

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **ALCOTT ELEMENTARY** SCHOOL

### 2022-23

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:** Lewis, Stephen

**Contact Person:** Lewis, Stephen

**Position:** Principal

**Telephone Number:** 619/605-1200;

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

**E-mail Address:** slewis6@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval:** *January 24, 2023*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Alcott Elementary PHONE: 619-605-1200 FAX: 658-581-6429

SITE CONTACT PERSON: Stephen Lewis E-MAIL ADDRESS: slewis6@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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:

- |   |                                      |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9/23/22</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>9/27/22</u> |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)              | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <u>9/28/22</u> |
| <input type="checkbox"/> Other (list): _____  | Date of presentation: _____          |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/28/22

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.

Steve Lewis  
Type/Print Name of School Principal

[Signature] 9/29/22  
Signature of School Principal / Date

ROSE OTTERSON  
Type/Print Name of SSC Chairperson

[Signature] 9/30/22  
Signature of SSC Chairperson / Date

[Signature]  
Type/Print Name of ELAC Representative

[Signature] 9/30/22  
Signature of ELAC Representative / Date

Steve Elliott  
Type/Print Name of Area Superintendent

[Signature] 10/1/22  
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**due October 7th 2022**

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Budget Summary
  - B. Parent & Family Engagement Policy
  - C. School Parent Compact
  - D. Data Reports
  - E. 2021-22 SPSA Assessment and Evaluation

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

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide 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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

*LCAP Goal 2: Access to Broad and Challenging Curriculum*

*LCAP Goal 3: Accelerating Student Learning With High Expectations for All*

*LCAP Goal 4: Quality Leadership, Teaching and Learning*

*LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

**ENGAGING EDUCATIONAL PARTNERS**

In the month of March 2022, the administrator met with the Alcott ELAC, Elementary Teachers, School Site Council and Site Governance Team to discuss the 2021-2022 budgets to date and the prospective 2022-2023 Budget. A needs assessment was completed (via zoom with SSC, Staff, and ELAC: due to COVID protocols. A review of data and a survey results have set clear goals for Principal Lewis for the 2022-23 school year. SSC approved the budget in the spring of 2022

The SSC met, discussed and voted on the new SPSA on September 28, 2022. As a team, we have analyzed our past practices to determine where and how we will need to modify our instructional programs to meet the needs of our 2022-23 school year. The Team discussed the SPSA in September 2022 to ensure resources are used appropriately. The ELAC will be meeting within the next two weeks and the SPSA will be on the agenda.

Data for SPSA was presented to ELAC on September 23, 2022. Feedback was provided that will be shared with SSC on Sept. 28, 2022. SSC approval of 2022-23 SPSA on Sept. 28, 2022.

**RESOURCE INEQUITIES**

For the 2022-23 school year, we have reviewed the CAASPP ELA or Math or the CHKS . The learning loss noted due to the pandemic are clear and our team will be refocusing our PLC structure to ensure our teaching practices are aligned to this reality. We will need to be far more focused on our struggling learners to address the learning loss created over the past two years. During COVID, our priority was ensuring that our staff and students were healthy and safe. For most of the 20-21 school year, we did not have all students back on campus. Phase 1 learning started in October (which online only learning before that) with some of our students returning for in-person learning, testing, and intervention supports.

The site changed administrators in January of 2021. In April, most students were able to return to campus via modified classroom plans.

We will continue to set goals for all students and collect data based on our new district-supported assessments in ELA and math. We are looking to more site-based assessments as COVID continues and our access to state-level metrics is still impacted.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
01. Stephen Lewis	Principal
02. Ellen Brakespear	Classroom Teacher
03. Lisa Morgan	Classroom Teacher
04. Jodi Read	Classroom Teacher
05. Audrey Campbell	Other School Rep - Counselor
06. Tod Chee	Parent
07. Aubrey Leisz	Parent
08. Jason Milosh	Parent
09. Heather Stojiljkovic	Parent
10. Roger Otterson	Community Member

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

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**

**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.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

As COVID restrictions decreased into the 21-22 school year, we noticed that achieving our goals were still greatly impacted and our strategies and success towards meeting our goals were a greater challenge than we anticipated. Our site focus was really on making sure that all of our students and staff were healthy and feeling safe on campus. When most of our students returned in April of 2021, the counselor was able to focus their attention on the mental health supports that our students so greatly needed.

We will be using our spring 2022 CAASPP, FAST, DEMI and F&P data to measure our successes and identify where we need to focus. Our staffing and funding will be address ongoing inequities at Alcott.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

As the pandemic continued to impact where and how students were learning, we had to adapt our strategies to best meet the needs of our community. We noted that due to staffing shortages, our goals were difficult to achieve. Our efforts to form an Equity Team resulted in our attendance at the annual Equity Conference at the SD Convention Center. Our Equity Team of 6 staff attended the 2-day conference and will continue to set a clear plan for our courageous conversations on race in the 22/23 school year.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The district is increasing their funding for our counselor so for this year, we can reallocate 0.2 FTE equivalent of funds.

**\*Identified Need**

Based on the information provided on the 2021/22 Hoonuit site report for Chronic Absenteeism, Alcott has a large percentage of students who are chronically absent. 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. This data has improved greatly and we are anticipating an improvement in this area due to the fact that district and county guidelines are not requiring removal of students based on COVID related symptoms.

Also on Hoonuit site, we are at 0% in Suspension during the 2020-21 school year, a decrease of 4% from 2019. In the 2021/22 school year we did not suspend any students from the black youth or EL sub groups. The counseling efforts proved effective this past school year and resulted in our SSC voting to increase our counseling to 3 days for the 2022-23 school year. This additional day of counseling will be focused on the mental well-being of our students which is directly correlated to attendance. The school counselor will also focus efforts on school chronic absenteeism.

