.7	9	-	15	0.0	10	40.0	16.2	40.0	21	0.0	13	7.7	9	-	15	20.0	10	50.0	50.0	30.0
English-Speaking	76	56.6	62	61.3	61	52.5	61	67.2	70	74.3	17.7	7.1	76	53.9	62	48.4	61	36.1	61	59.0	68	86.8	32.9	27.8
Reclassified†	17	58.8	10	80.0	10	50.0	4	-	6	-	-	-	17	70.6	10	60.0	10	20.0	4	-	6	-	-	-
Initially Eng. Speaking	59	55.9	52	57.7	51	52.9	57	64.9	64	73.4	17.5	8.5	59	49.2	52	46.2	51	39.2	57	56.1	62	87.1	37.9	31.0
Econ. Disadv.*	55	40.0	45	42.2	48	39.6	48	50.0	41	68.3	28.3	18.3	55	30.9	46	37.0	48	35.4	48	47.9	39	84.6	53.7	36.7
Non-Econ. Disadv.	42	61.9	29	72.4	22	59.1	28	60.7	39	71.8	9.9	11.1	42	57.1	29	48.3	22	31.8	28	57.1	39	79.5	22.4	22.4
Gifted	19	63.2	21	81.0	13	84.6	11	72.7	13	84.6	21.4	11.9	19	84.2	21	66.7	13	61.5	11	72.7	13	84.6	0.4	11.9
Not Gifted	78	46.2	53	43.4	57	36.8	65	50.8	67	67.2	21.0	16.4	78	32.1	54	31.5	57	28.1	65	47.7	65	81.5	49.4	33.8
With Disabilities	24	16.7	18	16.7	13	15.4	12	25.0	13	15.4	-1.3	-9.6	24	16.7	18	22.2	13	15.4	12	41.7	12	83.3	66.6	41.6
WO Disabilities	73	60.3	56	66.1	57	52.6	64	59.4	67	80.6	20.3	21.2	73	50.7	57	47.4	57	38.6	64	53.1	66	81.8	31.1	28.7
Homeless	2	-	0	20.0	0	-	0	-	3	-	-	-	2	-	1	-	0	-	0	-	3	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	66.6	1	-	1	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Alcott**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	31	67.7	19	42.1	23	47.8	34	55.9	27	51.9	-15.8	-4.0	31	35.5	20	50.0	23	39.1	34	73.5	26	84.6	49.1	11.1
Female	17	70.6	11	45.5	12	41.7	18	55.6	11	63.6	-7.0	8.0	17	29.4	12	41.7	12	33.3	18	61.1	11	81.8	52.4	20.7
Male	14	64.3	8	54.8	11	54.5	16	56.3	16	43.8	-20.5	-12.5	14	42.9	8	-	11	45.5	16	87.5	15	86.7	43.8	-0.8
African American	0	-	0	23.1	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Asian**	0	-	0	73.1	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Filipino	1	-	0	80.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	12	41.7	8	38.2	12	33.3	21	42.9	10	10.0	-31.7	-32.9	12	0.0	9	-	12	25.0	21	66.7	10	80.0	80.0	13.3
Indochinese**	1	-	0	80.3	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	14	78.6	7	70.0	6	-	12	83.3	10	90.0	11.4	6.7	14	42.9	7	-	6	-	12	83.3	10	100.0	57.1	16.7
Multiracial	3	-	4	70.0	4	-	0	-	6	-	-	-	3	-	4	-	4	-	0	-	5	-	-	-
English Learner	10	50.0	3	16.7	5	-	8	-	3	-	-	-	10	0.0	4	-	5	-	8	-	3	-	-	-
English-Speaking	21	76.2	16	50.0	18	61.1	26	73.1	24	58.3	-17.9	-14.8	21	52.4	16	56.3	18	44.4	26	88.5	23	91.3	38.9	2.8
