

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **FAY ELEMENTARY** SCHOOL

2018-19

37-68338-6039762
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: Tovar, Armando
Contact Person: Tovar, Armando
Position: Principal
Telephone Number: 619-624-2600
Address: 4080 52nd St, Fay Elementary, San Diego, CA, 92105,
E-mail Address: atovarjr@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: Fay Elementary
SITE CONTACT PERSON: Armando Tovar

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

PHONE: 619-624-2600 FAX: _____ E-MAIL ADDRESS: atovarjr@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
 Title 1 Schoolwide Programs (SWP)

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:

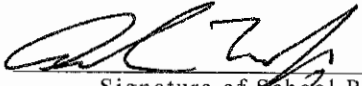
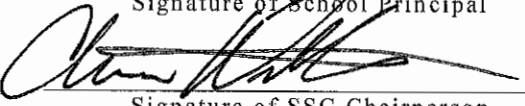
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>2/2/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <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>1/31/18</u> |
| <input checked="" type="checkbox"/> Other (list): <u>ILT</u> | Date of presentation: <u>1/30/18</u> |

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: 5/1/18

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.

<u>Armando Tovar</u> Type/Print Name of School Principal	 Signature of School Principal	<u>5/2/18</u> Date
<u>Cherese Willshire</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>5/2/18</u> Date
<u>Monika Hazel</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>5/31/18</u> 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**

Our mission is to inspire, empower, and educate every child in a safe, supportive, and caring environment. We provide a rigorous, well-rounded curriculum that fosters independence and a passion for learning. Our program consists of children, parents, staff, and community working together to provide students the skills necessary to emerge as proud and successful members of society.

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. Fay Elementary School has been proactive implementing CCSS as well as implementing Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, Fay ES utilizes district Interim Assessments in order to monitor student progress.

The contents of this 2018-2019 SPSA includes the approved categorical budget. The work toward approving the 2018-2019 categorical budget was completed in the spring 2018 in preparation for the 2018-2019 school year. This document is contained in the appendix and has been updated to address the 2018-2019 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY**Vision**

What is your personal vision for your school? To have a school driven by students' needs, in partnership with parents and community, which ensures all of our students will achieve their academic and personal best through a curriculum dedicated to excellence.

Current reality

Fay Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

What is your school's current reality in relation to your vision? Staff members and parents have developed a common mission statement and vision. Staff are working towards incorporating best practices and setting high expectations for all students. Over the past year, the work of the PLC's has been centered on analyzing student work in order to identify student strength and needs while also identifying Tier 1 and Tier 2 supports for students. During PLC's staff members also plan CCSS lessons that are purposeful. Staff members engage in professional learning through lesson studies, cross, grade observations, site visits, and learning cycles that are supported by a grant through Perry and Associates. The current reality, with respect to the academic press, is being addressed. In many classrooms, students are given the opportunity to participate in meaningful conversations and are required to think critically throughout content areas.

Describe your current school culture and social environment: Fay has a highly collaborative staff that is willing to go above and beyond for students. There are structures in place that create a safe place for students to learn. Our site is currently working with BSR to begin implementing PBIS strategies site-wide. However, there is still growth that can be made and as a site we are working on the language we use with students, how we communicate with students in a manner that will motivate and inspire academic excellence, as well as moving towards strengthening the scholarly behaviors we expect of our students.

Describe your current reality in terms of academic press: Staff is committed to the academic needs of students. The actual implementation of curriculum planning, student engagement, and teaching and learning continues to be heavily weighted more on teacher control and directions rather than teacher as facilitator of learning. Teachers are working towards having students take an active stance in their learning. However, additional work is needed in order to move towards having students engage in classroom activities that promote independent critical thinking, meaning making and problem solving.

Describe your ideal state for school culture: My ideal state for school culture is that all stake holders share a common vision, shared beliefs, and have a "we can do this" attitude" that will support our common vision and beliefs. A school culture that is based on a safe and supportive model that recognizes and appreciates the diversity that exists within the school community.