In support of district-wide initiatives, the staff stay committed to setting a focus on black youth and socially economic disadvantage. We stay committed to differentiated instruction to meet student sub groups and their needs. Although our percentage of African American students is listed as numerically insignificant, our staff has made this a focus and understand that this must be a priority because of our goals to create more culturally aware students who are accepting of a multicultural growing society.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5	Improve overall attendance	96.94	98	Attendance	Monthly
June 2023	TK-5	decrease chronic absenteeism	11.2	0.5	Chronic Absenteeism	Annually
June 2023	TK-5	decrease suspension rate	3.4	2	Suspension	Annually

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	UTK-5th	Hispanic or Latino	Decrease chronic Absenteeism	57	10	Chronic Absenteeism	Monthly
June 2023	UTK-5th	English Learner	Decrease Chronic Absenteeism	52.6	10	Chronic Absenteeism	Monthly
June 2023	UTK-5th	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	No data available	No data available	Chronic Absenteeism	Monthly
June 2023	UTK-5th	Students with Disabilities	Decrease Chronic Absenteeism	33.3	10	Chronic Absenteeism	Monthly
June 2023	UTK-5th	Students with Disabilities	Decrease Suspension Rate	10.3	0	Suspension	Monthly
June 2023	UTK-5th	English Learner	Decrease Suspension Rate	4.8	0	Suspension	Monthly
June 2023	UTK-5th	Hispanic or Latino	Decrease Suspension Rate	1	0	Suspension	Monthly
June 2023	UTK-5th	Socioeconomically Disadvantaged	Decrease Suspension Rate	1	0	Suspension	Monthly
June 2023	UTK-5th	Black or African American	Increase monthly attendance	baseline	+5	Attendance	Monthly

**Supporting - Additional Goals**

1. Alcott's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Alcott is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Alcott's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Alcott will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4. Alcott will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Alcott's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Alcott will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7. Alcott will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Alcott will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.



**Attendance Team w/Counselor Support**

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

All Students with an emphasis on sub groups.

**\*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. The counselor has plans for 2022-23 to establish a peer mediation program and an RJP that both use mental health supports and services at their core to support all students and the staff at Alcott.

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 3 days a week was in the best interest of the families served by Alcott. With 3 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.

There are 2022-23 plans to create a calming room to be used to assist students with social emotional needs that impede learning. We believe that this will create supports that will result in greater attendance with our children most in need.

**Teacher Conferences**

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

All students with an emphasis on sub groups. Specific attention will be placed on addressing the needs of our EL, Foster Youth, and SED subgroups.

**\*Strategy/Activity - Description**

With an increased focus on mental health and RJP initiatives, the site set aside funds to host PDs for staff around cultural responsive teaching.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/ Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
F00042D	School Counselor	0.16200	\$14,505.97	\$23,307.80	0004-30100-00-1210-3110-0000-01000-3999	Title I Basic Program		School Counselor will support the RJP with staff and students. They will also support with social well being of students.
F00042E	School Counselor	0.03800	\$3,402.63	\$5,467.25	0004-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt		School Counselor will support the RJP with staff and students. They will also support with social well being of students.
N0004E7	Supplies		\$5,804.00	\$5,804.00	0004-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	School plans to design a social and emotional calming room for tier 2 intervention.

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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**

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

As COVID restrictions continued into the 21-22 school year, it greatly impacted our strategies and success towards meeting our goals. Our site focus was focused on making sure that all our students and staff were healthy and feeling safe on campus. Without new state data and a lack of consistent ELA data, we are moving forward with goals for the 22-23 school year. Our % of students meeting or exceeding proficiency demonstrates learning loss; however, our PLC structure will be focused on creating new strategies that will force us to remain innovative in our approaches. We acknowledge the impact the pandemic created and are creating structures that will allow teachers and staff to focus on creating the conditions for learning that will address our needs.

Our tutoring program struggled to be successful due to staffing issues during the 2021-22 school year. Covid protocols forced us to cancel our plans to create strong intervention opportunities that were scheduled to be offered after and before school. Providing additional support to students who needed interventions over the computer also proved to be challenging. Our counselor was focused on getting parents and students connected to online tutoring and was not able to conduct small group intervention. PLCs also suffered last year due to COVID absences among our team. There was a shortage of subs and other staffing issues preventing ongoing professional learning. We were able to purchase supplies that supported our teachers and students in ELA for both classroom and intervention work.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

As the post pandemic protocols in 2021-22 continued to impact where and how students were learning, we had to adapt our strategies to best meet the needs of our community.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

There will be a shift from small group support in ELA from the counselor to an Ed Specialist. We will have after school tutoring and PLCs throughout the school year and will do what we can to support our students. The district has moved sites to using the Fountas and Pinnel assessments to meet district initiatives around literacy.

**\*Identified Need - English Language Arts**

2021 spring Fountas/Pinnell data (grades TK-2 = 104 students) results demonstrate need for ELA focus. 52% of students tested assessed at below proficiency level. 48% of students demonstrated at or above proficiency level. We have noted that learning loss due to the pandemic greatly impacted our students. 2021 spring CAASPP data reported 56% of students assessed in grades 3-5 did not meet proficiency levels of at or above. Our need for PLC focus in ELA will identify needed targeted supports.

