

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **CLAY ELEMENTARY** SCHOOL

2018-19

37-68338-6039390
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: Duncan, Lindsay

Contact Person: Duncan, Lindsay

Position: Principal

Telephone Number: 619-344-5700

Address: 6506 Solita Ave, Clay Elementary, San Diego, CA, 92115-4244,

E-mail Address: lduncan@sandi.net

The following items are included:

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Clay Elementary

SITE CONTACT PERSON: Lindsay Duncan

PHONE: (619) 344-5700

FAX: (619) 344-5749

E-MAIL ADDRESS: lduncan@sandi.net

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

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 4/21/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 4/4/18
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/4/18

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

Lindsay Duncan
Type/Print Name of School Principal

Yvett Carpio
Type/Print Name of SSC Chairperson

Monika Hazel
Type/Print Name of Area Superintendent

Lindsay Duncan
Signature of School Principal

Yvett Carpio
Signature of SSC Chairperson

Monika Hazel
Signature of Area Superintendent

4/5/18
Date

4/4/18
Date

4/16/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The mission of Clay Elementary School is to ensure that our children are supported to sustain a life-long desire for learning and to become positive successful contributing members of a global society. Our Single Plan for Student Achievement (SPSA) fulfills this goal by preparing fully literate students through rigorously demanding learning experiences that promote academic, social and emotional growth.

Clay Elementary School is a small, very diverse school nestled in the heart of the Rolando Community. Our population is approximately 330 students. In addition, we have two half day pre-kindergarten SEEC classes. We have two targeted sub-groups, our English Learners and our students with special needs, each group making up approximately 20% of our testing population. Therefore, we focus on English Language Arts, specifically reading comprehension, and Mathematics that is inquiry based. Our key actions/strategies and activities that we implement are encouraging students to share ideas, learn from others, and become independent thinkers with high expectations for themselves.

SCHOOL VISION AND REALITY

SBAC data from the 2016-2017 school year reveals that 43% of our (3-5 grade) students Met or Exceeded grade level standards in ELA and 37.6% of students in (3-5 grade) Met or Exceeded in Mathematics. Based on SBAC data as well as classroom assessments, Clay Elementary has identified the development of reading comprehension and writing, mathematical number talks and collaborative conversations in all content areas as three particular areas in which our Single Plan for Student Achievement will focus. Our resources will be based in these areas in order to increase our student achievement. In addition, teachers will identify students who require additional supports through targeted reading intervention. These students will be supported through small group reading intervention with our reading intervention support teachers. Approximately 16% of our population are students identified with special needs and 27% of our population are English Learners. These students are mainstreamed in general education classrooms with supports. Teachers are provided with opportunities to attend professional development that will enhance the instruction of all students. We have also allocated resources for our English Learners to have additional supports to increase their reclassification and academic achievement.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Teachers are provided with release time 1x per month to meet with their grade-level team. In addition, this year Professional Learning Communities were vertically aligned to ensure alignment across grade-levels. During Professional Learning Communities (PLCs) teachers analyze student data in order to monitor student progress. Analysis results in responsive instruction that supports all students.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

Clay Elementary School consulted all advisory groups during the SPSA development process as documented on the Recommendations and Assurances page. For example, the staff provided input in multiple forums such as surveys and comments, families provided input at family meetings, and the English Language Advisory Committee provided feedback at their committee meeting. After the data was compiled, it was presented to our School Governance Committee and our School Site Council. The SSC analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet our growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan based on input from all stakeholders, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Clay Elementary School consulted all stakeholders in the involvement of the 2018-2019 SPSA and LCFF budget development. Our school ILT had the opportunity to give input and all staff had an opportunity to give input through a survey. The principal had a coffee chat with community members and families to describe the SPSA and budget. Community members and families were then encouraged to provide input in all of the SPSA areas and how to prioritize the budget. The ELAC committee provided their input after being presented the budget and SPSA goals. All of the data on SPSA and budget was then communicated with our School Governance Committee and School Site Council to be discussed and then approved.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Lindsay Duncan	Principal
Lynne Bernitz	Classroom Teacher/Chair
Yvett Carpio	Parent
Barbara Tucker	Classroom Teacher
John Holdeman	Classroom Teacher
Enolia Albanez	Other School Personnel
Mark MacNeal	Parent - DAC Rep
Maria Mapp	Parent
Valencia Rodriguez	Parent
Rosalinda Cano-Hays	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, approx. 52% of 3rd graders will meet or exceed standards in ELA on the SBAC exam.