Reclassified†	1	-	1	80.0	0	-	3	-	0	-	-	-	1	-	1	-	0	-	3	-	1	-	-	-
Initially Eng. Speaking	20	75.0	15	46.7	18	61.1	23	69.6	23	60.9	-14.1	-8.7	20	50.0	15	53.3	18	44.4	23	87.0	22	90.9	40.9	3.9
Econ. Disadv.*	20	55.0	13	30.8	13	30.8	23	52.2	12	33.3	-21.7	-18.9	20	20.0	14	42.9	13	38.5	23	69.6	11	72.7	52.7	3.1
Non-Econ. Disadv.	11	90.9	6	72.4	10	70.0	11	63.6	15	66.7	-24.2	3.1	11	63.6	6	-	10	40.0	11	81.8	15	93.3	29.7	11.5
Gifted	8	-	5	81.0	4	-	3	-	8	-	-	-	8	-	5	-	4	-	3	-	8	-	-	-
Not Gifted	23	60.9	14	28.6	19	42.1	31	54.8	19	42.1	-18.8	-12.7	23	17.4	15	40.0	19	31.6	31	71.0	18	88.9	71.5	17.9
With Disabilities	5	-	6	16.7	4	-	4	-	13	15.4	-	-	5	-	6	-	13	15.4	4	-	4	-	-	-
WO Disabilities	26	73.1	13	46.2	19	47.4	30	56.7	22	63.6	-9.5	6.9	26	38.5	14	50.0	19	47.4	30	70.0	22	81.8	43.3	11.8
Homeless	0	-	0	20.0	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	66.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Alcott**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	30	30.0	28	60.7	18	38.9	25	48.0	30	86.7	56.7	38.7	30	56.7	28	42.9	18	38.9	25	40.0	30	90.0	33.3	50.0
Female	9	-	15	60.0	10	50.0	10	50.0	14	92.9	-	42.9	9	-	15	33.3	10	30.0	10	30.0	14	92.9	-	62.9
Male	21	33.3	13	61.5	8	-	15	46.7	16	81.3	48.0	34.6	21	61.9	13	53.8	8	-	15	46.7	16	87.5	25.6	40.8
African American	0	-	0	23.1	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Asian**	0	-	0	73.1	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	80.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	12	16.7	13	38.5	8	-	11	45.5	19	78.9	62.2	33.4	12	41.7	13	23.1	8	-	11	36.4	19	84.2	42.5	47.8
Indochinese**	1	-	0	80.3	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	14	50.0	11	72.7	7	-	7	-	10	100.0	50.0	-	14	78.6	11	54.5	7	-	7	-	10	100.0	21.4	-
Multiracial	3	-	3	70.0	3	-	6	-	0	-	-	-	3	-	3	-	3	-	6	-	0	-	-	-
English Learner	3	-	7	16.7	3	-	4	-	6	-	-	-	3	-	7	-	3	-	4	-	6	-	-	-
English-Speaking	27	33.3	21	71.4	15	46.7	21	57.1	24	95.8	62.5	38.7	27	63.0	21	57.1	15	46.7	21	42.9	24	95.8	32.8	52.9
Reclassified†	7	-	2	80.0	1	-	0	-	2	-	-	-	7	-	2	-	1	-	0	-	2	-	-	-
Initially Eng. Speaking	20	30.0	19	68.4	14	42.9	21	57.1	22	95.5	65.5	38.4	20	55.0	19	52.6	14	42.9	21	42.9	22	95.5	40.5	52.6
Econ. Disadv.*	12	16.7	21	57.1	14	35.7	15	40.0	19	84.2	67.5	44.2	12	33.3	21	42.9	14	42.9	15	26.7	19	89.5	56.2	62.8
Non-Econ. Disadv.	18	38.9	7	72.4	4	-	10	60.0	11	90.9	52.0	30.9	18	72.2	7	-	4	-	10	60.0	11	90.9	18.7	30.9
Gifted	8	-	6	81.0	3	-	4	-	2	-	-	-	8	-	6	-	3	-	4	-	2	-	-	-
