

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **FOSTER ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039598

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:** Shiminski, Karla

**Contact Person:** Shiminski, Karla

**Position:** Principal

**Telephone Number:** 619/582-2728

**Address:** 6550 51st St, Foster Elementary, San Diego, CA, 92120-2712,

**E-mail Address:** kshiminski@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: *Foster Elementary*

SITE CONTACT PERSON: *Karla Shiminski*

PHONE: *619-582-2728* FAX: *619-583-6812* E-MAIL ADDRESS: *kshiminski@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:**

- |  |                                      |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: <u>3-13-18</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>3-13-18</u> |
| <input type="checkbox"/> 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: 4-3-2018

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.

Karla Shiminski  
Type/Print Name of School Principal

Karla Shiminski  
Signature of School Principal

5/18/18  
Date

Joyce Pritchett  
Type/Print Name of SSC Chairperson

Joyce Pritchett  
Signature of SSC Chairperson

5/18/18  
Date

MONIKA HOZEI  
Type/Print Name of Area Superintendent

Monika Hzei  
Signature of Area Superintendent

5-31-18  
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 Foster Elementary School is to educate all students in an equitable setting to become responsible, literate, critical students who embrace learning. Our Single Plan for Student Achievement fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. The School Site Council (SSC) at Foster Elementary School, with input from all stakeholders, based the 2018-19 Single Plan for Student Achievement on a projected enrollment of 380 students. Foster Elementary School has identified the development of reading comprehension and mathematics problem-solving and reasoning as two particular areas in which our Single Plan for Student Achievement focuses resources to produce results. Our Single Plan for Student Achievement also places special emphasis on providing professional learning community/grade level planning time to support Tier 1 interventions. It allows for the purchase of new materials that support the common core standards. Foster's demographics continue to reflect a diverse population with a 40% Hispanic/Latino population, a 29% Caucasian population and an 11% Black/African American population. The additional 20% of Foster's population includes multi-diverse families, Asian, Filipino, Pacific Islander, Native American and Indochinese. Twenty percent of Foster's total population is English Learners and 57% of our students are socio-economically disadvantaged.

**SCHOOL VISION AND REALITY**

Foster Elementary's vision is to spark wonder, foster dreams, & become more than ever imagined! Our ideal state includes:

- All students are academically and socially proficient. They are curious learners who believe in themselves and want to succeed to go to college or start a career that is “just right” for them. Our students are given equitable opportunities and rely on each other for a healthy, collaborative environment. All students have families that work together with Foster Elementary.
  - All teachers hold themselves and each other to be life-long learners and educators. They use data to drive their instruction, planning and next steps. Our teachers embody the Five Dimensions of Teaching and Learning: Setting Purpose, Engaging Students, Staying current on Curriculum & Pedagogy, Using Assessment for Student Learning and Creating Classroom Environments and Cultures worthy of our students. Foster teachers believe all students will be successful.
  - As the instructional leader/principal, I am charged with insuring a safe, successful academic and social environment (quality instruction and culture) for our students, staff and community. I am responsible to lead academic change and success through intentional student-centered coaching cycles, teacher observations and meetings centered on student data that informs and changes teacher practice. I am responsible to my staff to plan effective and current professional development that “sticks.” I lead others to be instructional leaders across our school.
- Foster Elementary's current reality reveals that all stakeholders are developing toward the ideal state.

## Foster Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Fifty percent of our students are proficient/advanced in English Language Arts and 39% in mathematics. We need to close this gap. SBAC data and Foster's multi-year demographic summary are used to determine next year's goals for English Language Arts, Math, and Graduation Rates and English Language Learner achievement.
- We have a strong belief system with the Foster Promise and ownership of our Vision by all stakeholders.
- Teacher instruction explicitly centers on the Common Core State Standards and the use of SDUSD's critical concepts and proficiency scales. Teachers participate in student-centered coaching cycles in Early Literacy and Language Acquisition (ELLA) in grades kindergarten through 1st grade.
- Parents need to be an integral part of our work at Foster Elementary and increase participation in ways that support student achievement and social growth. The School Site Council (SSC) and PTA are working on strategies to increase parent participation in academic events for 2018-19.

### **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 student-centered coaching cycles and effective professional learning to expand educators' knowledge, skills, practices and dispositions. Foster demands effective professional learning focused on substantive results for themselves, their colleagues, and most importantly their students. We strategically combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations for student and 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 and student. 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?"

Student-centered coaching cycles and professional learning communities (PLCs) focused on reading comprehension and mathematical problem solving and reasoning keep student learning at the heart of teacher professional development. By assessing, analyzing the data, planning lessons and

teaching in a continuous reflective cycle, teachers learn specifically what each student needs to succeed. Findings and progress are shared with parents and community via advisory groups including the Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and School Site Council (SSC).