By June 2019, % approx. 50% of 5th graders will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: African American students

By June 2019, approx. 47% of 3rd graders will meet or exceed standards in ELA on the SBAC exam.

By June 2019, approx. 30% of 5th graders will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, approx. 40% of 3rd graders will meet or exceed standards in ELA on the SBAC exam.

By June 2019, approx. 50% of 5th graders will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, approx. 47% of 3rd graders will meet or exceed standards in ELA on the SBAC exam.

By June 2019, approx. 40% 5th graders will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, approx. 25% of 3rd graders will meet or exceed standards in ELA on the SBAC exam.

By June 2019, approx. 15% of 5th graders will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

2015-2016 SBAC data

DRA scores

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

Teachers will meet by grade level to analyze DRA and other assessment achievement approximately 7 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, approx. 54% of 3rd graders will meet or exceed standards in Math on the SBAC exam.

By June 2019, approx. 30% of 5th graders will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, approx. 42% of 3rd graders will meet or exceed standards in Math on the SBAC exam.

By June 2019, approx. 25% 5th graders will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, approx. 37% of 3rd graders will meet or exceed standards in Math on the SBAC exam.

By June 2019, approx. 50% of 5th graders will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, approx. 40% of 3rd graders will meet or exceed standards in Math on the SBAC exam.

By June 2019, approx. 30% of 5th graders will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, approx. 25% of 3rd graders will meet or exceed standards in Math on the SBAC exam.

By June 2019, approx. 25% of 5th graders will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Site developed assessments

2015-2016 SBAC data

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

Teachers will meet by grade level to analyze end of unit assessments approximately 7 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for students who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):

DRA
Reclassification

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

Progress toward our EL goal will be monitored through the PLC (Professional Learning Community) release time. Teachers will work collaboratively to analyze student assessments. Instruction will be guided based on classroom data. Support and data will also be provided through ELPAC testing to be completed in the Fall and Spring of each school year.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 66% of 3rd graders will meet or exceed level 38 in DRA.

By June 2019, at least 68% of 5th graders will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):

DRA scores

Interim Assessment Scores

2015-2016 SBAC scores

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level to analyze end of unit assessments and DRA scores approximately 7 times per year. Analysis will inform subsequent instruction.

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

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

By June 2019, at least 50% of families will attend training on student leadership and goal setting, through the Leader in Me program to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of students in grades 4 & 5 are least represented at school events.

What data did you use to form these goals?:

Sign-In sheets at parent meetings and events.

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

Teachers and counselors will meet approximately 7 times per year to analyze student progress using site developed criteria. Families are contacted at a minimum of 3 times per year based on student progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will provide equity in their grade level and throughout the school through using common units of study that are engaging, project-based, and inquiry based in English Language Arts and Mathematics based on the Common Core grade level standards
- All teachers will provide equity in their grade level and throughout the school by designing and differentiating instruction to meet the needs of all of their students.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level through vocabulary development and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments and benchmarks to monitor progress and adjust instruction based upon the needs of students).
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards through conferring.
- Teachers will use graphic organizers to support student understanding.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons (as needed) to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, school clerk, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of benchmarks and other assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in on site and district professional development to strengthen instruction.
- Teachers will participate in on site and district professional development to strengthen integration of technology into all aspects of their learning environment.
- Parent classes will be held in order to increase understanding of the Common Core Standards in both ELA and Mathematics and support student learning at home.
- Students will be able to participate in before school, lunch time and after school programs to increase their connection with the school community.

Strategic Support (Tier 2)

- Extended learning time for ELA and mathematics (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics.
- Teachers will make a home contact i.e. progress report, phone call, conference to discuss the progress of their at risk students. This is logged by teacher

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- Educational specialist will provide push in and pull out supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and/or reteach concepts.
- English Learners will have additional small group instruction and computer support to aide them in learning English.
- Teachers will work with small groups of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction
- Counselor will provide weekly groups for students who need additional behavioral and emotional support.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for teachers
- Counselor will provide weekly and/or monthly check ins with at risk students.
- Counselor will provide weekly group counseling for at risk students.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

*Instructional Supplies to provide engaging, inquiry based curriculum in all content areas.

*Field trips to provide access to the world through connections with taught curriculum.