Not Gifted	22	31.8	22	50.0	15	33.3	21	42.9	28	85.7	53.9	42.8	22	50.0	22	36.4	15	33.3	21	33.3	28	89.3	39.3	56.0
With Disabilities	8	-	18	16.7	13	15.4	12	25.0	4	-	-	-	8	-	4	-	5	-	4	-	4	-	-	-
WO Disabilities	22	40.9	24	70.8	13	53.8	21	57.1	26	92.3	51.4	35.2	22	68.2	24	50.0	13	46.2	21	42.9	26	92.3	24.1	49.4
Homeless	1	-	0	20.0	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	66.6	1	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Alcott**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	36	50.0	27	55.6	29	48.3	17	58.8	23	69.6	19.6	10.8	36	36.1	27	33.3	29	27.6	17	23.5	22	68.2	32.1	44.7
Female	21	52.4	6	60.0	16	56.3	11	63.6	11	81.8	29.4	18.2	21	38.1	6	-	16	25.0	11	27.3	10	60.0	21.9	32.7
Male	15	46.7	21	57.1	13	38.5	6	-	12	58.3	11.6	-	15	33.3	21	38.1	13	30.8	6	-	12	75.0	41.7	-
African American	0	-	0	23.1	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Asian**	0	-	0	73.1	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	80.6	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	25	36.0	13	38.5	14	28.6	8	-	9	-	-	-	25	28.0	13	15.4	14	14.3	8	-	9	-	-	-
Indochinese**	0	-	1	80.3	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	6	-	12	75.0	11	54.5	7	-	6	-	-	-	6	-	12	58.3	11	27.3	7	-	6	-	-	-
Multiracial	5	-	1	70.0	3	-	2	-	6	-	-	-	5	-	1	-	3	-	2	-	6	-	-	-
English Learner	8	-	2	16.7	1	-	3	-	1	-	-	-	8	-	2	-	1	-	3	-	1	-	-	-
English-Speaking	28	64.3	25	60.0	28	50.0	14	71.4	22	68.2	3.9	-3.2	28	46.4	25	36.0	28	25.0	14	28.6	21	71.4	25.0	42.8
Reclassified†	9	-	7	80.0	9	-	1	-	3	-	-	-	9	-	7	-	9	-	1	-	3	-	-	-
Initially Eng. Speaking	19	63.2	18	55.6	19	52.6	13	69.2	19	63.2	0.0	-6.0	19	42.1	18	33.3	19	31.6	13	23.1	18	72.2	30.1	49.1
Econ. Disadv.*	23	39.1	11	27.3	21	47.6	10	60.0	10	80.0	40.9	20.0	23	39.1	11	18.2	21	28.6	10	30.0	9	-	-	-
Non-Econ. Disadv.	13	69.2	16	75.0	8	-	7	-	13	61.5	-7.7	-	13	30.8	16	43.8	8	-	7	-	13	53.8	23.0	-
Gifted	3	-	10	70.0	6	-	4	-	3	-	-	-	3	-	10	60.0	6	-	4	-	3	-	-	-
Not Gifted	33	45.5	17	47.1	23	34.8	13	53.8	20	65.0	19.5	11.2	33	30.3	17	17.6	23	21.7	13	15.4	19	63.2	32.9	47.8
With Disabilities	11	18.2	8	16.7	13	15.4	4	-	13	15.4	-2.8	-	11	9.1	8	-	4	-	12	41.7	4	-	-	-
WO Disabilities	25	64.0	19	73.7	25	56.0	13	69.2	19	84.2	20.2	15.0	25	48.0	19	42.1	25	28.0	13	30.8	18	66.7	18.7	35.9
Homeless	1	-	0	20.0	0	-	0	-	3	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	66.6	0	-	1	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E**