**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 Foster School Site Council (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 growth targets on the California state tests as well as those who are proficient or advanced. 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 and insure at least a year's academic growth for all students.

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

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

This year at Foster Elementary, we did the following items:

- The Site Plan for Student Achievement (SPSA) Evaluation and Assessment Survey was given to all stakeholders including the School Site Council, English Learner Advisory Committee, Site Governance Team, staff and parents to elicit input.
- Information from these surveys were summarized to inform us how site dollars should be spent.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Karla Shiminski	Principal
Lana Webb	Teacher
Joyce Pritchett	Parent/Community Member
Shannon McFarland	Parent/Community Member
Vicki Willis	Teacher
Tracey Olson	Parent
Marijke Leeuwaugh	Parent
Angela Jordan	Teacher
Tina Lakin	Other School Personnel
Amber Thornton	Parent/Community Member



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 60% (approx. 38 out of 64 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 43 out of 71 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, 60% (approx. 5 out of 8 African American 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 8 out of 13 African American 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 60% (approx. 10 out of 17 English Learner 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 4 out of 6 English Learner 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 13 out of 22 Hispanic/Latino 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 14 out of 24 Hispanic/Latino 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 3 out of 6 Students with Disabilities- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 4 out of 11 Students with Disabilities- 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):**

Lexile Levels, attendance, writing assessments

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

Teachers, including the principal, will meet by grade level or in PLCs for monitoring meetings to analyze DRA and Lexile achievement at least 10 times per year. Analysis will inform subsequent instruction. On-going data and analysis will be shared monthly with Foster advisory groups for input. Third grade DRA data will be monitored at the district level.

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 55% (approx. 35 out of 64 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 36 out of 71 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, 55% (approx. 4 out of 8 African American 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 7 out of 13 African American 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students  
 By June 2019, 55% (approx. 9 out of 17 English Learner 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 3 out of 6 English Learner 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students  
 By June 2019, 55% (approx. 12 out of 22 Hispanic/Latino 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 12 out of 24 Hispanic/Latino 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities  
 By June 2019, 40% (approx. 2 out of 6 Students with Disabilities in 3rd grade) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 40% (approx. 4 out of 11 Students with Disabilities in 5th grade) 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):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Teachers, including the principal, will meet by grade level and in PLCs for monitoring meetings to analyze daily and weekly formative assessment and end of unit assessments at least 10 times per year. Analysis will inform subsequent instruction. On-going data and analysis will be shared monthly with Foster advisory groups for input.

**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):**  
Lexile reading levels

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
Teachers, including the principal, will meet by grade level or in PLCs for monitoring meetings to analyze DRA and Lexile achievement at least 10 times per year with a focus on English Learners. Analysis will inform subsequent English Language Development instruction. On-going data and analysis will be shared monthly with Foster advisory groups for input including the Foster English Learner Advisory Committee. Third grade DRA data will be monitored at the district level. Additional data will be obtained and used from the new California ELPAC test for evaluating students' English proficiency levels in reading, writing, listening and speaking.

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

By June 2019, at least 60% (approx. 38 out of 64 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 43 out of 71 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):**

Lexile Levels

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

Teachers, including the principal, will meet by grade level or in PLCs for monitoring meetings to analyze DRA and Lexile achievement at least 10 times per year. Analysis will inform subsequent instruction. On-going data and analysis will be shared monthly with Foster advisory groups for input. Third grade DRA data will be monitored at the district level.

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

By June 2019, 100% (the parents of 380 out of 380 total students) will receive information regarding academic and citizenship progress of their children. By June 2019, at least 40% (the parents of 152 out of 380 total students) will attend at least one academic event including but not limited to: principal tours and chats, attendance and homework workshops, academic-based family Fridays, the school science fair, career events, science night, math night, arts events including two evening family field trips and district sponsored academic events specific to Foster Elementary.

**Targeted Population:**

Parents of English learners are currently the least represented at school events. We are trying to increase 2018-2019 parent involvement through all organizations including the PTA and SSC as well as encouraging more classroom volunteers and participation at Foster sponsored academic programs and events.

**What data did you use to form these goals?:**

Attendance Monitoring at Meetings and Events

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

Staff and parents on the School Site Council (SSC), Site Governance Team (SGT) and English Learner Advisory Committee (ELAC) will meet at least 8 times per year to analyze parent participation rates. Families will be provided current data on Foster's parent participation rate to encourage higher levels of participation. Administration and SSC will track event attendance.