Fountas-Pinnell data: TK-2: Our largest subgroup (race/ethnicity) was reported at Hispanic = 41 students. 59% of our Hispanic subgroup reported in the below proficiency level as noted in our spring F&P results. This TK-2 grade subgroup will be reviewed with our Ed Specialists to ensure students are identified and PLC training is provided to ensure instruction is modified as needed. Our EL reported data resulted in 12 students being assessed with 67% not meeting proficiency. Our reported SPED data of 26 students = 77% not meeting proficiency. This data was within a small % change from our 2021 data with the exception of our SPED decrease in students scoring at or above proficiency (20% increase of students not meeting standard).

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.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5 (82 students)	meet or exceed standards	44%	60%	CAASPP ELA	yearly
June 2023	TK-2 (104 students)	meet or exceed growth goals	49%	60%	Fountas and Pinnel	trimester
June 2023	2-5 (74 students)	At or above standard	77%	90	FAST aReading	trimester

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	2-5 (28 students)	English Learner	meet or exceed standards	52%	+5	FAST aReading	yearly
June 2023	2-5 (14 students)	Students with Disabilities	meet or exceed standards	8%	+5	FAST aReading	yearly
June 2023	2-5	Black or African American	meet or exceed standards	data not available	data not available	FAST aReading	yearly

**\*Identified Need - Math**

Our 2021-22 math results were greatly impacted due to continued COVID protocols that resulted in high levels of absences. Learning loss was noted based on DEMI assessments and CAASPP. Communication sections of DEMI proved to be our largest decrease. Communication sections of DEMI will be easier to address as student attendance increases.

Our African American student group currently has three (3) students, all in the primary grades. The UTK and Kindergarten teachers will be tracking these students and the data to ensure adequate progress is made. 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 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.

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.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5 (51 students)	meet or exceed standards	84.6 (25 students)	+5	CAASPP Math	yearly
June 2023	3-5 (83 students)	At or above grade level: knowledge assessment	84%	+5	DEMI	yearly
June 2023	3-5 (83 students)	At or above grade level: application assessment	75%	+5	DEMI	yearly
June 2023	3-5 (83 students)	At or above grade level: communication assessment	48%	+5	DEMI	yearly

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5 (19 students)	Students with Disabilities	At or above grade level: knowledge assessment	74%	+5	DEMI	yearly
June 2023	3-5	Students with Disabilities	At or above grade level: application assessment	68%	+5	DEMI	yearly
June 2023	3-5	Students with Disabilities	At or above grade level: communication assessment	47%	+5	DEMI	yearly
June 2023	3-5 (32 students)	Hispanic or Latino	At or above grade level: knowledge assessment	72%	+5	DEMI	yearly
June 2023	3-5	Hispanic or Latino	At or above grade level: application assessment	63%	+5	DEMI	yearly
June 2023	3-5	Hispanic or Latino	At or above grade level: communication assessment	40%	+5	DEMI	yearly
June 2023	3-5 (10 students)	English Learner	At or above grade level: knowledge assessment	70%	+5	DEMI	yearly
June 2023	3-5	English Learner	At or above grade level: application assessment	50%	+5	DEMI	yearly
June 2023	3-5	English Learner	At or above grade level: communication assessment	40%	+5	DEMI	yearly
June 2023	3-5 (no data to report)	Black or African American	At or above grade level: knowledge assessment	0%	0%	DEMI	yearly

**\*Identified Need - English Learners**

Alcott's School Site Council met and analyzed data and it was decided that English Learners continue to need additional supports to close the Equity Gap.

2022 spring data reported 14% of ELs meeting achievement standards. Although the overall EL numbers have decreased, PLC focus on identifying target students will be a priority. EL need identified in DEMI spring results proved that communication sections must be a focus. 47% of ELs met standard.

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>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All	English Learner	Based on Demi Proficiency data (10 students)	70%	80%	Other (Describe in Objective)	Annual
June 2023	All	English Learner	Based on F+P proficiency data (12 students)	33%	70%	Other (Describe in Objective)	Annual
June 2023	All	English Learner	Based on FAST proficiency data (14 students)	15%	50%	Other (Describe in Objective)	Annual

**\*Identified Need - Graduation/Promotion Rate**  
 Alcott has students that are not reading at grade level as evidenced by student performance on the FAST aReading assessment. Teachers will use a variety of assessments and measures to determine where students need additional intervention support and if they are on track for moving on to middle school.

<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	5	meet or exceed standards	baseline	80	Grade 5 ELA Reading	yearly	

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	2-5	English Learner	meet or exceed standard	14.3	50	FAST aReading	yearly
June 2023	2-5	Black or African American	meet or exceed standard	n/a	n/a	FAST aReading	yearly
June 2023	2-5	Students with Disabilities	meet or exceed standard	7.1	50	FAST aReading	yearly

**Intervention Program - Supplies**

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

All students will benefit from supplemental supplies for ELA intervention activities at Alcott.

**\*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. Additional paper is needed for intervention programs that focus on closing the achievement gap for students 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.

**Student Monitoring and Professional Development**

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

All students

**\*Strategy/Activity - Description**

The site set aside funds for professional development for the 22-23 school year. With COVID still a consideration, we will be adapting our professional learning plan based on current protocols throughout the year.

**Intervention Supplies**

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

Unduplicated students/All students will benefit from supplemental supplies for math intervention activities at Alcott.

**\*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. 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.



<b>Professional Development - Tier I Instruction</b>
<b>*Students to be served by this Strategy/Activity</b>
Unduplicated students/all students will receive instruction based on grade level planning by teachers.
<b>*Strategy/Activity - Description</b>
The site set aside funds for professional development for the 22-23 school year. With COVID still a consideration, we will be adapting our professional learning plan based on current protocols throughout the year.
<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>
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
<b>ELPAC Testing</b>
<b>*Students to be served by this Strategy/Activity</b>
English learners
<b>*Strategy/Activity - Description</b>
The site decided to dedicate funds for a staff member from Alcott to do our ELPAC testing so that our students feel more comfortable while testing. This also frees up our classroom teachers to continue with their classroom instruction during ELPAC testing. The testing coordinator shares student data with all necessary site staff in order to help develop intervention supports.
<b>Supplemental Supports - Supplies</b>
<b>*Students to be served by this Strategy/Activity</b>
Students with Disabilities will be provided supplemental supports in order to complete their IEP Goals
<b>*Strategy/Activity - Description</b>
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.