Describe your ideal state for academic press: Instruction and assessments that are aligned to the common core state standards. A site that provides students with daily opportunities to engage in critical discourse and collaborative conversations. A site where instruction is based on student needs and where decisions are driven by measurable academic excellence with high but achievable goals. A learning environment where teachers believe in their students' abilities to achieve and students work hard and respect those who do well academically.

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

The Evaluation Summary was distributed to all stakeholders for the 2018-2019 budget year. Once received, it was reviewed and summarized to include input from all groups.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Armando Tovar	Principal
Juana Franklin	Teacher
Cherise Wiltshire	Teacher
Nicole Weber	Other
Kelly Obrien	Teacher
Lourdin Sanon	Parent
Martha Patricia Rosales	Parent
Maha Hussein	Parent
Maria Cruz	Parent
Herminia Santos	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 50% (approx. 49 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 53 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 41% (approx. 31 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 41% (approx. 37 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 47% (approx. 36 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 47% (approx. 42 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 48% (approx. 26 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 48% (approx. 31 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 1 3rd grader) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 5 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):

Site developed common formative and summative assessments.

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

Teachers will meet by grade level/department to analyze end of unit, formative assessments and instructional reading levels 6 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 54% (approx. 53 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 54% (approx. 63 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 36% (approx. 6 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 36% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 52% (approx. 40 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 52% (approx. 47 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 58% (approx. 31 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 58% (approx. 38 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 5 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 common formative and summative assessments.

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

Teachers will meet by grade level/department to analyze end of unit and formative assessments 6 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 student 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):

Site developed common formative and summative assessments.

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

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

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

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

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

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 73% (approx. 72 graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 57% (approx. 67 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):
 Site developed common formative and summative assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Teachers and counselors will meet by grade level/department to analyze end of unit assessments and instructional reading levels 6 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, 100% (approx. 645 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 100% (approx. 645 families) will attend 1 training on supporting/reinforcing academic achievement (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

Targeting all of our populations and grade levels by offering workshops/events to parents of students in grades TK-5, provide workshops/events in various languages, and provide interpretation services for parents.

What data did you use to form these goals?

Sign in sheets from events and a parent survey

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

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted 3 times per year based on progress.

Administration will identify specific audience and track attendance via sign in sheets.

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

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the district curriculum in English Language Arts, ELA Framework and Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of FELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created formative and summative assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- District and Site Resource Teachers will work with administration and teachers to identify and support targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the FELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, Nurse, and Health Technician will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, Nurse, Attendance Assistant, Health Technician, Teachers and Principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- District and Site Resource Teachers will consult with classroom teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Site Resource Teachers will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- Utilize support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 Will provide direct instructional support to students through small group instruction for those students requiring Tier 2 and Tier 3 interventions.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$25,156.53	\$25,156.53	0153-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional Supplies such as journals, pencils, chart paper, professional development books, toner, etc. will be used to support academic improvement in ELA and Math.
Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0153-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Copy paper for curriculum resources and intervention materials to support ELA, Math and English Learners.

How will you monitor these strategies/activities?

- Classroom Observations
- Teacher Schedules
- Number of suspensions and referrals
- Attendance
- Academic performance on assessments
- Grade Level Planning

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Will provide direct instructional support to students through small group instruction for those students requiring Tier 2 and Tier 3 interventions.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.6700	\$59,588.46	\$84,146.93	0153-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	The In-School Resource teacher provides Tier 1 and Tier 2 support to students and gives input regarding instructional focus for professional development. Resource Teacher also provides professional development and supports grade level PLCs focused on lesson development and best practices aligned with common core state standards.