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

- All teachers will use the California common core grade level standards embedded in the critical concepts and proficiency scales for differentiating instruction based on student needs.
- Teachers will provide balanced literacy instruction including read alouds, shared reading, daily guided reading and independent reading. Students will be taught to justify their thinking with evidence, communicate collaboratively utilizing critical thinking and learn to take an active stance in their own learning and the learning of others.
- Staff will use multiple measures of assessment (i.e.. End of unit assessments, SBAC tests and Interims, DRA and Lexile levels, KDS assessments and teacher created assessments to monitor progress).
- Staff will analyze pre and post writing assessments using the Lucy Calkin's writing rubrics and provide students with concrete teaching, feedback and direction as it relates to grade level writing standards.
- All English Learners will be assessed using ELPAC.
- Every English Learner will receive English Language Development (ELD) instruction integrated and supported throughout the literacy block five times a week based upon his or her language proficiency levels.
- The principal, counselor, nurse, guidance assistant, health assistant and teachers will facilitate medical, dental, mental health and safety referrals to community agencies.
- The principal, counselor, nurse, guidance assistant, health assistant and teachers will monitor and follow up with student attendance issues.
- Community field trips and assemblies relevant to the common core grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in site, cluster and district professional development to strengthen literacy and mathematics instruction.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math within the classroom.
- Teachers will make home contact (i.e.. progress reports, phone calls, emails) to discuss the progress of their at-risk students. This is monitored by the teacher and principal. Parents are encouraged to take an active role in their student's learning.
- The special education teachers will serve as active members on the school's student study team, grade level PLCs and student-centered coaching cycles to provide valuable resources and strategies to support struggling learners and to enhance their teacher practice.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by the classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.

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- Teachers will focus on target students through student-centered coaching cycles to accelerate student growth, improve teacher practice and inform themselves and others on strategies that can be applied students with similar needs.

### Intensive Intervention (Tier 3)

- Special Education teachers will provide supplemental small group instruction to targeted students in the core subjects and provide consultation support for teachers.
- The counselor, principal, psychologist and guidance aide will provide weekly and monthly check-ins with at-risk students to support academic, social and emotional growth.
- The speech/ language pathologist will provide support to students with disabilities requiring speech services. She will also serve in a consultant role for our general education teachers and students.
- The psychologist will observe and collaborate with classroom teachers to assist in the development of academic and behavior intervention plans for students requiring this level of support.
- Support staff will provide additional services as identified in IEPs for occupational therapy, physical therapy, music therapy, adaptive physical education and vision therapy. Support staff will consult with general education staff as necessary to support any student on campus.

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

To maximize instructional time, supports and supplies have been leveraged to purchase: ELA and math materials and money to pay teachers to tutor students who are at risk. The library assistant is being funded based on the students' needs to utilize our library and develop research skills and have access to fiction and non-fiction text on a daily basis.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.1750	\$4,365.55	\$5,618.23	0111-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide additional library assistant support for students in the library. Assist students and staff in locating resource materials and leveled reading material for grade level instruction.
Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0111-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide paper for materials to support student learning and achievement.
Supplies		\$18,366.00	\$18,366.00	0111-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to assist the delivery of intervention and supplemental support to struggling students in literacy and math. Items include: subscriptions to student magazines such as Scholastic and Time, math materials such as Engage NY, classroom supplies, all types of books, etc...

### **How will you monitor these strategies/activities?:**

Library schedules, inventory of school resources (new materials for supplemental support) and student participation. DRA 2, Lexile levels, attendance, math assessments, and SBAC will monitor student proficiency levels.

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**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**  
 Supplies will focus on the purchase of supplemental core instructional materials to enhance student achievement. Supplemental materials for ELA (books, writing journals, Scholastic, Time, Social Studies Weekly, Science Spin), math (paper to copy additional resources from Engage NY, manipulatives, science, social studies, art and PE are necessary.

**How will you monitor these strategies/activities?:**  
 Teachers, including the principal, will meet by grade level or in PLCs for monitoring meetings to analyze reading, math and ELD progress for struggling students. Analysis will inform subsequent instruction. On-going data and analysis will be shared monthly with Foster advisory groups for input. The DRA 2, Lexile levels from Achieve 3000, attendance data, formative and summative math assessments, and SBAC proficiency levels will be utilized to backward plan and track student improvement.

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 Title I funds will be utilized for visiting teachers to release teachers to participate in student-centered coaching cycles and PLCs, funds to allow teachers to work on curriculum (applying the critical concepts and proficiency scales to instruction) and participate in monthly monitoring meetings. We will utilize Area 6 resource teachers in ELA, math and special education to strengthen student-centered coaching cycles whenever possible.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm DevHrlyClsrmTchr		\$2,000.00	\$2,407.80	0111-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide support time for staff for both PD and PLC to develop curriculum and develop strategies for intervention for struggling students.
Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,039.00	0111-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide support time for staff for both PD and PLC to develop curriculum and develop strategies for intervention for struggling students.

**How will you monitor these strategies/activities?:**  
 These strategies and activities will be monitored by teacher attendance and participation in professional development, professional learning communities, principal monitoring meetings and student-centered coaching cycles. Student data will be monitored in all these activities to track student progress and plan for improved teacher practice. Principal classroom observations and support from Area 6 Superintendent will provide continuous feedback to teachers.