*Software to provide increased use of technology that will enhance learning for all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$23,491.00	\$23,491.00	0065-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Classroom and intervention materials for students.
Software License		\$3,028.00	\$3,028.00	0065-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	On-line licenses such as Ray Kids, Scholastic
Interprogram Svcs/Field Trip		\$2,000.00	\$2,000.00	0065-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Field trips to provide access to the world through connections with taught curriculum.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through ILT, SGT, and SSC and during PLC and grade level planning times.

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2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

- *Extended day tutoring to provide additional support in ELA/Math and ELD to close the achievement gap for struggling students.
- *Additional software to provide additional support for struggling students in all content areas.
- *Instructional supplies that provide additional support for struggling students.
- *ELST to provide additional support for struggling newcomers and LTELs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$1,000.00	\$1,203.90	0065-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Intervention support. Extended day tutoring to provide additional support in ELA/Math and ELD to close the achievement gap for struggling students.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through ILT, SGT, SSC, ELAC, and during PLC and grade level planning times.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

- *Visiting Teachers to provide time for teachers to meet with their grade level to provide equitable conditions for all students in the grade level and at the school through analyzing, monitoring, and planning units and lessons for all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$32,000.00	\$38,524.80	0065-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting Teachers to increase equity among classrooms and grade levels at Clay Elementary School through providing PLC time to analyze student work, monitor progress, and plan engaging, project-based and inquiry based units/lessons as a grade level team.
Non Clsrn Tchr Hrly		\$2,492.00	\$3,000.12	0065-30100-00-1957-2700-0000-01000-0000	Title I Basic Program	04, 05	Planning/support for Leader in Me. This program teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader program. This program

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through ILT, SGT, and SSC and during PLC and grade level planning times as well as a survey at the end of the year to determine next steps.

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4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

*Counselor to provide social and emotional supports to all students and additional support to at risk students in order to meet their needs as well as graduation/promotion rates.

*Counselor, teacher committee and principal to work on school wide behavior support plan and Leader in Me program.

* Nurse and Health Tech to meet the health needs of our students in order to increase the graduation and promotion rates.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.2000	\$6,823.60	\$13,170.39	0065-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Ensure student well-being. Health Tech to provide health and emotional support for struggling students in the and work with family to increase student attendance

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through data surrounding promotion rates, character education plan implementation at the school site and surveys of all stakeholders.

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

*To increase parent involvement, with more parents attending more events at our school to increase student achievement: we will provide in-service supplies, advertise events, survey the best times to attend events, and seek parent input when planning parent trainings.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Postage Expense		\$200.00	\$200.00	0065-30103-00-5920-2495-1110-01000-0000	Title I Parent Involvement	05	Postage to provide written/mailed parent communication.
In-service supplies		\$1,440.00	\$1,440.00	0065-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent meetings such as light refreshments.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be SGT, SSC, and ELAC committees. It will also be through parent surveys, technology use, and participation in events based on parent sign in sheets.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Extended Day tutoring and push-in/pull out support is provided to increase the number of students meeting grade level standards as evidenced by DRA, site developed assessments, and SBAC for grades 3rd-5th.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards. These students would benefit from tutoring and/or push-in/pull-out support.</p> <p>Target Group:: Students not meeting grade level standards</p> <p>Monitoring:: Monitoring DRA, progress monitoring data sheets and conferences with teachers, Interim Assessments and Site Developed Assessments, End of Concept/Unit Assessments</p> <p>Personnel Responsible:: Principal, ILT, Classroom Teachers and push in/pull out teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To increase access to grade level standards and improve learning, basic supplies are necessary. In addition, enriching and engaging curriculum is necessary to access grade level standards and improve learning.</p> <p>Identified Need:: All students are in need of basic classroom supplies as well as engaging and enriching curriculum to enhance learning for all students.</p> <p>Target Group:: All students are in need of basic supplies for learning and engaging/enriching curriculum.</p> <p>Monitoring:: Administrative approval of instructional requests will be based on academic rational provided. Administrative approval of curriculum and ILT team input as well as SGT input on curriculum.</p> <p>Personnel Responsible:: Principal, ILT, classroom teachers</p>

Goal 3: Professional Development

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

Professional Development Goal:

Professional Development opportunities and collaboration among teachers to calibrate common core instruction, instructional practices and strategies, writing, and site-based assessments. In addition, PLC time to provide time for data analysis and planning for students below, at, or above grade level standards.

Identified Need::

Teachers benefit from additional PD time to analyze student achievement, learn new strategies to support reading comprehension, writing, math and collaboratively plan instruction. PLC time is necessary for teachers to develop appropriate instruction based on student achievement.