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Library Asst -	0.8000	\$19,956.80	\$39,727.41	0153-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Provides research based instruction to students. Provides students with access to library books and teaches research skills. Works closely with teachers to align her lessons with units of study in the classroom.
Project Asst - Christo, Emily	0.3000	\$8,374.50	\$16,044.06	0153-30100-00-2231-2490-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Conducts individual or small group tutorial activities. Assist in on-site activities such as open houses and parent meetings.
Software License		\$6,000.00	\$6,000.00	0153-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Used to purchase software that supports Tier 1 and Tier 2 instruction.
Interprogram Svcs/Field Trip		\$3,000.00	\$3,000.00	0153-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Used to purchase software that supports Tier 1 and Tier 2 instruction.

How will you monitor these strategies/activities?

- Classroom Observations
- Teacher Schedules
- Number of suspensions and referrals
- Attendance
- Academic performance on assessments
- Grade Level Planning

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

In School Resource Teachers, Teachers and Ed Specialists will participate in Grade Level Planning to continue to strengthen their pedagogy and instructional practices that will meet the needs of all students in their classroom, especially in the content areas of Reading, Writing and Math. Within their participation in PLC and professional development, teachers will engage in student work and data analysis in order to discuss and develop instructional interventions and supports for their Target and Intervention Students as well as their class as a whole. Teachers who have seniority and are considered as Fay seasoned teachers will work closely with newer teachers within their grade level to provide them with additional instructional supports and strategies that will address the needs of the Target and Intervention students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.3300	\$29,349.54	\$41,445.51	0153-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	The In-School Resource teacher provides Tier 1 and Tier 2 support to students and gives input regarding instructional focus for professional development. Resource Teacher also provides professional development and supports grade level PLCs focused on lesson development and best practices aligned with common core state standards.
Project Asst	0.3000	\$8,374.50	\$16,044.06	0153-30100-00-2231-2490-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Conducts individual or small group tutorial activities. Assist in on-site activities such as open houses and parent meetings.

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Prof&Curriclm Dev Vist Tchr		\$15,000.00	\$18,058.50	0153-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program	01, 02, 03, 04	Used to provide release time for staff to engage in grade level PLCs and Professional Development/Learning.
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How will you monitor these strategies/activities?

- Agendas and minutes of Grade Level Planning
- Participation in Grade Level Planning
- Participation and Facilitation of Monthly Professional Development
- Daily Classroom Observations and feedback
- Analysis of student performance data

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

District formula provided counselor provides small group supports.

How will you monitor these strategies/activities?

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

Parent involvement activities are provided throughout the school year to build the parent/school partnership for student success.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$1,870.95	\$1,870.95	0153-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Snacks and in-service materials to support parent meetings.
Tech Professional OTBS Hrly		\$500.00	\$642.05	0153-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation to support parent meetings.
Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0153-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Copy paper for flyers and in-service materials.
Travel Conference		\$500.00	\$500.00	0153-30103-00-5207-1000-1110-01000-0000	Title I Parent Involvement	05	Conference/Training Fees to support families attending workshops.

How will you monitor these strategies/activities?

- Recognition Awards Assemblies
- Parent Survey
- Student Survey

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:: Will provide direct instructional support to students through small group instruction for those students requiring Tier 2 and Tier 3 interventions.</p> <p>Identified Need:: SBAC data shows that 65% of Fay student’s grades 3-5 are currently performing below grade level in ELA and 71% of students in grades 3-5 are currently performing below grade level in mathematics.</p> <p>Target Group:: Students that have been denied through data analysis as requiring additional support in English language arts and mathematics.</p> <p>Monitoring:: Data analysis during grade level meetings. Teachers and support staff to collaborate in the administration of pre and posttests in ELA and Math and keep records of student performance to monitor individual student progress.</p> <p>Personnel Responsible:: Resource Teacher</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:: Will provide direct services to students within the classroom setting by providing Tier 2 and Tier 3 additional small group work within English language arts and math.</p> <p>Identified Need:: SBAC data shows that 65% of Fay student’s grades 3-5 are currently performing below grade level in ELA and 71% of students in grades 3-5 are currently performing below grade level in mathematics.</p> <p>Target Group:: Students that have been denied through data analysis as requiring additional support in English language arts and mathematics.</p> <p>Monitoring:: Data analysis during grade level meetings. Teachers and support staff will collaborate in administering pre and posttests in ELA and Math and monitor student performance.</p> <p>Personnel Responsible:: Resource Teacher</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:

In School Resource Teacher, Teachers and Ed Specialists will participate in Grade Level Planning to continue to strengthen their pedagogy and instructional practices that will meet the needs of all students in their classroom, especially in the content areas of Reading, Writing and Math. Within their participation in PLC and professional development, teachers will engage in student work and data analysis in order to discuss and develop instructional interventions and supports for their Target and Intervention Students as well as their class as a whole. Teachers who have seniority and are considered as Fay seasoned teachers will work closely with newer teachers within their grade level to provide them with additional instructional supports and strategies that will address the needs of the Target and Intervention students.

Identified Need::

There is a strong need for all teachers to receive Balanced Literacy Training and Data Analysis Training within Illuminate in order for teachers to lesson design around students' performance as related to the CCSS.

Target Group::

All Instructional Staff

Monitoring::

- Classroom Observations and Feedback
- Resource Teacher Schedule
- Cut Point data analysis
- Professional Development Agenda
- Monthly Monitoring Data for Reading and Math
- PLC Agenda and Minutes

Personnel Responsible::

Classroom Teachers, Resource Teachers, Administrators

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	1.0000	\$88,938.00	\$125,592.44	0153-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	The In-School Resource teacher provides Tier One support to students in classrooms in the areas of ELA and Math. In addition, the In-School Resource Teacher provides Tier Two support through small group instruction and is involved in the planning of professional development.