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES**

**Alcott Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: ALCOTT ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Attendance Incentives**

**\*Strategy/Activity - Description**

Alcott’s school counselor will organize and implement school-wide attendance incentive program in efforts to combat chronic absenteeism and improve attendance, specifically amongst our unduplicated students which account for roughly 50% of our student population. While all students will participate in the program, these interventions and additional supports are principally directed toward the benefit of unduplicated students through promoting good attendance habits; as well as, creating a positive school climate and culture with an emphasis on social-emotional well-being. The school counselor has a pivotal role in the success of this program from tracking and promoting attendance, parent engagement, student outreach, and coordinating all aspects of the program and monthly celebratory event.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,000.00	09800-4301	Supplies to promote attendance	Alcott’s School Counselor has held attendance contests to encourage classrooms to have the best attendance. Classrooms vie for the “treat” each month.	This has been mostly effective. Alcott continues to have students with chronic absenteeism. Also school closures during COVID-19 have hindered attendance.	Alcott will continue with this expenditure with necessary adjustments due to online learning.

Note/Reminders (optional):



**Goal 2 - English Language Arts**

**Intervention Program - Supplies**

**\*Strategy/Activity - Description**

Unduplicated students/all students will benefit from supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. English Learners will have additional ELD supplies. In addition, kindergarten, first and second grade students will receive Lucy Calkins Phonics Instruction to help get them ready for SBAC testing in Grade 3. These LCFF funded supplies allow for supplemental supports for both classroom Tier 1 instruction and intervention support of a Guaranteed and Viable Curriculum for the primary benefit of Alcott's unduplicated students while all students all Alcott will benefit.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,500.00	09800-4301	Supplemental supplies will provide students to additional supports and instructional items to allow them to approach or meet grade level	Supplemental supplies purchased to provide supports were used effectively based on the percentage of students who made growth on their DRA or FAST aReading scores through March 2020.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

# Alcott Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES standards

Note/Reminders (optional):

## After School Tutoring

### \*Strategy/Activity - Description

The intervention support of small group tutoring after school will give students additional support to move them towards grade level academic standards. This tutoring will be offered for the primary benefit of Alcott's unduplicated students who traditionally are lower performing in ELA than their peers. For this support, two paraprofessionals will lead small groups for one hour two days a week. Each day they will break the students into two groups - one instructor focuses on ELA and the other on math and then they switch student groups. With this model they are able to have two different groups of students, reaching more of the students who need additional ELA support. The Paraprofessionals who lead these small group tutoring interventions work closely with the students' classroom teachers and the site administrator to identify students, establish student goals, and collect data for monitoring meetings the team conducts every 6 weeks. This program was put in place in the 2018-2019 school year and Alcott saw significant gains in students' math performance and they hope to strengthen the ELA instruction and see improved academic achievement in both content areas in the 2019-2020 school year. Without LCFF funding, this intervention support would not be possible.

### \*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$1,307.90	09800-2151	Small group tutoring after school has proven to help students approaching grade level standards to meet	This strategy was just beginning to be implemented when schools closed due to COVID-19	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the 2019-2020 school year.	This strategy was effective in the past and will be continued for 2020-2021 with slight modifications for school closure including online tutoring sessions.

## Alcott Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom PARAS Hrly	--	--	09800- 2151	grade level standards on the SBAC. Small group tutoring by classroom paraeducat ors in an after school setting has shown to help students move to meeting grade level standard.
Classroom PARAS Hrly	--	--	09800- 2151	Small group tutoring by classroom paraeducat ors in an after school setting has shown to help students move to meeting grade level standard.

Note/Reminders (optional):

**Student Monitoring and Professional Development**

### \*Strategy/Activity - Description

LCFF monies will be used to pay for professional development time for the primary benefit of Alcott's unduplicated students though all students will benefit from these activities. The Visiting teachers will allow the classroom teacher to meet with the principal to review student data and establish student monitoring procedures as well as developing any interventions for classroom support that will help Alcott's unduplicated students reach their academic potential. These data monitoring processes and the interventions/classroom supports can also be used to serve all students.

The site voted to use Title I money to pay for visiting teachers so that classroom teachers could receive professional development around CAASPP Interim Assessments and have time to work on Professional Learning Communities (PLCs) with their grade level teams to plan instruction together in order to ensure equitable Tier I instruction and guaranteed and viable curriculum.

Additional LCFF funds will be used for visiting teachers that will allow the teachers in grades K-2 to work on both professional development and classroom support of the Lucy Calkins Units of Study in Phonics. This supplemental supports are for the primary benefit of Alcott's unduplicated students though all students in K-2 will benefit from standardized phonics instruction. This time will be utilized by these teachers to allow for focused study and preparation of the Units.

### \*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriculum Development Visitor Teacher		\$1,624.09	09800-1192	Visiting teachers will allow Principal and classroom teacher to meet one on one to monitor student achievement	Visiting teachers were utilized in the first 7 months of the 2019-2020 school year, This allowed teachers to monitor student achievement with the Principal and study and prepare Lucy Calkins units	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the end of the 2019-2020 school year.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.
Prof&Curriculum Development Visitor Teacher		\$1,220.20	09800-1192	Classroom teachers will have adequate time to study, plan and			

## Alcott Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

prepare the  
Lucy Calkins  
Units of Study  
in Phonics.

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Professional Development - Tier I Instruction**

**\*Strategy/Activity - Description**

LCFF monies will be used to pay for professional development time for the primary benefit of Alcott's unduplicated students though all students will benefit from these activities. This provides teachers the time to work in Professional Learning Communities (PLCs) with their grade level teams to plan instruction together in order to ensure equitable Tier I instruction and Guaranteed and Viable Curriculum and to develop any necessary classroom supports and/or intervention activities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&C urriclm Dev Vist Tchr		\$4,881.51	09800-1192	Visiting teachers allow teachers time to collaborate with their grade level partner to plan instruction.	Visiting teachers were utilized in the first 7 months of the 2019-2020 school year, This allowed teachers to collaborate with their PLC and grade level partners to plan instruction.	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the end of the 2019-2020 school year.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