Target Group::

All students

Monitoring::

Monitoring of progress is conducted through PLC's. Additional monitoring is conducted through the evaluation, observation, and teacher conferences by the administration.

Personnel Responsible::

Principal, ILT, and classroom teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,019.50	0065-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	PLC release time. Teachers benefit from additional PD time to analyze student achievement, learn new strategies to support reading comprehension, writing, and math and collaboratively plan instruction. PLC time is necessary for teachers to develop appropriate instruction based on student achievement
Interprogram Svcs/Duplicating		\$2,000.00	\$2,000.00	0065-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Duplication of teacher materials used for classroom instruction.
Travel Conference		\$2,000.00	\$2,000.00	0065-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Professional Development
Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0065-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Duplication of instructional materials.

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Retired NonClrm Tchr Hrly		\$6,000.00	\$7,223.40	0065-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC testing to guide English language instruction specifically for English Learners.
Non Clsrn Tchr Hrly		\$3,000.00	\$3,611.70	0065-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Planning/support for Leader in Me. This program teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader program. This program
Supplies		\$17,914.00	\$17,914.00	0065-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention supplies. Basic classroom supplies as well as engaging and enriching curriculum to enhance learning for all students. Ex. pencils, charts, batteries, etc.

APPENDICES

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	137	40.9	134	49.3	138	43.5	2.6	-5.8	137	32.8	136	39.7	140	37.9	5.1	-1.8
Female	67	52.2	67	59.7	53	52.8	0.6	-6.9	67	32.8	68	38.2	54	33.3	0.5	-4.9
Male	70	30.0	67	38.8	85	37.6	7.6	-1.2	70	32.9	68	41.2	86	40.7	7.8	-0.5
African American	37	32.4	40	42.5	38	28.9	-3.5	-13.6	37	27.0	42	31.0	39	30.8	3.8	-0.2
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	50	34.0	50	46.0	51	49.0	15.0	3.0	50	26.0	50	36.0	51	39.2	13.2	3.2
Indochinese	7	-	3	-	13	53.8	-	-	7	-	3	-	13	69.2	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
White	21	52.4	17	47.1	14	35.7	-16.7	-11.4	21	52.4	17	47.1	14	28.6	-23.8	-18.5
Multiracial	19	68.4	22	68.2	19	52.6	-15.8	-15.6	19	36.8	22	54.5	20	30.0	-6.8	-24.5
English Learner	19	0.0	20	20.0	22	22.7	22.7	2.7	19	15.8	22	31.8	24	33.3	17.5	1.5
English-Speaking	118	47.5	114	54.4	116	47.4	-0.1	-7.0	118	35.6	114	41.2	116	38.8	3.2	-2.4
Reclassified†	14	64.3	10	90.0	21	66.7	2.4	-23.3	14	50.0	10	60.0	21	57.1	7.1	-2.9
Initially Eng. Speaking	104	45.2	104	51.0	95	43.2	-2.0	-7.8	104	33.7	104	39.4	95	34.7	1.0	-4.7
Econ. Disadv.*	137	40.9	116	49.1	110	42.7	1.8	-6.4	137	32.8	118	39.0	111	36.0	3.2	-3.0
Non-Econ. Disadv.	0	-	18	50.0	28	46.4	-	-3.6	0	-	18	44.4	29	44.8	-	0.4
Gifted	36	61.1	29	75.9	27	74.1	13.0	-1.8	36	61.1	29	65.5	27	74.1	13.0	8.6
Not Gifted	101	33.7	105	41.9	111	36.0	2.3	-5.9	101	22.8	107	32.7	113	29.2	6.4	-3.5
With Disabilities	19	0.0	15	13.3	20	10.0	10.0	-3.3	19	0.0	15	6.7	20	20.0	20.0	13.3
WO Disabilities	118	47.5	119	53.8	118	49.2	1.7	-4.6	118	38.1	121	43.8	120	40.8	2.7	-3.0
Homeless	4	-	0	-	0	-	-	-	4	-	4	-	0	-	-	-
Foster	3	-	4	-	2	-	-	-	3	-	4	-	0	-	-	-
Military	12	25.0	11	63.6	5	-	-	-	12	25.0	11	54.5	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	51	39.2	50	56.0	41	48.8	9.6	-7.2	51	37.3	51	43.1	42	59.5	22.2	16.4
Female	22	63.6	25	64.0	12	41.7	-21.9	-22.3	22	36.4	25	44.0	12	50.0	13.6	6.0
Male	29	20.7	25	48.0	29	51.7	31.0	3.7	29	37.9	26	42.3	30	63.3	25.4	21.0
African American	15	33.3	18	44.4	9	-	-	-	15	26.7	19	26.3	9	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	18	27.8	17	58.8	11	54.5	26.7	-4.3	18	27.8	17	47.1	11	54.5	26.7	7.4