Fay Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Supplies		\$5,545.56	\$5,545.56	0153-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Instructional Supplies such as journals, pencils, chart paper, professional development books, toner, etc. will be used to support academic improvement in ELA and Math.
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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
Fay
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	336	28.6	315	34.3	318	33.3	4.7	-1.0	348	18.7	334	24.3	330	30.9	12.2	6.6
Female	166	34.9	160	37.5	162	34.6	-0.3	-2.9	168	21.4	167	23.4	165	27.3	5.9	3.9
Male	170	22.4	155	31.0	156	32.1	9.7	1.1	180	16.1	167	25.1	165	34.5	18.4	9.4
African American	52	21.2	42	38.1	50	24.0	2.8	-14.1	52	11.5	50	28.0	53	22.6	11.1	-5.4
Asian	26	30.8	23	39.1	28	25.0	-5.8	-14.1	28	21.4	27	25.9	29	24.1	2.7	-1.8
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	207	28.0	196	29.6	190	33.7	5.7	4.1	212	18.9	201	18.4	193	32.6	13.7	14.2
Indochinese	34	35.3	34	41.2	34	52.9	17.6	11.7	37	32.4	34	50.0	34	41.2	8.8	-8.8
Native American	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Pacific Islander	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
White	3	-	3	-	4	-	-	-	5	-	5	-	9	-	-	-
Multiracial	11	36.4	13	46.2	8	-	-	-	11	0.0	13	23.1	8	-	-	-
English Learner	172	9.3	157	14.0	146	9.6	0.3	-4.4	178	9.0	176	13.6	160	13.1	4.1	-0.5
English-Speaking	164	48.8	158	54.4	172	53.5	4.7	-0.9	170	28.8	158	36.1	170	47.6	18.8	11.5
Reclassified†	85	64.7	51	74.5	97	60.8	-3.9	-13.7	86	44.2	51	56.9	96	53.1	8.9	-3.8
Initially Eng. Speaking	79	31.6	107	44.9	75	44.0	12.4	-0.9	84	13.1	107	26.2	74	40.5	27.4	14.3
Econ. Disadv.*	336	28.6	309	33.7	309	33.0	4.4	-0.7	348	18.7	326	23.6	319	31.3	12.6	7.7
Non-Econ. Disadv.	0	-	6	-	9	-	-	-	0	-	8	-	11	18.2	-	-
Gifted	67	58.2	64	68.8	53	71.7	13.5	2.9	68	42.6	64	56.3	53	67.9	25.3	11.6
Not Gifted	269	21.2	251	25.5	265	25.7	4.5	0.2	280	12.9	270	16.7	277	23.8	10.9	7.1
With Disabilities	39	2.6	31	3.2	33	6.1	3.5	2.9	40	0.0	31	3.2	33	9.1	9.1	5.9
WO Disabilities	297	32.0	284	37.7	285	36.5	4.5	-1.2	308	21.1	303	26.4	297	33.3	12.2	6.9
Homeless	44	31.8	31	35.5	28	25.0	-6.8	-10.5	44	18.2	31	29.0	29	34.5	16.3	5.5
Foster	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Military	2	-	2	-	0	-	-	-	2	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
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	126	29.4	101	34.7	110	40.0	10.6	5.3	131	24.4	110	30.9	116	43.1	18.7	12.2
Female	66	36.4	52	36.5	55	41.8	5.4	5.3	66	30.3	54	29.6	57	42.1	11.8	12.5
Male	60	21.7	49	32.7	55	38.2	16.5	5.5	65	18.5	56	32.1	59	44.1	25.6	12.0
African American	18	16.7	16	50.0	17	35.3	18.6	-14.7	18	16.7	19	36.8	21	28.6	11.9	-8.2
Asian	14	35.7	7	-	9	-	-	-	15	26.7	9	-	9	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	75	30.7	61	29.5	65	40.0	9.3	10.5	78	24.4	63	25.4	66	48.5	24.1	23.1
Indochinese	13	38.5	10	50.0	15	60.0	21.5	10.0	14	35.7	10	70.0	15	46.7	11.0	-23.3
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	0	-	1	-	2	-	-	-	0	-	3	-	3	-	-	-
Multiracial	3	-	5	-	2	-	-	-	3	-	5	-	2	-	-	-
English Learner	77	16.9	62	19.4	65	16.9	0.0	-2.5	80	15.0	71	19.7	71	23.9	8.9	4.2
English-Speaking	49	49.0	39	59.0	45	73.3	24.3	14.3	51	39.2	39	51.3	45	73.3	34.1	22.0
Reclassified†	17	82.4	12	83.3	19	94.7	12.3	11.4	18	83.3	12	91.7	19	89.5	6.2	-2.2
Initially Eng. Speaking	32	31.3	27	48.1	26	57.7	26.4	9.6	33	15.2	27	33.3	26	61.5	46.3	28.2
Econ. Disadv.*	126	29.4	98	32.7	108	38.9	9.5	6.2	131	24.4	107	29.0	113	44.2	19.8	15.2
Non-Econ. Disadv.	0	-	3	-	2	-	-	-	0	-	3	-	11	18.2	-	-
Gifted	25	60.0	20	70.0	14	78.6	18.6	8.6	26	53.8	20	65.0	14	85.7	31.9	20.7
Not Gifted	101	21.8	81	25.9	96	34.4	12.6	8.5	105	17.1	90	23.3	102	37.3	20.2	14.0