**Site Equity Team****\*Students to be served by this Strategy/Activity**

All African American or Black youth will benefit

**\*Strategy/Activity - Description**

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

**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 needed 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.

## Alcott Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>							
<b>ID</b>	<b>Proposed Expenditures</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/ Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Rationale</b>
N00041L	Software License	\$2,000.00	\$2,000.00	0004-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Software that will support ELA and Math growth. (RAZKids, Brain pop, IXL, Reading Plus, iReady)
N00043D	Supplies	\$244.00	\$244.00	0004-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		- Pencils - Notebooks -Highlighters - Paper - Journals - Glue -Glue sticks - Chart paper - Card stock - pencil sharpeners - Construction paper - Dry erase markers all to support ELA and Math instruction.
N00046B	Conference Local	\$3,000.00	\$3,000.00	0004-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Instructional conferences to improve teacher pedagogy.
N00049B	Prof&Curriclm Dev Vist Tchr	\$4,000.00	\$4,952.40	0004-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Teacher PLC and PD to target teacher needed planning.
N0004AC	Supplies	\$3,319.00	\$3,319.00	0004-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		- Pencils - Notebooks -Highlighters - Paper - Journals - Glue -Glue sticks - Chart paper - Card stock - pencil sharpeners - Construction paper - Dry erase markers all to support ELA and Math instruction.
N0004DX	Supplies	\$460.00	\$460.00	0004-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement		- Pencils - Notebooks -Highlighters - Paper - Journals - Glue -Glue sticks - Chart paper - Card stock - pencil sharpeners - Construction paper - Dry erase markers all to support ELA and Math instruction.
N0004ED	Retired Clsrm Teacher Hrly	\$4,039.00	\$5,000.70	0004-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Allocated for ELPAC testing

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

As COVID protocols continued into the 21-22 school year, it greatly impacted our strategies and success towards meeting our goals. Our site focus was really on making sure that all of our students and staff were healthy and feeling safe on campus. During COVID, families were able to attend site meetings via Zoom but this did not work for everyone. We are putting plans in place to set up in-person parent meetings again for the 22-23 school year. Our primary focus is to include our families in more on-site meetings. Based on our needs assessment, we will be creating Parent Town Hall meetings with options for morning and evening meetings. We believe this will result in greater parent involvement for the 22-23 school year. Because of COVID there is no new CHKS data to report on.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Meetings will resume being conducted in person.

**\*Identified Need**

Parent participation is encouraged at Alcott and helps to support learning at home. Alcott's student population also needs additional supports that can be strengthened by interventions at home so the site has a specific focus for increasing parent involvement and developing our community together.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents will join a parent communication platform as designated by the classroom teacher and as monitored by Classroom Teacher	An average of 20 parents = 10%	50%	Other - Describe in objective

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents and family members will attend 3 parent meetings a year as noted by sign in sheet attendance.	10%	50%	Meeting Attendance

**Parent Meetings**

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

All families will be served by this strategy. Translation into Spanish will be provided by Alcott bilingual staff.

**\*Strategy/Activity - Description**

Every Friday a Principal Update is sent out via School Messenger and added to the school website. The website is going to be fleshed out to provide more resources for families such as mental health, restorative practices, and more. Sometimes materials are also mailed home. We have created a new website with a counselor corner that provides resources for parents in need. All resources and Principal Friday updates are sent in Spanish and English.

At the monthly parent meetings, parents will receive materials to aid them in student learning at home on a variety of topics such as literacy, math and science. School counselor will be meeting regularly with student identified by staff as needing supports. Parents and Guardians will be included and resources will be shared. Funding will support light refreshments at meetings.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale
N0004AR	Inservice supplies		\$250.00	\$250.00	0004-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	Light refreshments for parent meetings/ coffee with the principals.

## **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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 24,262
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)	\$ 53,806

## 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)	\$ 15,739
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$ 15,739

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)	\$ 13,805
[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): \$ 13,805

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 53,806



School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Alcott Elementary	09800 LCFF Intervention Support	(blank)	1189 Retired Clsm Teacher Hrly	Retired Clsm Teacher Hrly	4,039.00	0	\$4,039.00
Alcott Elementary			3000 Benefits			0	\$961.70
Alcott Elementary			4301 Supplies	Supplies	5,804.00	0	\$5,804.00
Alcott Elementary			5209 Conference Local	Conference Local	3,000.00	0	\$3,000.00
Alcott Elementary		(blank) Total				0	\$13,804.70
Alcott Elementary	09800 LCFF Intervention Support Total					0	\$13,804.70
Alcott Elementary	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	14,505.97	0.162	\$14,505.97
Alcott Elementary			3000 Benefits			0	\$8,801.83
Alcott Elementary		School Counselor Total				0.162	\$23,307.80
Alcott Elementary		(blank)	4301 Supplies	Supplies	244	0	\$244.00
Alcott Elementary		(blank) Total				0	\$244.00
Alcott Elementary	30100 Title I Basic Program Total					0.162	\$23,551.80
Alcott Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	460	0	\$460.00
Alcott Elementary			4304 Inservice supplies	Inservice supplies	250	0	\$250.00
Alcott Elementary		(blank) Total				0	\$710.00
Alcott Elementary	30103 Title I Parent Involvement Total					0	\$710.00
Alcott Elementary	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	3,402.63	0.038	\$3,402.63
Alcott Elementary			3000 Benefits			0	\$2,064.62
Alcott Elementary		School Counselor Total				0.038	\$5,467.25
Alcott Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	4,000.00	0	\$4,000.00
Alcott Elementary			3000 Benefits			0	\$952.40
Alcott Elementary			4301 Supplies	Supplies	3,319.00	0	\$3,319.00
Alcott Elementary			5841 Software License	Software License	2,000.00	0	\$2,000.00
Alcott Elementary		(blank) Total				0	\$10,271.40
Alcott Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.038	\$15,738.65