Indochinese	3	-	0	-	10	50.0	-	-	3	-	0	-	10	70.0	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	7	-	4	-	5	-	-	-	7	-	4	-	5	-	-	-
Multiracial	7	-	11	63.6	4	-	-	-	7	-	11	54.5	5	-	-	-
English Learner	10	0.0	9	-	11	36.4	36.4	-	10	20.0	10	40.0	12	50.0	30.0	10.0
English-Speaking	41	48.8	41	58.5	30	53.3	4.5	-5.2	41	41.5	41	43.9	30	63.3	21.8	19.4
Reclassified†	3	-	2	-	5	-	-	-	3	-	2	-	5	-	-	-
Initially Eng. Speaking	38	47.4	39	56.4	25	44.0	-3.4	-12.4	38	39.5	39	43.6	25	56.0	16.5	12.4
Econ. Disadv.*	51	39.2	46	56.5	29	51.7	12.5	-4.8	51	37.3	47	42.6	29	55.2	17.9	12.6
Non-Econ. Disadv.	0	-	4	-	12	41.7	-	-	0	-	4	-	13	69.2	-	-
Gifted	14	57.1	8	-	11	72.7	15.6	-	14	71.4	8	-	11	90.9	19.5	-
Not Gifted	37	32.4	42	52.4	30	40.0	7.6	-12.4	37	24.3	43	37.2	31	48.4	24.1	11.2
With Disabilities	5	-	6	-	8	-	-	-	5	-	6	-	8	-	-	-
WO Disabilities	46	43.5	44	59.1	33	57.6	14.1	-1.5	46	41.3	45	46.7	34	64.7	23.4	18.0
Homeless	3	-	0	-	0	-	-	-	3	-	2	-	0	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	6	-	2	-	0	-	-	-	6	-	2	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	39	38.5	46	45.7	50	42.0	3.5	-3.7	39	41.0	46	39.1	50	36.0	-5.0	-3.1
Female	19	47.4	23	56.5	23	56.5	9.1	0.0	19	52.6	23	39.1	23	34.8	-17.8	-4.3
Male	20	30.0	23	34.8	27	29.6	-0.4	-5.2	20	30.0	23	39.1	27	37.0	7.0	-2.1
African American	10	30.0	11	45.5	16	25.0	-5.0	-20.5	10	40.0	11	36.4	16	18.8	-21.2	-17.6
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	14	28.6	17	41.2	21	57.1	28.5	15.9	14	28.6	17	35.3	21	47.6	19.0	12.3
Indochinese	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	7	-	7	-	3	-	-	-	7	-	7	-	3	-	-	-
Multiracial	6	-	6	-	10	40.0	-	-	6	-	6	-	10	40.0	-	-
English Learner	5	-	7	-	9	-	-	-	5	-	7	-	9	-	-	-
English-Speaking	34	44.1	39	53.8	41	48.8	4.7	-5.0	34	44.1	39	41.0	41	39.0	-5.1	-2.0
Reclassified†	4	-	2	-	8	-	-	-	4	-	2	-	8	-	-	-
Initially Eng. Speaking	30	40.0	37	51.4	33	42.4	2.4	-9.0	30	43.3	37	37.8	33	36.4	-6.9	-1.4
Econ. Disadv.*	39	38.5	37	43.2	43	41.9	3.4	-1.3	39	41.0	37	35.1	43	37.2	-3.8	2.1
Non-Econ. Disadv.	0	-	9	-	7	-	-	-	0	-	9	-	7	-	-	-
Gifted	9	-	12	66.7	7	-	-	-	9	-	12	50.0	7	-	-	-
Not Gifted	30	26.7	34	38.2	43	39.5	12.8	1.3	30	30.0	34	35.3	43	32.6	2.6	-2.7
With Disabilities	7	-	15	13.3	6	-	-	-	7	-	15	6.7	6	-	-	-
WO Disabilities	32	46.9	42	50.0	44	45.5	-1.4	-4.5	32	50.0	42	42.9	44	38.6	-11.4	-4.3
Homeless	0	-	0	-	0	-	-	-	0	-	4	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	6	-	0	-	-	-	2	-	6	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	47	44.7	38	44.7	47	40.4	-4.3	-4.3	47	21.3	39	35.9	48	20.8	-0.5	-15.1
Female	26	46.2	19	57.9	18	55.6	9.4	-2.3	26	15.4	20	30.0	19	21.1	5.7	-8.9
Male	21	42.9	19	31.6	29	31.0	-11.9	-0.6	21	28.6	19	42.1	29	20.7	-7.9	-21.4
African American	12	33.3	11	36.4	13	23.1	-10.2	-13.3	12	16.7	12	33.3	14	14.3	-2.4	-19.0
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	18	44.4	16	37.5	19	36.8	-7.6	-0.7	18	22.2	16	25.0	19	21.1	-1.1	-3.9
Indochinese	3	-	0	-	3	-	-	-	3	-	0	-	3	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	7	-	6	-	6	-	-	-	7	-	6	-	6	-	-	-
Multiracial	6	-	5	-	5	-	-	-	6	-	5	-	5	-	-	-
English Learner	4	-	4	-	2	-	-	-	4	-	5	-	3	-	-	-
English-Speaking Reclassified†	43	48.8	34	50.0	45	42.2	-6.6	-7.8	43	23.3	34	38.2	45	22.2	-1.1	-16.0
Initially Eng. Speaking	7	-	6	-	8	-	-	-	7	-	6	-	8	-	-	-
Econ. Disadv.*	36	47.2	28	42.9	37	43.2	-4.0	0.3	36	19.4	28	35.7	37	18.9	-0.5	-16.8
Non-Econ. Disadv.	47	44.7	33	45.5	38	36.8	-7.9	-8.7	47	21.3	34	38.2	39	20.5	-0.8	-17.7
Gifted	0	-	5	-	9	-	-	-	0	-	5	-	9	-	-	-
Not Gifted	13	53.8	9	-	9	-	-	-	13	38.5	9	-	9	-	-	-
With Disabilities	34	41.2	29	31.0	38	28.9	-12.3	-2.1	34	14.7	30	23.3	39	10.3	-4.4	-13.0
WO Disabilities	7	-	15	13.3	20	10.0	-	-3.3	7	-	15	6.7	20	20.0	-	13.3
Homeless	40	52.5	33	51.5	41	46.3	-6.2	-5.2	40	25.0	34	41.2	42	23.8	-1.2	-17.4
Foster	1	-	0	-	0	-	-	-	1	-	4	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
	4	-	3	-	4	-	-	-	4	-	3	-	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 B**TITLE I PARENT INVOLVEMENT POLICY**