With Disabilities	13	0.0	8	-	9	-	-	-	13	0.0	8	-	9	-	-	-
WO Disabilities	113	32.7	93	36.6	101	42.6	9.9	6.0	118	27.1	102	32.4	107	43.9	16.8	11.5
Homeless	15	40.0	10	40.0	12	16.7	-23.3	-23.3	15	20.0	10	40.0	13	38.5	18.5	-1.5
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
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	112	23.2	113	32.7	103	21.4	-1.8	-11.3	114	15.8	119	28.6	104	21.2	5.4	-7.4
Female	56	28.6	58	36.2	50	22.0	-6.6	-14.2	58	15.5	60	30.0	49	16.3	0.8	-13.7
Male	56	17.9	55	29.1	53	20.8	2.9	-8.3	56	16.1	59	27.1	55	25.5	9.4	-1.6
African American	17	23.5	14	21.4	18	16.7	-6.8	-4.7	17	11.8	18	22.2	16	18.8	7.0	-3.4
Asian	6	-	13	53.8	9	-	-	-	6	-	14	42.9	10	10.0	-	-32.9
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	71	18.3	67	29.9	61	23.0	4.7	-6.9	72	16.7	68	22.1	61	21.3	4.6	-0.8
Indochinese	12	25.0	12	41.7	9	-	-	-	13	30.8	12	58.3	9	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
White	2	-	0	-	2	-	-	-	2	-	0	-	4	-	-	-
Multiracial	4	-	4	-	3	-	-	-	4	-	4	-	3	-	-	-
English Learner	59	5.1	61	14.8	47	0.0	-5.1	-14.8	60	5.0	67	14.9	50	2.0	-3.0	-12.9
English-Speaking	53	43.4	52	53.8	56	39.3	-4.1	-14.5	54	27.8	52	46.2	54	38.9	11.1	-7.3
Reclassified†	27	48.1	12	75.0	34	50.0	1.9	-25.0	27	33.3	12	91.7	33	48.5	15.2	-43.2
Initially Eng. Speaking	26	38.5	40	47.5	22	22.7	-15.8	-24.8	27	22.2	40	32.5	21	23.8	1.6	-8.7
Econ. Disadv.*	112	23.2	112	32.1	98	21.4	-1.8	-10.7	114	15.8	118	28.8	99	21.2	5.4	-7.6
Non-Econ. Disadv.	0	-	1	-	5	-	-	-	0	-	8	-	5	-	-	-
Gifted	18	50.0	24	66.7	18	55.6	5.6	-11.1	18	38.9	24	62.5	18	61.1	22.2	-1.4
Not Gifted	94	18.1	89	23.6	85	14.1	-4.0	-9.5	96	11.5	95	20.0	86	12.8	1.3	-7.2
With Disabilities	13	0.0	31	3.2	33	6.1	6.1	2.9	13	0.0	31	3.2	33	9.1	9.1	5.9
WO Disabilities	99	26.3	102	36.3	94	23.4	-2.9	-12.9	101	17.8	108	31.5	95	23.2	5.4	-8.3
Homeless	14	28.6	13	30.8	5	-	-	-	14	21.4	13	23.1	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
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	98	33.7	101	35.6	105	38.1	4.4	2.5	103	14.6	105	12.4	110	27.3	12.7	14.9
Female	44	40.9	50	40.0	57	38.6	-2.3	-1.4	44	15.9	53	9.4	59	22.0	6.1	12.6
Male	54	27.8	51	31.4	48	37.5	9.7	6.1	59	13.6	52	15.4	51	33.3	19.7	17.9
African American	17	23.5	12	41.7	15	20.0	-3.5	-21.7	17	5.9	13	23.1	16	18.8	12.9	-4.3
Asian	6	-	3	-	10	50.0	-	-	7	-	4	-	10	40.0	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	61	36.1	68	29.4	64	37.5	1.4	8.1	62	14.5	70	8.6	66	27.3	12.8	18.7
Indochinese	9	-	12	33.3	10	60.0	-	26.7	10	30.0	12	25.0	10	30.0	0.0	5.0
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
White	1	-	2	-	0	-	-	-	3	-	2	-	2	-	-	-
Multiracial	4	-	4	-	3	-	-	-	4	-	4	-	3	-	-	-
English Learner	36	0.0	34	2.9	34	8.8	8.8	5.9	38	2.6	38	0.0	39	7.7	5.1	7.7
English-Speaking	62	53.2	67	52.2	71	52.1	-1.1	-0.1	65	21.5	67	19.4	71	38.0	16.5	18.6
Reclassified†	41	68.3	27	70.4	44	54.5	-13.8	-15.9	41	34.1	27	25.9	44	40.9	6.8	15.0
Initially Eng. Speaking	21	23.8	40	40.0	27	48.1	24.3	8.1	24	0.0	40	15.0	27	33.3	33.3	18.3
Econ. Disadv.*	98	33.7	99	36.4	103	37.9	4.2	1.5	103	14.6	101	11.9	107	27.1	12.5	15.2
Non-Econ. Disadv.	0	-	6	-	2	-	-	-	0	-	4	-	3	-	-	-
Gifted	24	62.5	20	70.0	21	81.0	18.5	11.0	24	33.3	20	40.0	21	61.9	28.6	21.9
Not Gifted	74	24.3	81	27.2	84	27.4	3.1	0.2	79	8.9	85	5.9	89	19.1	10.2	13.2
With Disabilities	13	7.7	31	3.2	15	6.7	-1.0	3.5	14	0.0	31	3.2	33	9.1	9.1	5.9
WO Disabilities	85	37.6	89	40.4	90	43.3	5.7	2.9	89	16.9	93	14.0	95	31.6	14.7	17.6
Homeless	15	26.7	8	-	11	36.4	9.7	-	15	13.3	8	-	11	36.4	23.1	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	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.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