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**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Focus will be on increasing the proficiency levels of students in 3rd grade in ELA and math to 60% and 55% respectively. We know that students need to be proficient by the end of 3rd grade in English Language Arts in order to take on the demands of "reading to learn" in future grades.

**How will you monitor these strategies/activities?:**  
 DRA 2, Lexile levels, attendance, math assessments, SBAC proficiency levels and the California Healthy Kid Survey.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 The Foster School Site Council is making parent involvement a priority for the 2018-19 school year. The goals are focused on parents attending academic based events so as to learn how to support their students with the common core curriculum at home. Currently, parents come out to "fun" events that provide dinner, yet the SSC wants to see parent participation increase for academic based events (parent participation and volunteerism).

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl PARAS Hrly		\$400.00	\$513.64	0111-30103-00-2281- 2495-0000-01000-0000	Title I Parent Involvement	05	Provide translation and support for parent involvement activities to support student learning and achievement on campus.
Supplies		\$319.00	\$319.00	0111-30103-00-4301- 2495-0000-01000-0000	Title I Parent Involvement	05	Provide supplies for parent involvement activities to support educational activities parents can use at home to work with their children.
Interprogram Svcs/Paper		\$100.00	\$100.00	0111-30103-00-5733- 2495-0000-01000-0000	Title I Parent Involvement	05	Provide paper for parent involvement activities that support student learning and achievement.
Inservice supplies		\$400.00	\$400.00	0111-30103-00-4304- 2495-0000-01000-0000	Title I Parent Involvement	05	Provide inservice supplies for parent involvement activities that support student learning.
Postage Expense		\$50.00	\$50.00	0111-30103-00-5920- 1000-1110-01000-0000	Title I Parent Involvement	05	Provide postage to increase home school communication to provide parents and family members with educational support for students.

**How will you monitor these strategies/activities?:**  
 Attendance and sign-in sheets from parent meetings (PTA, SSC, SGT, ELAC), school events and feedback on surveys.

<b>Local Control Funding Formula Goals and Budget</b>
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal::</b> Intervention supports need to be provided through multiple ways to improve student achievement:</p> <ul style="list-style-type: none"> <li>- ELPAC testing for English Learners that will translate to valuable student data used for classroom instruction</li> <li>- Teacher professional development and student-centered coaching cycles to improve student achievement and teacher practice</li> <li>- Instructional supplies and materials (guided reading books at DRA levels 1-24)</li> <li>- Curriculum writing to guarantee the critical concepts and proficiency scales support a guaranteed and viable curriculum for all students. The proficiency scales detail strategies needed to provide intervention for students not at proficiency.</li> </ul> <p><b>Identified Need::</b> Currently Foster Elementary has 50% of its students proficient or advanced in ELA and 39% proficient or advanced in math. We must close the achievement gap for all students who are not demonstrating proficiency.</p> <p><b>Target Group::</b> All students in grades K-5</p> <p><b>Monitoring::</b> DRA 2 data, Lexile levels, attendance, math formative assessments, SBAC data and interim data.</p> <p><b>Personnel Responsible::</b> Classroom Teachers, Principal, YMCA PLAY program instructors</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> LCFF funding provides classroom supports based on the needs of our students.</p> <ul style="list-style-type: none"> <li>- The YMCA PLAY Program is a supplemental physical education program to support Foster's mastery of state standards in physical education. The program supports Foster's wellness plan and serves as an intervention for kids to promote healthy choices for their bodies and minds. Students will receive PE two times per week for 30 minutes for each session for the 2018-2019 school year from October through May.</li> <li>- The library assistant is being additionally funded beyond the district allocation so students can develop research skills and have access to fiction and non-fiction text on a daily basis.</li> </ul>

**Identified Need::**

- Students need to engage in physical education as dictated by the state standards. The YMCA PLAY program insures that all students' grades K-5 and special needs students are receiving a minimum of 60 minutes of PE in addition to the physical education components taught by each teacher yearly.
- Foster believes that a library filled with current and classic literature, magazines, references and computer resources supports students' love of reading and access to books on a regular basis.

**Target Group::**

All students grades K-5

**Monitoring::**

Student attendance and participation and the California Healthy Kids Survey

**Personnel Responsible::**

Classroom teachers, Principal, YMCA PLAY instructors, Library Assistant

**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:**

Funds will be utilized for visiting teachers to release teachers to participate in student-centered coaching cycles and PLCs, to allow teachers to work on curriculum (applying the critical concepts and proficiency scales to instruction) and participate in monthly monitoring meetings. Money is available for teachers to attend local conferences to support teacher practice.