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

Clay Elementary School

TITLE I PARENT INVOLVEMENT POLICY

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

Clay has developed a written Title I parental involvement policy with input from parents. *Clay's School Site Council revises our Title I Parent Involvement policy every year. We review the document, discuss revisions and vote on the final product.*

It is distributed to all parents.

We distribute the policy once a year after revisions are made and voted on.

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

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *In the fall we schedule a Title I meeting for Clay families. We share the Title I parent Involvement Policy, school programs, Title I resources, etc.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *We have many opportunities for parents to visit Clay including, monthly Family Fridays, parent conferences, Back To School Night and Open House, Winter Holiday program, PTA sponsored events, Field Day, Family Barbecues, School Site Council, Governance Team and ELAC meetings, parent workshops, Coffee with the Principal, etc.*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. *We communicate with parents through the monthly newsletter "Clay Chronicle", parent meetings and/or trainings, Family Fridays, School-wide events, School Messenger, SSC, SGT and ELAC meetings, etc.*
- The school provides parents of Title I students with timely information about Title I programs. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *We provide parents with information through monthly newsletters, Family Fridays, School Messenger, Parent Conferences twice a year, Goal Setting Meetings for English Learners, etc.*
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Parent Conferences, SSC, SGT and ELAC meetings, parent/teacher conferences, IEPs, parent meetings, etc.*

School-Parent Compact

- **Clay Elementary** distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.
 - The school's responsibility to provide high-quality curriculum and instruction
 - The ways parents will be responsible for supporting their children's learning
 - The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