**After School Tutoring**

**\*Strategy/Activity - Description**

The intervention support of small group tutoring after school will give students additional support to move them towards grade level academic standards. This tutoring will be offered for the primary benefit of Alcott's unduplicated students who traditionally are lower performing in math than their peers. For this support, two paraprofessionals will lead small groups for one hour two days a week. Each day they will break the students into two groups - one instructor focuses on ELA and the other on math and then they switch student groups. With this model they are able to have two different groups of students, reaching more of the students who need additional math support. The paraprofessionals who lead these small group tutoring interventions work closely with the students' classroom teachers and the site administrator to identify students, establish student goals, and collect data

## Alcott Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

for monitoring meeting the team conducts every 6 weeks. This program was put in place in the 2018-2019 school year and Alcott saw significant gains in students' math performance and they hope to strengthen the math instruction and see improved academic achievement in both content areas in the 2019-2020 school year. Without LCFF funding, this intervention support would not be possible.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$1,307.90	09800-2151	Small group tutoring by classroom paraeducators in an after school setting has shown to help students move to meeting grade level standard.	This strategy was just beginning to be implemented when schools closed due to COVID-19	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the 2019-2020 school year.	This strategy was effective in the past and will be continued for 2020-2021 with slight modifications for school closure including online tutoring sessions.
Classroom PARAS Hrly	--	--	09800-2151	Small group tutoring by classroom paraeducators in an after school setting has shown to help students move to meeting grade level standard.			
Classroom PARAS Hrly	--	--	09800-2151	Small group tutoring by classroom paraeducators in an after school setting has shown to help students move to meeting grade level standard.			

Note/Reminders (optional):

**Goal 4- English Learners**

**After School Tutoring**

**\*Strategy/Activity - Description**

Small group tutoring after school will help English Learners Access ELA and Math skills and strengthen their English Language Development. The Intervention support of small group tutoring after school will give targeted students additional support to move them towards grade level academic standards. This tutoring will be offered for the primary benefit of Alcott's unduplicated students who traditionally are lower performing in ELA than their peers. For this support, two paraprofessionals will lead small groups for one hour two days a week. Each day they will break the students into two groups - one instructor focuses on ELA and the other on math and then they switch student groups. With this model they are able to have two different groups of students, reaching more of the students who need additional ELA support. The paraprofessionals who lead these small group tutoring interventions work closely with the students classroom teachers and the site administrator to identify students, establish student goals, and collect data for monitoring meeting the team conducts every 6 weeks. This program was put in place in the 2018-2019 school year and Alcott saw significant gains in students' math performance and they hope to strengthen the ELA instruction and see improved academic achievement in both content areas in the 2019-2020 school year. Without LCFF funding, this intervention support would not be possible.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$384.20	09800-2151	Small group tutoring after school will help English Learners obtain ELA and Math skills and language acquisition.	This strategy was just beginning to be implemented when schools closed due to COVID-19	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the 2019-2020 school year.	This strategy was effective in the past and will be continued for 2020-2021 with slight modifications for school closure including online tutoring sessions.
Classroom PARAS Hrly	--	--	09800-2151	Small group tutoring by classroom paraeducators			



## Alcott Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom PARA S Hrly	--	--	09800- 2151	<p>in an after school setting has shown to help students move to meeting grade level standard.</p> <p>Small group tutoring by classroom paraeducators in an after school setting has shown to help students move to meeting grade level standard.</p>
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Note/Reminders (optional):

## Goal 6 - Family Engagement

### Parent Meetings - Teacher Support

#### \*Strategy/Activity - Description

This supplemental support is for the primary benefit of unduplicated students at Alcott (50%) though all students will benefit. The site will use LCFF money to pay for visiting teachers to cover classroom teachers during parent meetings in order to allow teachers to present current strategies of the appropriate topic, i.e. Math Talk, reading strategies, STEAM to the parents and be available for questions and support. Traditionally, unduplicated students struggle with achievement in ELA and math so the site determined this intervention activity will help support those students achieve increased academic success. After these teachers present to the parents at these meetings they spend the rest of their day working on student monitoring or planning for Tier 1 instruction.