**Identified Need::**

Currently Foster Elementary has 50% of its students proficient or advanced in ELA and 39% proficient or advanced in math. We must close the achievement gap for all students who are not demonstrating proficiency.

**Target Group::**

At-risk students in all grades below proficiency

**Monitoring::**

These strategies and activities will be monitored by teacher attendance and participation in professional development, professional learning communities, principal monitoring meetings and student-centered coaching cycles. Student data will be monitored in all these activities to track student progress and plan for improved teacher practice. Principal classroom observations and support from Area 6 Superintendent will provide continuous feedback to teachers.

**Personnel Responsible::**

Principal and teachers

## Foster Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<b>LCFF Intervention Supports</b>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Area Goal(s)</b>	<b>Rationale</b>
Prof&Curriclm Dev Vist Tchr		\$6,000.00	\$7,223.40	0111-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Provide support time for staff for PLCs, co-teaching and student centered coaching cycles to support student interventions and learning.
Supplies		\$12,613.00	\$12,613.00	0111-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide instructional supplies to assist the delivery of intervention and instruction for our students. Purchase curriculum and professional development texts and supports.
Consultants <=\$25K		\$6,500.00	\$6,500.00	0111-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Provide supplemental support for physical education and student wellness through the YMCA PLAY program.
Libry Media Tech OTBS Hly		\$3,000.00	\$3,852.30	0111-09800-00-2280-3160-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Assist students and staff in locating resource materials and leveled reading material for grade level instruction. ELPAC testing.
Classroom Teacher Hrly		\$500.00	\$601.95	0111-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide individual and group intervention support for struggling students needing assistance.
Prof&Curriclm DevHrlyClstrmTchr		\$3,000.00	\$3,611.70	0111-09800-00-1170-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide support time for staff for both PD and PLC to develop curriculum and develop strategies for intervention for struggling students.
Non Clstrm Tchr Hrly		\$500.00	\$601.95	0111-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Teacher support with ELPAC testing.
Conference Local		\$100.00	\$100.00	0111-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Provide an opportunity for staff to attend conferences to gain value learning regarding intervention strategies to meet the needs of our students.
Consultants <=\$25K		\$2,500.00	\$2,500.00	0111-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Funding to supplement Art Instruction with monthly lessons provided by Art Reach.

## **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](http://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**  
**Foster**  
**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	173	51.4	178	56.2	167	49.7	-1.7	-6.5	174	28.7	185	41.1	169	39.1	10.4	-2.0
Female	88	61.4	85	62.4	86	47.7	-13.7	-14.7	89	33.7	87	41.4	87	34.5	0.8	-6.9
Male	85	41.2	93	50.5	81	51.9	10.7	1.4	85	23.5	98	40.8	82	43.9	20.4	3.1
African American	17	41.2	16	50.0	17	29.4	-11.8	-20.6	17	5.9	17	29.4	17	17.6	11.7	-11.8
Asian	4	-	4	-	1	-	-	-	5	-	4	-	1	-	-	-
Filipino	5	-	6	-	5	-	-	-	5	-	6	-	6	-	-	-
Hispanic	65	49.2	65	47.7	52	42.3	-6.9	-5.4	65	23.1	64	37.5	53	32.1	9.0	-5.4
Indochinese	11	72.7	8	-	6	-	-	-	11	63.6	9	-	6	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
White	41	56.1	56	67.9	58	60.3	4.2	-7.6	41	43.9	61	49.2	59	50.8	6.9	1.6
Multiracial	27	44.4	21	57.1	25	52.0	7.6	-5.1	27	18.5	22	27.3	24	41.7	23.2	14.4
English Learner	20	20.0	21	28.6	19	10.5	-9.5	-18.1	21	4.8	28	17.9	22	9.1	4.3	-8.8
English-Speaking	153	55.6	157	59.9	148	54.7	-0.9	-5.2	153	32.0	157	45.2	147	43.5	11.5	-1.7
Reclassified†	26	69.2	21	71.4	19	78.9	9.7	7.5	26	38.5	21	52.4	19	63.2	24.7	10.8
Initially Eng. Speaking	127	52.8	136	58.1	129	51.2	-1.6	-6.9	127	30.7	136	44.1	128	40.6	9.9	-3.5
Econ. Disadv.*	103	43.7	105	45.7	103	44.7	1.0	-1.0	104	20.2	112	25.0	104	28.8	8.6	3.8
Non-Econ. Disadv.	70	62.9	73	71.2	64	57.8	-5.1	-13.4	70	41.4	73	65.8	65	55.4	14.0	-10.4
Gifted	52	67.3	45	84.4	28	78.6	11.3	-5.8	52	46.2	44	56.8	28	60.7	14.5	3.9
Not Gifted	121	44.6	133	46.6	139	43.9	-0.7	-2.7	122	21.3	141	36.2	141	34.8	13.5	-1.4
With Disabilities	22	13.6	21	14.3	9	-	-	-	22	9.1	21	9.5	9	-	-	-
WO Disabilities	151	57.0	157	61.8	158	51.9	-5.1	-9.9	152	31.6	164	45.1	160	40.6	9.0	-4.5
Homeless	1	-	3	-	4	-	-	-	1	-	0	-	5	-	-	-
Foster	2	-	3	-	0	-	-	-	2	-	3	-	0	-	-	-
Military	15	46.7	12	50.0	5	-	-	-	15	33.3	12	25.0	5	-	-	-