School Site Council reviews Parent Compact and makes any revisions on an annual basis. The Compact is distributed in the fall for parents to sign and return to school. We also list specific information in our Parent/Student Handbook that is revised yearly and sent home for parent signature at the beginning of the year.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Back to School Night is held in the fall. Principal and Clay teachers share information on district assessments, required standardized tests, Common Core Standards and strategies to support student learning.***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***Parents are provided materials to support student learning in parent conferences, parent trainings, Family Friday, parent meetings, etc.***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. ***Principal and staff members discuss the value of parent contributions at professional development trainings, staff meetings, conferences, Problem Solving Team meetings, IEPs, etc.***
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. ***Parents participate in trainings at the site presented by principal, teachers or district staff. We have a PTA room on campus. The counselor and mental health therapists from the Tides Program (YMCA) are available to support families. We have many opportunities for parents to volunteer in classrooms, art projects, etc. We also have a parent volunteer tea at the end of the year to recognize our***

parents and Partners in Education (Sunrise Optimists, Kroc Center, Rolando Community Council) for supporting our school.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Clay distributes information through newsletters (English and Spanish), School Messenger, flyers, assemblies, school-wide events, parent meetings, Family Friday, etc.

- The school provides support for parental involvement activities requested by Title I parents.
Clay provides training in Common Core Standards, assessments, reading and math strategies, reading intervention, etc.

Accessibility

Clay Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Written communication is sent home in English and Spanish. Translation is provided at parent meetings, parent conferences, etc.

APPENDIX C

HOME/SCHOOL COMPACT

Clay Home – School Compact 2018 - 2019

Clay Administrator Commitments:

1. I will work to ensure a positive learning climate at Clay, and hold high expectations for student achievement.
2. I will provide staff time and professional development leading them to continue learning and practicing a variety of teaching strategies.
3. I will ensure a high quality curriculum that addresses student needs and enable students to meet or exceed common core standards.
4. I will effectively use site and community resources to improve student achievement.
5. I will foster a safe, positive, and welcoming school environment for students, families, and community members.
6. I will provide regular and direct communication regarding school and learning issues to families.
7. I will provide the community with ways to participate in the planning, reviewing, and implementation of the Single Plan for Student Achievement.

Teacher Commitments:

1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on all of my students achieving the set State Standards for my grade level.
3. I will provide students and parent’s timely feedback concerning academic progress and work.
4. I will seek out additional resources, such as individual instruction, tutoring, extended day programs, etc., to meet my student’s individual needs.
5. I will create a welcoming environment for students, families, parent /guardian and community members.
6. I will provide opportunities for volunteers to assist and/or participate in classroom activities.
7. I will suggest ways in which parents can support their child’s learning at home in all academic areas.
8. I will be available for conferences with parents when needed throughout the school year.

Parent and Guardian Commitments:

1. I will ensure that my child is at school daily on time and prepared to learn with all the necessary materials and homework.
2. I will hold high expectations for my child and regularly monitor my child’s academic and social progress.
3. I will know and support the classroom rules, site discipline/dress codes, and attendance plan.
4. I will contact the teacher with concerns in a timely manner and attempt to resolve any issues with that individual.
5. I will attend all parent meetings concerning my child’s academic progress.
6. I will return the teachers email or phone calls in a timely manner.
7. I will provide my child with a place where homework is completed nightly, monitor the completion of home reading and homework, and ensure that assignments are finished on time.
8. **I will notify the office, prior to the start of school, that my child is sick.**
9. **I will notify the office a week in advance, if my child is going miss more than five (5) days of school so the teacher can prepare a homework packet and Student Attendance Contract.**

(Please sign and return the bottom portion to the school)

I have read the entire Clay School Compact 2018-2019 and agree to abide with its contents. I agree to fulfill my obligations and responsibilities in the learning process, and commit to helping my child’s achievement of grade level standards.

Teacher’s Signature: _____ Date: _____

Principal’s Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Compromisos del Administrador de Clay:

1. Trabajaré por garantizar un entorno de aprendizaje positivo en Clay, y tendre altas expectativas del desempeño estudiantil.
2. Proporcionaré al personal el tiempo y el desarrollo profesional que los conducen a continuar aprendiendo y practicando una variedad de estrategias de enseñanza.
3. Me asegurare de que exista un programa de alta calidad que se dirija a las necesidades de los alumnos y los capacite para poder cumplir o exceder los criterios del distrito escolar.
4. Utilizaré con eficiencia los recursos del plantel y la comunidad para mejorar el aprendizaje estudiantil.
5. Fomentaré un ambiente seguro y positivo, en que los alumnos, sus familias, y los miembros de la comunidad se sientan bienvenidos.
6. Facilitaré la comunicación regular y directa con las familias respecto a la escuela y los asuntos relacionados con el aprendizaje de los alumnos.
7. Proporcionaré a la comunidad formas de participar en la planificación, revisión, e implementación del Plan Anual de Acción Para el Éxito de los Alumnos.