#### \*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&C urriclm Dev Vist Tchr		\$1,220.20	09800-1192	Classroom teachers will teach parents current strategies at Parent meetings.	Visiting teachers were utilized in the first 7 months of the 2019-2020 school year, This allowed teachers to meet with parents and provide parents with insight and instruction into their child's academic life.	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the end of the 2019-2020 school year.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Supplemental Supplies**

**\*Strategy/Activity - Description**

Supplemental supplies including additional books will be purchased to provide additional supports for the primary benefit of Alcott's unduplicated students, roughly 50% of our student body, who are reading below grade level. These supplies will benefit all students as they are used throughout the schoolday and after school for classroom supports and interventions activities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,500.00	09800-4301	supplemental supplies including books to provide supports for students who are not reading at grade level.	Supplemental supplies purchased to provide supports were used effectively based on the percentage of students who made growth on their DRA or FAST aReading scores through March 2020.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

**Alcott Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: ALCOTT ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Attendance Team w/Counselor Support**

**\*Strategy/Activity - Description**

To accomplish this goal, Alcott's Attendance Team, comprised of the school counselor, school clerk, elementary school assistant and the principal, will discuss monthly attendance reports. The Attendance Team will meet frequently with students and their parents to discuss their chronic absenteeism and the impacts this has on their learning and achievement. They will also provide resources/supports to the students' parents that will include dates of the absence and steps parents/guardians can take to improve their children's chronic absenteeism. The families and the Alcott Attendance Team will work together to encourage more regular attendance by identifying causes for absences, incentives for attendance, and additional family supports that might be needed.

While the site was allocated a counselor for 1 day a week, the site administrator along with the staff felt that using vital Title I resources to increase the counselor to 2 days a week was in the best interest of the families served by Alcott. With 2 days at the site, the counselor will be able to offer increased support to the Attendance Team as well as to other social-emotional needs of Alcott's students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB25 12652	0.1000 0	\$10,115.73	30 10 6- 12 10	School Counselor will monitor attendance data and work with families to decrease the number of	Alcott's School Counselor worked along with the principal, school clerk and elementary school assistant to reduce absence rates. She also met with students and parents to determine ways that Alcott could help the	This has been mostly effective. Alcott continues to have students with chronic absenteeism. Also school closures during COVID-19 have hindered attendance.	Alcott will continue with this expenditure with necessary adjustments due to online learning.

## Alcott Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				chronically absent students.	students be at school each day.
School Counselor - NEW POSN, SBB25 12652	--	--	30	School Counselor will monitor attendance data and work with families to decrease the number of chronically absent students.	
School Counselor - NEW POSN, SBB25 12652	--	--	30	School Counselor will monitor attendance data and work with families to decrease the number of chronically absent students.	

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Counselor - Small Groups**

**\*Strategy/Activity - Description**

The school counselor will meet with small groups and one-on-one with students to offer support with social and emotional problems that are limiting student access to the curriculum and therefore hindering their progress towards grade level standards. The counselor will also meet with teachers, parents and students to plan interventions for those students who are struggling to meet grade level standards. One day of a counselor was provided by the district and the site voted to pay for an additional day of site support aided by Title I funds. With an additional day at the site, the counselor will be able to reach more students and families and have a greater impact on helping students to achieve their full potential at Alcott.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB25 12652	0.0500	\$5,057.87	30100-1210	Small group and individual counseling to support students who are not meeting grade level standards due to social and emotional issues.	Alcott's School Counselor worked with students in small groups to provide social-emotional support and help students move toward grade level standards. The School Counselor also met with parents to provide support for them. Alcott's counselor continued to meet with students after school closure to provide support.	This has been mostly effective. Alcott continues to have students with social and emotional issues due to school closures during COVID-19 and distance learning.	Alcott will continue with this expenditure with necessary adjustments due to online learning.
School Counselor - NEW POSN, SBB25 12652	--	--	30106-1210	Small group and individual counseling to support students who are not meeting grade level standards due to social and emotional issues.	Alcott's School Counselor worked with students in small groups to provide social-emotional support and help students move toward grade level standards. The School Counselor also met with parents to provide support for them. Alcott's	This has been mostly effective. Alcott continues to have students with social and emotional issues due to school closures during COVID-19 and distance learning.	Alcott will continue with this expenditure with necessary adjustments due to online learning.

## Alcott Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

counselor continued to meet with students after school closure to provide support.