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

*Alcott Elementary School*  
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

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

*Alcott Elementary School* has developed a written Title I parent & family engagement policy with input from Title I parents. ***This input was provided during SSC, ELAC and parent forums.***

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

***The distribution process included: Principal Parent update, Website, family school packets.***

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 practical, 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])?

- Principal parent/family update
- Website link with information
- Parent/family forums
- School Packets

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

- School wide needs assessment: parent meetings, SSC, ELAC

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:

- Parent/family forums
- Website links to information and links
- Needs Assessment

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:

- Morning and evening meetings
- Principal Office Hours
- Spanish and English Meetings provided

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?

- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC

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?

- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC

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?

- A.M and P.M. meeting options: review of curriculum and lesson delivery
- Spanish and English Meetings
- Updates at ELAC and SSC

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?

- SSC and ELAC review of needs assessment (completed by all families)
- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC

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]).

- A.M and P.M. meeting options ELAC
- Review of grade level standards and lesson delivery scope and sequence
- Spanish and English Meetings
- Updates at and SSC

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]).

- A.M and P.M. meeting options

- Spanish and English Meetings
- Discussions on creating a parent University at Alcott

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]).

- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC
- Discussion focused on how to be an active stakeholder in school decision making

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]).

- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC

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]).

- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC

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

- A.M and P.M. meeting options
- Spanish and English Meetings
- Updates at ELAC and SSC

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]).

- A.M and P.M. meeting options: specific attention (SPED, EL, identified subgroups)
- Spanish and English Meetings
- Updates at ELAC and SSC

If the school wide 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.

- Parent forums and open comments are welcome at all SSC meetings.
- Plan will be shared and reviewed by SSC prior to any approvals

- English and Spanish Parent and Family Forums will be used to allow for review and suggestions prior to any approval.

This policy was adopted by Alcott Elementary School on September 28, 2022 and will be in effect for the period of 2022-23.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 10, 2022

Stephen Lewis, Principal

Signature of authorized official here

September 26, 2022

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Strategic Planning for Student Achievement Department**

---

ALCOTT ELEMENTARY SCHOOL

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2022-23.

*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?

- **Parent/Family Handbook**
- **Friday Principal Updates**
- **Nurse/Health and Wellness links on school website**
- **Regular communication with classroom teachers and support staff**
- **Annual Needs Assessment (SSC, Staff, Students, ELAC)**

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?

- **Parent/family forums with Principal Lewis**
- **Website links**
- **Parent/family Nights**

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?

- **Parent/Family forums with Principal Lewis**
- **Website links and resources**

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?

- **Parent/Family forums with Principal Lewis**
- **Website links and resources**

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?

- **Parent/Family forums with Principal Lewis**
- **Website links and resources**
- **Coordination with SSC and ELAC**

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?

- **Parent/Family forums with Principal Lewis**
- **Website links and resources**
- **Principal Friday Updates**

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?

- **Parent/Family forums with Principal Lewis**
- **Website links and resources**

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?

- **Parent/Family forums with Principal Lewis**
- **Website links and resources**
- **ELAC and SSC stakeholder involvement**

This Compact was adopted by the Alcott Elementary SSC on October 4, 2022 and will be in effect for the period of 2022-23 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: (October 31, 2022).

Stephen Lewis, Principal

Signature of authorized Official here

September 28, 2022

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes 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

Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	74	54.1	70	45.7	76	53.9	80	70.0	82	43.9	-10.2	-26.1	75	41.3	70	34.3	76	51.3	78	82.1	81	51.9	10.6	-30.2
Female	32	53.1	38	50.0	39	56.4	36	80.6	46	47.8	-5.3	-32.8	33	33.3	38	28.9	39	43.6	35	80.0	46	50.0	16.7	-30.0
Male	42	54.8	32	40.6	37	51.4	44	61.4	36	38.9	-15.9	-22.5	42	47.6	32	40.6	37	59.5	43	83.7	35	54.3	6.7	-29.4
African American	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Asian	0	-	0	-	1	-	2	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Filipino	1	-	1	-	0	-	1	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Hispanic	34	38.2	34	32.4	40	40.0	38	63.2	28	35.7	-2.5	-27.5	35	25.7	34	17.6	40	47.5	38	78.9	27	48.1	22.4	-30.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	30	70.0	24	58.3	26	76.9	26	88.5	42	47.6	-22.4	-40.9	30	60.0	24	50.0	26	61.5	26	92.3	42	52.4	-7.6	-39.9
Multiracial	8	-	10	60.0	8	-	12	58.3	9	-	-	-	8	-	10	50.0	8	-	11	81.8	9	-	-	-
English Learner	12	16.7	9	-	15	0.0	10	40.0	11	9.1	-7.6	-30.9	13	7.7	9	-	15	20.0	10	50.0	12	16.7	9.0	-33.3
English-Speaking	62	61.3	61	52.5	61	67.2	70	74.3	71	49.3	-12.0	-25.0	62	48.4	61	36.1	61	59.0	68	86.8	69	58.0	9.6	-28.8
Reclassified†	10	80.0	10	50.0	4	-	6	-	6	-	-	-	10	60.0	10	20.0	4	-	6	-	6	-	-	-
Initially Eng. Speaking	52	57.7	51	52.9	57	64.9	64	73.4	65	47.7	-10.0	-25.7	52	46.2	51	39.2	57	56.1	62	87.1	63	57.1	10.9	-30.0
Econ. Disadv.*	45	42.2	48	39.6	48	50.0	41	68.3	43	48.8	6.6	-19.5	46	37.0	48	35.4	48	47.9	39	84.6	44	50.0	13.0	-34.6
Non-Econ. Disadv.	29	72.4	22	59.1	28	60.7	39	71.8	39	38.5	-33.9	-33.3	29	48.3	22	31.8	28	57.1	39	79.5	37	54.1	5.8	-25.4
Gifted	21	81.0	13	84.6	11	72.7	13	84.6	2	-	-	-	21	66.7	13	61.5	11	72.7	13	84.6	2	-	-	-
Not Gifted	53	43.4	57	36.8	65	50.8	67	67.2	80	45.0	1.6	-22.2	54	31.5	57	28.1	65	47.7	65	81.5	79	53.2	21.7	-28.3
With Disabilities	18	16.7	13	15.4	12	25.0	13	15.4	14	14.3	-2.4	-1.1	18	22.2	13	15.4	12	41.7	12	83.3	14	21.4	-0.8	-61.9
WO Disabilities	56	66.1	57	52.6	64	59.4	67	80.6	68	50.0	-16.1	-30.6	57	47.4	57	38.6	64	53.1	66	81.8	67	58.2	10.8	-23.6
Homeless	0	-	1	-	2	-	3	-	2	-	-	-	1	-	1	-	2	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Military	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	19	42.1	23	47.8	34	55.9	0	-	34	32.4	-9.7	-	20	50.0	23	39.1	34	73.5	26	84.6	34	52.9	2.9	-31.7
<b>Female</b>	11	45.5	12	41.7	18	55.6	0	-	18	38.9	-6.6	-	12	41.7	12	33.3	18	61.1	11	81.8	18	61.1	19.4	-20.7
<b>Male</b>	8	-	11	54.5	16	56.3	0	-	16	25.0	-	-	8	-	11	45.5	16	87.5	15	86.7	16	43.8	-	-42.9
<b>African American</b>	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
<b>Asian</b>	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	8	-	12	33.3	21	42.9	0	-	10	10.0	-	-	9	-	12	25.0	21	66.7	10	80.0	10	50.0	-	-30.0
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	7	-	6	-	12	83.3	0	-	21	38.1	-	-	7	-	6	-	12	83.3	10	100.0	21	52.4	-	-47.6
<b>Multiracial</b>	4	-	4	-	0	-	0	-	3	-	-	-	4	-	4	-	0	-	5	-	3	-	-	-
<b>English Learner</b>	3	-	5	-	8	-	0	-	4	-	-	-	4	-	5	-	8	-	3	-	4	-	-	-
<b>English-Speaking</b>	16	50.0	18	61.1	26	73.1	0	-	30	36.7	-13.3	-	16	56.3	18	44.4	26	88.5	23	91.3	30	56.7	0.4	-34.6
Reclassified†	1	-	0	-	3	-	0	-	1	-	-	-	1	-	0	-	3	-	1	-	1	-	-	-
Initially Eng. Speaking	15	46.7	18	61.1	23	69.6	0	-	29	37.9	-8.8	-	15	53.3	18	44.4	23	87.0	22	90.9	29	55.2	1.9	-35.7
<b>Econ. Disadv.*</b>	13	30.8	13	30.8	23	52.2	0	-	16	37.5	6.7	-	14	42.9	13	38.5	23	69.6	11	72.7	16	56.3	13.4	-16.4
<b>Non-Econ. Disadv.</b>	6	-	10	70.0	11	63.6	0	-	18	27.8	-	-	6	-	10	40.0	11	81.8	15	93.3	18	50.0	-	-43.3
<b>Gifted</b>	5	-	4	-	3	-	0	-	2	-	-	-	5	-	4	-	3	-	8	-	2	-	-	-
<b>Not Gifted</b>	14	28.6	19	42.1	31	54.8	0	-	34	32.4	3.8	-	15	40.0	19	31.6	31	71.0	18	88.9	34	52.9	12.9	-36.0
<b>With Disabilities</b>	6	-	4	-	4	-	0	-	3	-	-	-	6	-	4	-	4	-	4	-	3	-	-	-
<b>WO Disabilities</b>	13	46.2	19	47.4	30	56.7	0	-	31	32.3	-13.9	-	14	50.0	19	47.4	30	70.0	22	81.8	31	54.8	4.8	-27.0