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

Fay Elementary
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.

Fay Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parent input from parent meetings and training sessions involving parents in the planning, review, and improvement of programs and policies.

It has distributed the policy to parents of Title I students. Parents are notified via school messenger, PeachJar, flyers, and newsletter.

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 Fay Elementary the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The meeting will be held during our monthly Coffee with the Principal.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings will be held when the school day starts and after school to provide parents an equal opportunity to attend.
- 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 parent involvement policy. Parent input opportunities will include: parent meetings, training sessions and meeting and sharing information with the School Site Council (SSC).
- The school provides parents of Title I students with timely information about Title I programs. Parents will have opportunities to receive information through informational flyers, school messenger, PeachJar, parents meetings, and trainings and shared with the School Site Council (SSC).
- 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. Parent will have opportunities to receive student progress information through Back to School Night, Spring Open House, parents meetings, trainings and meetings held in the morning and/or evenings with support staff.
- 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. Parents will have various opportunities when requested by participating in parent meetings, SSC, and individual meetings.

School-Parent Compact

Fay Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

During a Coffee with the Principal and SSC meeting we review the existing Title I policy and parents are given opportunities to give input and changes are reflected on the revised policy for the upcoming year. A copy of Title I policy is sent home at the beginning of each year.

Building Capacity for Involvement

Fay Elementary 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. We host various monthly meetings informing parents of various topics regarding student achievement, curriculum student success and supports.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During our parent meetings resources and materials are provided how to help their children improve in various subjects.
- 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. Parents are given opportunities to provide input and discuss how staff and parents can work together for the success of all students.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We provide various workshops for parents provide community resources and parent classes.
- 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. We provided all school messages, flyers, agendas, and resources/materials in both English and Spanish.

- The school provides support for parental involvement activities requested by Title I parents. Parents have an opportunity to make suggestions, recommendations and requests at Coffee with the Principal, SSC and parent meetings.