\* 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**  
**Foster**  
**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	46	37.0	69	44.9	52	51.9	14.9	7.0	46	30.4	69	47.8	52	38.5	8.1	-9.3
Female	19	47.4	35	42.9	31	41.9	-5.5	-1.0	19	31.6	36	44.4	31	25.8	-5.8	-18.6
Male	27	29.6	34	47.1	21	66.7	37.1	19.6	27	29.6	33	51.5	21	57.1	27.5	5.6
African American	6	-	7	-	2	-	-	-	6	-	7	-	2	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	0	-	3	-	1	-	-	-	0	-	3	-	1	-	-	-
Hispanic	14	21.4	26	38.5	18	50.0	28.6	11.5	14	35.7	25	40.0	18	27.8	-7.9	-12.2
Indochinese	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	13	61.5	23	47.8	19	68.4	6.9	20.6	13	38.5	23	60.9	19	52.6	14.1	-8.3
Multiracial	8	-	7	-	9	-	-	-	8	-	8	-	9	-	-	-
English Learner	8	-	10	40.0	7	-	-	-	8	-	11	36.4	7	-	-	-
English-Speaking	38	42.1	59	45.8	45	57.8	15.7	12.0	38	36.8	58	50.0	45	42.2	5.4	-7.8
Reclassified†	1	-	3	-	5	-	-	-	1	-	3	-	5	-	-	-
Initially Eng. Speaking	37	40.5	56	44.6	40	52.5	12.0	7.9	37	35.1	55	49.1	40	40.0	4.9	-9.1
Econ. Disadv.*	29	27.6	42	38.1	30	46.7	19.1	8.6	29	17.2	43	37.2	30	33.3	16.1	-3.9
Non-Econ. Disadv.	17	52.9	27	55.6	22	59.1	6.2	3.5	17	52.9	26	65.4	22	45.5	-7.4	-19.9
Gifted	11	54.5	7	-	10	80.0	25.5	-	11	54.5	6	-	10	70.0	15.5	-
Not Gifted	35	31.4	62	38.7	42	45.2	13.8	6.5	35	22.9	63	44.4	42	31.0	8.1	-13.4
With Disabilities	7	-	6	-	9	-	-	-	7	-	6	-	9	-	-	-
WO Disabilities	39	43.6	63	47.6	50	54.0	10.4	6.4	39	35.9	63	49.2	50	40.0	4.1	-9.2
Homeless	0	-	3	-	4	-	-	-	0	-	0	-	5	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	5	-	4	-	2	-	-	-	5	-	4	-	2	-	-	-

\* 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**  
**Foster**  
**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	66	60.6	43	55.8	68	51.5	-9.1	-4.3	66	36.4	46	32.6	69	44.9	8.5	12.3
Female	30	70.0	20	70.0	35	57.1	-12.9	-12.9	30	43.3	20	30.0	35	45.7	2.4	15.7
Male	36	52.8	23	43.5	33	45.5	-7.3	2.0	36	30.6	26	34.6	34	44.1	13.5	9.5
African American	4	-	5	-	9	-	-	-	4	-	6	-	9	-	-	-
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
Hispanic	28	57.1	12	50.0	19	42.1	-15.0	-7.9	28	25.0	12	41.7	21	23.8	-1.2	-17.9
Indochinese	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
White	17	64.7	14	78.6	24	54.2	-10.5	-24.4	17	58.8	16	31.3	24	62.5	3.7	31.2
Multiracial	10	50.0	7	-	10	60.0	10.0	-	10	10.0	7	-	9	-	-	-
English Learner	11	27.3	6	-	6	-	-	-	11	9.1	8	-	8	-	-	-
English-Speaking	55	67.3	37	59.5	62	56.5	-10.8	-3.0	55	41.8	38	36.8	61	49.2	7.4	12.4
Reclassified†	8	-	3	-	10	80.0	-	-	8	-	3	-	10	60.0	-	-
Initially Eng. Speaking	47	61.7	34	58.8	52	51.9	-9.8	-6.9	47	40.4	35	34.3	51	47.1	6.7	12.8
Econ. Disadv.*	37	51.4	29	41.4	42	52.4	1.0	11.0	37	29.7	31	22.6	42	31.0	1.3	8.4
Non-Econ. Disadv.	29	72.4	14	85.7	26	50.0	-22.4	-35.7	29	44.8	15	53.3	27	66.7	21.9	13.4
Gifted	21	71.4	11	72.7	6	-	-	-	21	47.6	11	36.4	6	-	-	-
Not Gifted	45	55.6	32	50.0	62	46.8	-8.8	-3.2	45	31.1	35	31.4	63	41.3	10.2	9.9
With Disabilities	9	-	21	14.3	4	-	-	-	9	-	21	9.5	4	-	-	-
WO Disabilities	57	66.7	38	63.2	64	53.1	-13.6	-10.1	57	38.6	41	36.6	65	46.2	7.6	9.6
Homeless	0	-	1	-	4	-	-	-	0	-	0	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	7	-	3	-	2	-	-	-	7	-	0	-	2	-	-	-