<b>Homeless</b>	0	-	1	-	2	-	0	-	1	-	-	-	0	-	1	-	2	-	1	-	1	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	1	-	0	-	0	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	28	60.7	18	38.9	25	48.0	0	-	21	61.9	1.2	-	28	42.9	18	38.9	25	40.0	30	90.0	22	72.7	29.8	-17.3
<b>Female</b>	15	60.0	10	50.0	10	50.0	0	-	12	50.0	-10.0	-	15	33.3	10	30.0	10	30.0	14	92.9	12	58.3	25.0	-34.6
<b>Male</b>	13	61.5	8	-	15	46.7	0	-	9	-	-	-	13	53.8	8	-	15	46.7	16	87.5	10	90.0	36.2	2.5
<b>African American</b>	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
<b>Asian</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
<b>Filipino</b>	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
<b>Hispanic</b>	13	38.5	8	-	11	45.5	0	-	8	-	-	-	13	23.1	8	-	11	36.4	19	84.2	8	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	11	72.7	7	-	7	-	0	-	11	72.7	0.0	-	11	54.5	7	-	7	-	10	100.0	11	81.8	27.3	-18.2
<b>Multiracial</b>	3	-	3	-	6	-	0	-	0	-	-	-	3	-	3	-	6	-	0	-	1	-	-	-
<b>English Learner</b>	7	-	3	-	4	-	0	-	3	-	-	-	7	-	3	-	4	-	6	-	4	-	-	-
<b>English-Speaking</b>	21	71.4	15	46.7	21	57.1	0	-	18	66.7	-4.7	-	21	57.1	15	46.7	21	42.9	24	95.8	18	83.3	26.2	-12.5
Reclassified†	2	-	1	-	0	-	0	-	2	-	-	-	2	-	1	-	0	-	2	-	2	-	-	-
Initially Eng. Speaking	19	68.4	14	42.9	21	57.1	0	-	16	62.5	-5.9	-	19	52.6	14	42.9	21	42.9	22	95.5	16	81.3	28.7	-14.2
<b>Econ. Disadv.*</b>	21	57.1	14	35.7	15	40.0	0	-	10	40.0	-17.1	-	21	42.9	14	42.9	15	26.7	19	89.5	12	50.0	7.1	-39.5
<b>Non-Econ. Disadv.</b>	7	-	4	-	10	60.0	0	-	11	81.8	-	-	7	-	4	-	10	60.0	11	90.9	10	100.0	-	9.1
<b>Gifted</b>	6	-	3	-	4	-	0	-	1	-	-	-	6	-	3	-	4	-	2	-	1	-	-	-
<b>Not Gifted</b>	22	50.0	15	33.3	21	42.9	0	-	20	65.0	15.0	-	22	36.4	15	33.3	21	33.3	28	89.3	21	76.2	39.8	-13.1
<b>With Disabilities</b>	18	16.7	5	-	4	-	0	-	5	-	-	-	4	-	5	-	4	-	4	-	6	-	-	-
<b>WO Disabilities</b>	24	70.8	13	53.8	21	57.1	0	-	16	75.0	4.2	-	24	50.0	13	46.2	21	42.9	26	92.3	16	87.5	37.5	-4.8
<b>Homeless</b>	0	-	1	-	2	-	0	-	2	-	-	-	0	-	1	-	2	-	1	-	2	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	1	-	0	-	0	-	1	-	-	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	27	55.6	29	48.3	17	58.8	0	-	27	44.4	-11.2	-	27	33.3	29	27.6	17	23.5	22	68.2	25	32.0	-1.3	-36.2
<b>Female</b>	6	-	16	56.3	11	63.6	0	-	16	56.3	-	-	6	-	16	25.0	11	27.3	10	60.0	16	31.3	-	-28.7
<b>Male</b>	21	57.1	13	38.5	6	-	0	-	11	27.3	-29.8	-	21	38.1	13	30.8	6	-	12	75.0	9	-	-	-
<b>African American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
<b>Asian</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>Filipino</b>	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	13	38.5	14	28.6	8	-	0	-	10	40.0	1.5	-	13	15.4	14	14.3	8	-	9	-	9	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	12	75.0	11	54.5	7	-	0	-	10	40.0	-35.0	-	12	58.3	11	27.3	7	-	6	-	10	20.0	-38.3	-
<b>Multiracial</b>	1	-	3	-	2	-	0	-	6	-	-	-	1	-	3	-	2	-	6	-	5	-	-	-
<b>English Learner</b>	2	-	1	-	3	-	0	-	4	-	-	-	2	-	1	-	3	-	1	-	4	-	-	-
<b>English-Speaking</b>	25	60.0	28	50.0	14	71.4	0	-	23	52.2	-7.8	-	25	36.0	28	25.0	14	28.6	21	71.4	21	38.1	2.1	-33.3
Reclassified†	7	-	9	-	1	-	0	-	3	-	-	-	7	-	9	-	1	-	3	-	3	-	-	-
Initially Eng. Speaking	18	55.6	19	52.6	13	69.2	0	-	20	50.0	-5.6	-	18	33.3	19	31.6	13	23.1	18	72.2	18	38.9	5.6	-33.3
<b>Econ. Disadv.*</b>	11	27.3	21	47.6	10	60.0	0	-	17	64.7	37.4	-	11	18.2	21	28.6	10	30.0	9	-	16	43.8	25.6	-
<b>Non-Econ. Disadv.</b>	16	75.0	8	-	7	-	0	-	10	10.0	-65.0	-	16	43.8	8	-	7	-	13	53.8	9	-	-	-
<b>Gifted</b>	10	70.0	6	-	4	-	0	-	1	-	-	-	10	60.0	6	-	4	-	3	-	1	-	-	-
<b>Not Gifted</b>	17	47.1	23	34.8	13	53.8	0	-	26	46.2	-0.9	-	17	17.6	23	21.7	13	15.4	19	63.2	24	33.3	15.7	-29.9
<b>With Disabilities</b>	8	-	4	-	4	-	0	-	6	-	-	-	8	-	4	-	4	-	4	-	5	-	-	-
<b>WO Disabilities</b>	19	73.7	25	56.0	13	69.2	0	-	21	57.1	-16.6	-	19	42.1	25	28.0	13	30.8	18	66.7	20	40.0	-2.1	-26.7
<b>Homeless</b>	0	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	1	-	1	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	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.