Accessibility

Fay Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

	09800 LCFF		30100 Title I Basic		30103 Title I	
Site: 0153 Fay Elementary	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 131,138.00		\$ 254,623.00		\$ 4,013.00
Certificated Salaries / Monthly	1	\$ 88,938.00	1	\$ 88,938.00	0	\$ -
2040 Inschool Resource Tchr	1	\$ 88,938.00	1	\$ 88,938.00	0	\$ -
Classified Salaries / Monthly	0	\$ -	1.4	\$ 36,705.80	0	\$ -
6435 Project Asst	0	\$ -	0.6	\$ 16,749.00	0	\$ -
6472 Library Asst	0	\$ -	0.8	\$ 19,956.80	0	\$ -
Certificated Salaries		\$ -		\$ 15,000.00		\$ -
1192 Prof&Curriclm Dev Vist Tchr		\$ -		\$ 15,000.00		\$ -
Classified Salaries		\$ -		\$ -		\$ 500.00
2455 Tech Professional OTBS Hrly		\$ -		\$ -		\$ 500.00
Employee Benefits		\$ 36,654.44		\$ 74,822.67		\$ 142.05
Books and Supplies		\$ 5,545.56		\$ 25,156.53		\$ 1,870.95
4301 Supplies		\$ 5,545.56		\$ 25,156.53		\$ 1,870.95
Services and Other Operating		\$ -		\$ 14,000.00		\$ 1,500.00
5207 Travel Conference		\$ -		\$ -		\$ 500.00
5733 Interprogram Svcs/Paper		\$ -		\$ 5,000.00		\$ 1,000.00
5735 Interprogram Svcs/Field Trip		\$ -		\$ 3,000.00		\$ -
5841 Software License		\$ -		\$ 6,000.00		\$ -

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Fay Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Fay Elementary maximizes instructional time by ensuring that all students’ teachers are adhering to clearly defined instructional schedules. All teachers work closely with their respective pacing guidelines for core academic subjects – this work is defined collaboratively during our Professional Learning Community (PLC) process. Teachers collectively and collaboratively develop clear assessment systems for both ELA and Math which included both formative and summative assessment plans. Teachers meet in PLCs on a monthly basis to analyze and discuss student data – this information is used to inform effectiveness of instruction, track student progress, and make critical decisions regarding targeted student interventions.
CLOSING THE ACHIEVEMENT GAP	Fay Elementary recognizes the importance of having clearly identified and articulated goals for improving student achievement. We have designated in a Response to Intervention (RTI) system whereby struggling students’ needs can be identified at an early stage in order to make specific plans to close the achievement gap. Fay is supplementing these programs by utilizing in school resource teachers to support classroom teachers with Tier 1 instruction and by providing Tier 2 interventions for grades K-5 in reading. Resource Teachers along with a retired teacher provide additional support with language acquisition to English Learner students who are new to the country or have been identified as At Risk Long Term English Learners. Our students with disabilities receive all accommodations/modifications as specified by law in their Individualized Education Program (IEP). Our assessment process is clearly aligned to track student progress and maximize student achievement in core academic subjects.

PROFESSIONAL DEVELOPMENT	Fay Elementary School has a collaborative site decision making process for professional development utilizing the work and decisions made by the Instructional Leadership Team, Grade Level Professional Learning Communities, School Site Council and Site Governance Team. In addition, classroom walk-throughs by admin and Instructional Leadership Team provide for effective and timely professional development opportunities for all of our teachers. English Language Arts and Mathematics are key core academic subjects that are kept in the forefront of our professional development. PLCs are implemented on a monthly basis in order for teachers to work collaboratively with one another around specific teacher strategies designed to promote student growth and engagement. Data is identified, disseminated, analyzed, and planned around with regard to making sure that its impact reflects what we are learning as professionals. Teachers have had collaborative input with regard to the types of professional developments that they would like to engage in. Teachers access district, county and statewide professional development opportunities to further their learning and share their learning with each other.
GRADUATION/PROMOTION	The graduation/promotion rate is monitored in 3 rd and 5 th grade as indicated by our Single Plan for Student Achievement. Clearly written and defined goals are articulated within our accountability plan and data is consistently gathered and analyzed on an ongoing basis to ensure that our students' trajectory is towards successful graduation and promotion.
PARENT ENGAGEMENT	Parent Engagement is a top priority at Fay Elementary. We have been fully engaged in strengthening the relationships between home and school through our newsletters, School Messenger, Peach Jar, Coffee with Principal, and community activities sponsored by our Parent Teacher Association. Parents and community members are fully involved in decision making processes here at Fay through the Site Governance Team, School Site Council, English Learner Advisory Committee, and Parent Teacher Association. In addition, the welcoming and open door policy instituted throughout the school by all staff, allows parents to fully engage in a positive and welcome school culture and climate.