School Course lor - NEW POSN, SBB25 12652	--	--	30100- 1210	Small group and individual counseling to support students who are not meeting grade level standards due to social and emotional issues.	Alcott's School Counselor worked with students in small groups to provide social-emotional support and help students move toward grade level standards. The School Counselor also met with parents to provide support for them. Alcott's counselor continued to meet with students after school closure to provide support.	This has been mostly effective. Alcott continues to have students with social and emotional issues due to school closures during COVID-19 and distance learning.	Alcott will continue with this expenditure with necessary adjustments due to online learning.
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Note/Reminders (optional):

#### Intervention Program - Supplies

##### \*Strategy/Activity - Description

Unduplicated students/all students will benefit from supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. English Learners will have additional ELD supplies. In addition, kindergarten, first and second grade students will receive Lucy Calkins Phonics Instruction to help get them ready for SBAC testing in Grade 3. These LCFF funded supplies allow for supplemental supports for both classroom Tier 1 instruction and intervention support of a Guaranteed and Viable Curriculum for the primary benefit of Alcott's unduplicated students while all students at Alcott will benefit.

##### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram		\$350.00	30100-5733	Additional paper supplies will allow for supplemental	Supplemental supplies purchased to provide supports were used effectively based	The closure of schools due to COVID-19 and distance learning impacted some	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

## Alcott Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Svcs/Pa per			supports to be printed	on the percentage of students who made growth on their DRA or FAST aReading scores through March 2020.	student growth between March and June 2020.	
Interpr ogram Svcs/Pa per	\$325.00	30106- 5733	Additional paper supplies will allow for supplemental supports to be printed	Additional paper supplies allowed for supplement supports such as dictionaries, phonics and grammar supports to be printed.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

### Student Monitoring and Professional Development

#### \*Strategy/Activity - Description

LCFF monies will be used to pay for professional development time for the primary benefit of Alcott's unduplicated students though all students will benefit from these activities. The Visiting teachers will allow the classroom teacher to meet with the principal to review student data and establish student monitoring procedures as well as developing any interventions for classroom support that will help Alcott's unduplicated students reach their academic potential. These data monitoring processes and the interventions/classroom supports can also be used to serve all students. The site voted to use Title I money to pay for visiting teachers so that classroom teachers could receive professional development around CAASPP Interim Assessments and have time to work on Professional Learning Communities (PLCs) with their grade level teams to plan instruction together in order to ensure equitable Tier I instruction and guaranteed and viable curriculum. Additional LCFF funds will be used for visiting teachers that will allow the teachers in grades K-2 to work on both professional development and classroom support of the Lucy Calkins Units of Study in Phonics. This supplemental supports are for the primary benefit of Alcott's unduplicated students though all students in K-2 will benefit from standardized phonics instruction. This time will be utilized by these teachers to allow for focused study and preparation of the Units.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&C urriclm Dev		\$1,555.01	30106- 1192	Visiting teachers will allow grade level collaboration to ensure	Visiting teachers were utilized in the first 7 months of the 2019-2020 school year, This allowed teachers to collaborate with their PLC	School closures due to COVID-19 and distance learning prevented this strategy from being effective during the end	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.



**Alcott Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Vist  
Tchr

standardized  
instruction.

and grade level partners to  
plan instruction and ensure  
standardized instruction.

of the 2019-2020 school  
year.

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Counselor - Small Groups**

**\*Strategy/Activity - Description**

The School counselor will meet with small groups and one-on-one with students to offer support with social and emotional problems that are limiting student access to the curriculum and therefore hindering their progress towards grade level standards. The counselor will also meet with teachers, parents and students to plan interventions for those students who are struggling to meet grade level standards. One day of a counselor was provided by the district and the site voted to pay for an additional day of site support aided by Title I funds. With an additional day at the site, the counselor will be able to reach more students and families and have a greater impact on helping students to achieve their full potential at Alcott.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB25 12652	0.0500	\$5,057.87	30100 -1210	Small group and individual counseling to support students who are not meeting grade level standards due to social and emotional issues.	Alcott's School Counselor worked with students in small groups to provide social-emotional support and help students move toward grade level standards. The School Counselor also met with parents to provide support for them. Alcott's counselor continued to meet with students after school closure to provide support.	This has been mostly effective. Alcott continues to have students with social and emotional issues due to school closures during COVID-19 and distance learning.	Alcott will continue with this expenditure with necessary adjustments due to online learning.
School Counselor - NEW POSN, SBB25 12652	--	--	30106 -1210	Small group and individual counseling to support students who are not meeting grade level standards	Alcott's School Counselor worked with students in small groups to provide social-emotional support and help students move toward grade level standards. The School Counselor also met with parents to provide support for them. Alcott's counselor continued to	This has been mostly effective. Alcott continues to have students with social and emotional issues due to school closures during COVID-19 and distance learning.	Alcott will continue with this expenditure with necessary adjustments due to online learning.