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**





**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: 2022-23 (REVIEW OF 2021-22)**

**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. 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. The counselor has plans for 22-23 to establish a peer mediation program and an RJP that both use mental health supports and services at their core to support all students and the staff at Alcott.

While the site was allocated a counselor for two days a week, the site administrator along with the staff, felt that using vital Title I resources to increase the counselor to three days a week was in the best interest of the families served by Alcott. With 3 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. The SSC will meet in the fall to discuss how to reallocate these funds.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

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

					<b>pre/post test, progress monitoring results, etc.).</b>	<b>(curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
School Counselor – Campbell, Audrey	0.20000	\$24,911.97	30100-1210	Funding for counselor additional day	Peer groups during recess and lunch. Decrease in office referrals. In-class supports: class meetings and family connections/relationships led to stronger home/school connection	Scheduling issues proved difficult based on school wide needs. Counselor was often needed in several classrooms or at parent meetings at the same time. Need for greater supports on a daily basis	Coordinate with staff to determine how best to meet the demands on a daily basis. Work with Ed specialists and PLCs to better identify students and families in need.

**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. 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$6,609.00	30100-4301	funding for	Teachers are receiving supports	School wide daily ELD will require	

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

				classroom and intervention supports	as requested. Supplies are provided as needed	coordination of services to allow Ed Specialists to better assist.	
Software License		\$2,000.00	30106-5841	funding for classroom and intervention supports	All software license requests were available to all teachers.	Analysis of innovative programs and software license options.	

**Student Monitoring and Professional Development**

**\*Strategy/Activity - Description**

The site set aside funds for professional development for the 21-22 school year. With COVID still a consideration, the district is struggling to find enough substitutes and we will be adapting our professional learning plan based on current protocols throughout the year.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

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

						<b>results, etc.).</b>	
Prof&Curriclm Dev Vist Tchr		\$16,609.26	30106-1192	funding for professional development	Supplies were in place due to COVID restrictions. Budget transfers to sub needs allowed for us to deal with staffing needs requiring subs.	Afterschool tutoring was difficult due to staff workload and stress. COVID protocols did not allow for consistent supplemental tutoring sessions.	

**Goal 3 - Mathematics**

**Intervention 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. 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,455.00	30106-4301	funding for	Funds were available per	Tutoring options were not possible	

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

				classroom and intervention support	teacher request to support math.	due to staffing issues and COVID protocols	
--	--	--	--	--	-------------------------------------	--	--

--	--	--	--	--	--	--	--

**Goal 5 - Supporting 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**

Directions:

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

Guiding Questions:

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

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies	--	--	30100-4301	funding for classroom and intervention supports	Ed specialists received support and materials as requested	Staffing challenges due to lack of candidates accepting jobs during the 2021-22 school year	



Supplies	--	--	30106-4301	funding for classroom and intervention supports			
----------	----	----	------------	--	--	--	--

## Goal 7 - Family Engagement

### Parent Meetings

#### \*Strategy/Activity - Description

Every Friday a Principal Update is sent out via School Messenger and added to the school website. The website is going to be fleshed out to provide more resources for families such as mental health, restorative practices, and more. Sometimes materials are also mailed home. 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. Funding will support light refreshments at meetings.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$503.00	30103-4301	funding for parent engagement	Parent town hall attendance increased in spring meetings	COVID protocols didn't allow for on-site meetings which impacted our attendance.	

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

Inservice supplies		\$250.00	30103-4304	funding for parent engagement			
Postage Expense		\$100.00	30103-5920	funding for parent engagement			

What are my leadership strategies in service of the goals?

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

**Teacher Conferences**

**\*Strategy/Activity - Description**

With an increased focus on mental health initiatives, the site set aside funds to send teachers to local conferences. At this time, we are unsure if we will be able to do this strategy and will need to determine how to reallocate funds.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$3,000.00	09800-5209	funding for professional development	Spring Equity Conference: team of 6 attended 3-day	COVID protocols did not allow for conference options	

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

					conference with SDUSD leadership and SD County Office staff	until the spring	
--	--	--	--	--	--	------------------	--

**Goal 3 - Mathematics**

**Professional Development - Tier I Instruction**

**\*Strategy/Activity - Description**

The site set aside funds for professional development for tthe 21-22 school year. With COVID still a consideration, the district is struggling to find enough substitutes and we will be adapting our professional learning plan based on current protocols throughout the year.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$1,000.84	09800-2151	funding for professional development	Supplies and substitutes required transfer of funds as approved by SSC	Difficulty staffing before and after school tutoring due to COVID protocols	
Prof&Curriclm DevHrlyClsrmTchr		\$4,000.46	09800-1170	funding for professional development	Supplies and substitutes required transfer of funds as	Difficulty staffing before and after school tutoring due	

					approved by SSC	to COVID protocols	
--	--	--	--	--	-----------------	--------------------	--

**Goal 4- Supporting 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. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$9,170.00	09800-4301	funding for	Supplies and software options	Difficulty staffing before and after	



				classroom and intervention supports	were available to staff. We were able to support Els by ensuring staffing and adequate supplies.	school tutoring due to COVID protocols	
--	--	--	--	-------------------------------------	--	--	--

**ELPAC Testing**

**\*Strategy/Activity - Description**

The site decided to dedicate funds for a staff member from Alcott to do our ELPAC testing so that our students feel more comfortable while testing. This also frees up our classroom teachers to continue with their classroom instruction during ELPAC testing. The testing coordinator shares student data with all necessary site staff in order to help develop intervention supports.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Clerical OTBS		\$3,194.16	09800-2451	funding for	Effective and we	Lack of training for	

Hrly				ELPAC testing	were able to fully complete ELPAC testing by compliance due dates	specific ELPAC coordinator. This has been resolved in 2022-23 plan	
------	--	--	--	---------------	---	--	--

What are my leadership strategies in service of the goals?