\* 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**  
**Foster**  
**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	61	52.5	66	68.2	47	44.7	-7.8	-23.5	62	19.4	70	40.0	48	31.3	11.9	-8.7
Female	39	61.5	30	80.0	20	40.0	-21.5	-40.0	40	27.5	31	45.2	21	28.6	1.1	-16.6
Male	22	36.4	36	58.3	27	48.1	11.7	-10.2	22	4.5	39	35.9	27	33.3	28.8	-2.6
African American	7	-	4	-	6	-	-	-	7	-	4	-	6	-	-	-
Asian	1	-	3	-	0	-	-	-	2	-	3	-	0	-	-	-
Filipino	3	-	2	-	1	-	-	-	3	-	2	-	2	-	-	-
Hispanic	23	56.5	27	55.6	15	33.3	-23.2	-22.3	23	13.0	27	33.3	14	50.0	37.0	16.7
Indochinese	5	-	4	-	3	-	-	-	5	-	5	-	3	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
White	11	36.4	19	84.2	15	60.0	23.6	-24.2	11	27.3	22	50.0	16	31.3	4.0	-18.7
Multiracial	9	-	7	-	6	-	-	-	9	-	7	-	6	-	-	-
English Learner	1	-	5	-	6	-	-	-	2	-	9	-	7	-	-	-
English-Speaking	60	53.3	61	73.8	41	48.8	-4.5	-25.0	60	20.0	61	45.9	41	36.6	16.6	-9.3
Reclassified†	17	52.9	15	73.3	4	-	-	-	17	29.4	15	46.7	4	-	-	-
Initially Eng. Speaking	43	53.5	46	73.9	37	48.6	-4.9	-25.3	43	16.3	46	45.7	37	32.4	16.1	-13.3
Econ. Disadv.*	37	48.6	34	58.8	31	32.3	-16.3	-26.5	38	13.2	38	13.2	32	21.9	8.7	8.7
Non-Econ. Disadv.	24	58.3	32	78.1	16	68.8	10.5	-9.3	24	29.2	32	71.9	16	50.0	20.8	-21.9
Gifted	20	70.0	27	85.2	12	66.7	-3.3	-18.5	20	40.0	27	59.3	12	41.7	1.7	-17.6
Not Gifted	41	43.9	39	56.4	35	37.1	-6.8	-19.3	42	9.5	43	27.9	36	27.8	18.3	-0.1
With Disabilities	6	-	10	20.0	9	-	-	-	6	-	21	9.5	9	-	-	-
WO Disabilities	55	56.4	56	76.8	44	47.7	-8.7	-29.1	56	21.4	60	46.7	45	33.3	11.9	-13.4
Homeless	1	-	3	-	2	-	-	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	0	-	-	-	3	-	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.

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



San Diego Unified School District  
FOSTER ELEMENTARY  
**TITLE I PARENT INVOLVEMENT POLICY 2018-19**

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

Foster Elementary has developed a written Title I parental involvement policy with input from Title I parents. Foster Elementary provides a flexible number of meetings to allow for parent involvement. The meetings will be scheduled in a variety of language groups if needed.

The Title I Parent Involvement Policy and other pertinent documents are distributed to families at Foster's Back to School Night, via our website and copies are available in the front office.

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 Foster 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. This meeting takes place at our annual Back to School Night in September.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. The principal and staff are always available to meet with families to review Title I information and questions.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, the Foster Single Plan for Student Achievement (SPSA) review, and improvement of the school's Title I programs and the Title I parental involvement policy. Parents are welcome to join the Foster School Site Council (SSC) and attend monthly meetings. Parental input from the any parent meetings will also be shared with the School Site Council (SSC) to provide an organized way of involving parents in the planning, review, and improvement of the program.
- The school provides parents of Title I students with timely information about Title I programs. The school wide parent newsletter and flyers, School Messenger messages, and web page announcements are utilized to inform parents of all meetings of interest and program information. Parents can also seek additional information and add input at the SDUSD's District Advisory Council meetings. Every attempt is made to communicate with parents in their primary language.
- 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. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.
- 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. Opportunities will be offered for the formulations of meetings and parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible by the next scheduled meeting or in Foster's parent newsletter. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

### **Home School-Parent Compact:**

Foster 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

The Foster Home School Compact is developed and reviewed yearly by Foster families and staff. It is reviewed at the annual Foster Back to School Night and provided to all families that attend the school.