## Alcott Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Course lor - NEW POSN, SBB25 12652	--	--	30100 -1210	Small group and individual counseling to support students who are not meeting grade level standards due to social and emotional issues.	due to social and emotional issues.  meet with students after school closure to provide support.	Alcott's School Counselor worked with students in small groups to provide social- emotional support and help students move toward grade level standards. The School Counselor also met with parents to provide support for them. Alcott's counselor continued to meet with students after school closure to provide support.	This has been mostly effective. Alcott continues to have students with social and emotional issues due to school closures during COVID-19 and distance learning.	Alcott will continue with this expenditure with necessary adjustments due to online learning.
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Note/Reminders (optional):

### Intervention Program - Supplies

**\*Strategy/Activity - Description**

All students will benefit from supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. English learners and students with disabilities will have access to additional learning strategies and supplies.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,000.00	30100-4301	supplemental supplies such as pencils, markers, books, construction paper,	Supplemental supplies purchased to provide supports were used effectively during the 2019-2020 school year.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

## Alcott Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

			composition books, etc. for intervention programs that focus on students performing below grade level requirements in order to move them toward grade level achievement expectations.			
Interpr ogram Svc/Pa per	\$350.00	30100- 5733	Supplemental supports will utilize copy paper for additional practice and instructional materials.	Additional paper supplies allowed for supplement supports such as multiplication tables, fraction bars and other supports to be printed.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.
Interpr ogram Svc/Pa per	\$325.00	30106- 5733	Additional paper supplies will allow for supplemental supports to be printed	Supplemental supplies purchased to provide supports were used effectively during the 2019-2020 school year.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.
				Additional paper supplies allowed for supplement supports such as multiplication tables, fraction bars and other supports to be printed.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

**Goal 4- English Learners**

**Classroom/Intervention Support - Supplies**

**\*Strategy/Activity - Description**

English learners will have access to additional learning strategies and supplemental supplies such as pencils, markers, books, construction paper, composition books, etc. for intervention programs that focus on students performing below grade level in order to move them toward grade level achievement expectations. Additional supplies including Lucy Calkins Units of Study in Phonics in grades K-2 will benefit English Learners by providing supplemental supports, giving students a standardized phonics curriculum, and manipulatives.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$652.27	30100-4301	Supplemental supplies such as pencils, composition books and pocket folders will provide supports for English Learners.	Supplemental supplies purchased to provide supports were used effectively during the 2019-2020 school year.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.
Interprogram Svcs/Partner		\$650.00	30106-5733	Supplemental supplies such as copy paper will provide additional supports for English Learners.	Supplemental supplies purchased to provide supports were used effectively during the 2019-2020 school year.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Supplemental Supports - Supplies**

**\*Strategy/Activity - Description**

The special education team has worked to develop a variety of classroom strategies and intervention supports to help SWD to meet their IEP goals through systems of organization, color coding, and visual aids to support instruction. Supplemental supplies such as construction paper, markers, pencils, composition books and more will be used to provide these additional supports to students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$529.26	30106-4301	Supplemental supplies will help Students with Disabilities achieve their IEP goals by giving them additional classroom and intervention supports.	Supplemental supplies purchased to provide supports were used effectively during the 2019-2020 school year.	The closure of schools due to COVID-19 and distance learning impacted some student growth between March and June 2020.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

## Goal 6 - Family Engagement

### Parent Meetings

#### \*Strategy/Activity - Description

Invitations for parent events will be sent home with students and electronically via Peach Jar and School Messenger. At the monthly parent meetings, parents will receive materials to aid them in fostering student learning at home on a variety of topics such as literacy, math and science.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$275.00	3010 3- 4301	Supplies for parent meetings	Parent meeting supplies were used to provide additional supports for parents to complete hands-on activities during parent meetings	The strategy worked until school closure due to COVID-19 and distance learning made providing hands-on activities inaccessible.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.
Interprogram Svcs/Partner		\$325.00	3010 3- 5733	Copy paper for event notifications, special days, and other parent communications.	Paper supplies were used effectively to provide event notifications and other parent communications.	The strategy worked until school closure due to COVID-19 and distance learning made providing hands-on activities inaccessible.	The strategies were effective and will be continued for 2020-2021 with slight modifications for school closure.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?