Compromisos Para los Maestros:

1. Fijaré altas expectativas de aprendizaje, usaré una variedad de estrategias de enseñanza para motivar y estimular a todos mis alumnos.
2. Proporcionaré un programa académico enriquecido basado en todos los logros de mis estudiantes que alcancen los Estándares del Estado para el nivel de mi grado.
3. Contestaré las preguntas oportunas de mis alumnos y sus padres concernientes a sus progresos académicos y sus tareas.
4. Buscaré recursos adicionales como instrucción individual, tutoría, programas del día extendido, etc., para cubrir las necesidades individuales de mis alumnos.
5. Creare un ambiente de bienvenida para los alumnos, familias y padres/tutores y miembros de la comunidad.
6. Proporcionaré oportunidades para que los voluntarios ayuden y participen en las actividades del aula.
7. Sugeriré formas en que los padres puedan apoyar el aprendizaje de sus hijos en el hogar en todas las áreas académicas.
8. Me haré disponible para las conferencias con los padres cuando sea necesario a través del año escolar.

Compromiso Para los Padres/Tutores

1. Me asegurare de que mi niño esté en la escuela diariamente, a tiempo y preparado para aprender con todos los materiales y tareas necesarios.
2. Llevaré a cabo las altas expectativas para mi niño y supervisare regularmente su progreso académico y social.
3. Conoceré y apoyaré las reglas del salón, disciplina del plantel/código de vestir, y plan de asistencia.
4. Me comunicaré con el maestro con preguntas en forma oportuna y procurare resolver cualquier asunto con ese individuo.
5. Asistiré a las juntas de padres concernientes al progreso académico de mi niño.
6. Responderé el correo electrónico o llamada de teléfono del maestro en manera oportuna.
7. Proporcionaré a mi hijo/a un lugar donde completar su tarea cada noche, supervisaré que su lectura y tarea estén completas y me aseguraré de que termine a tiempo.

(Por favor firme y devuelva la parte de abajo a la escuela)

Firma del Maestro/a: _____ *Fecha:* _____

Firma de la Directora: _____ *Fecha:* _____

Firma de los Padres/Tutores: _____ *Fecha:* _____

Firma del Alumno: _____ *Fecha:* _____

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Clay Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 5,000.00	
		1957	Non Clsrm Tchr Hrly			\$ 3,000.00	
		1986	Retired NonClsrm Tchr Hrly			\$ 6,000.00	
		3000	Employee Benefits			\$ 2,854.60	
		4301	Supplies			\$ 17,914.00	
		5207	Travel Conference			\$ 2,000.00	
		5721	Interprogram Svcs/Duplicating			\$ 2,000.00	
		5733	Interprogram Svcs/Paper			\$ 3,000.00	
	09800 Total						\$ 41,768.60
	30100	1157	Classroom Teacher Hrly				\$ 1,000.00
		1192	Prof&Curriclm Dev Vist Tchr				\$ 32,000.00
		1957	Non Clsrm Tchr Hrly				\$ 2,492.00
		2236	Health Prsni PARAS	Health Technician	0.2000		\$ 6,823.60
3000		Employee Benefits				\$ 13,583.61	
4301		Supplies				\$ 23,491.00	
5735		Interprogram Svcs/Field Trip				\$ 2,000.00	
30100 Total					0.2000	\$ 84,418.21	
30103	4304	Inservice supplies				\$ 1,440.00	
	5920	Postage Expense				\$ 200.00	
30103 Total						\$ 1,640.00	

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Clay Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	3+ <ul style="list-style-type: none"> • More emphasis on math and ELD (based on data) • Focus on student attendance and parent involvement
CLOSING THE ACHIEVEMENT GAP	4 <ul style="list-style-type: none"> • Focus on our African American subgroup population and growing ELD population
PROFESSIONAL DEVELOPMENT	4.5 <ul style="list-style-type: none"> • Grade level evaluation of assessments • Cluster professional development and Professional Learning Communities
GRADUATION/PROMOTION	4.5 <ul style="list-style-type: none"> • Discussed during Instructional Leadership Team and School Site Council team meetings • Staff and parents on the same page
PARENT ENGAGEMENT	4 <ul style="list-style-type: none"> • PTA, Family Friday (good attendance), KROC Center, Optimists