### **Building Capacity for Involvement:**

Foster 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. Teachers and staff discuss current student assessment data and student progress at conferences. Foster also provides information about school and district resources for student academic improvement.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Information is shared via parent conferences, parent workshops on specific academic topics and the use of district resources such as the FACE (Family and Community Engagement) department.
- 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. Foster and the San Diego Unified School District value cultural diversity and encourages everyone to participate at the school, district and community levels to support all our students in their success.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as PTA events, to encourage and support parents in more fully participating in the education of their children. Events include Art Nights, Night Field Trips for families to performing arts events, dances, science and math nights, movie nights and more.
- 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. This is accomplished through parent newsletters and flyers, the School Messenger system, and web page announcements.
- The school provides support for parental involvement activities requested by Title I parents. Foster has training available to help parents support and work with their children at home and at school. This information is shared via workshops, web communications and on an individual needs.

### **Accessibility**

Foster 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. Foster is a diverse school educating students from all over the world.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



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

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***Foster Elementary***  
**HOME/SCHOOL COMPACT**  
**2018-2019**

Foster Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact goes into effect for the 2017-2018 school year.

**SCHOOL RESPONSIBILITIES**

Foster Elementary will:

1. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet California's common core standards as follows:*
  - Foster Elementary will provide high-quality curriculum and instruction through consistent and systematic district professional development, purposeful grade level planning and professional learning communities (PLCs) focused on inquiries that improve teaching and learning in service of proficiency of the common core standards and through the use of multiple formative and summative assessments to monitor student progress and accountability.
  - Teachers will utilize and implement lessons in the areas of literacy, mathematics, social sciences, and physical sciences that are developed and formulated into a curriculum map specific to each grade level based on the common core standards.
2. *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*
  - Teachers will consistently communicate grade level expectations and each child's progress towards those expectations.
  - Teachers will meet with all parents in the fall and spring for parent/teacher conferences and on an as-needed basis for children not achieving adequate progress.
3. *Provide parents with frequent reports on their child's progress.*
  - The school provides three progress reports: one in November, a second in March and a final one in June.
  - Teachers maintain communications with students and families on an on going basis including the use of learning contracts when a child is not meeting grade level standards.
4. *Provide parents reasonable access to staff.*
  - Parents are encouraged to email teachers or call the office to contact the teachers to make an appointment with the teacher during non-teaching times. Our teachers welcome the opportunity to communicate with the parents of their students.

5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*
- *Parents are invited to become members of the PTA and to register with the office as classroom volunteers.*
  - *During Back to School Night in the fall, teachers encourage and inform parents how they may participate in the classroom, school site activities, organizations and committees.*

#### **PARENT RESPONSIBILITIES**

We, as parents, will support our child's learning by:

- ✓ *Monitoring attendance.*
- ✓ *Making sure that homework is completed.*
- ✓ *Monitoring amount of media/technology my child engages with daily.*
- ✓ *Volunteering in my child's classroom.*
- ✓ *Participating, as appropriate, in decisions relating to my child's education.*
- ✓ *Promoting positive use of my child's extracurricular time.*
- ✓ *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by internet communication, my child or by mail and responding, as appropriate.*
- ✓ *Serving, to the extent possible, on advisory groups, such as the School Site council (SSC), the District Advisory Council for Compensatory Education (DAC), the Foster Site Governance Team (SGT), the English Learner Advisory Committee (ELAC), the Henry Cluster Council, Community Advisory Council for Special Education (CAC) or other school advisory groups.*

#### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve California's common core standards.

- ✓ *Do my homework every day and advocate for help when I need it.*
- ✓ *Read at least 30 minutes every day outside of school time.*
- ✓ *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- ✓ *Adhere to the SDUSD Internet, discipline and wellness policies.*
- ✓ *Adhere to the Foster Elementary Student Handbook Guidelines.*
- ✓ *Follow the Foster Vision, Mission and Beliefs to promote a positive culture of academic, social and emotional success for all students.*
- ✓ *Participate in afterschool tutoring or enrichment programs when available and appropriate.*
- ✓ *Advocate for ones self and grow a sense of agency to take responsibility for learning and success in and out of school.*
- ✓ *Work collaboratively with others and ask questions to stimulate discussion, seek clarification, wonder and make meaning.*



**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
Foster Elementary	09800	1157	Classroom Teacher Hrly			\$ 500.00
		1170	Prof&Curriclm DevHrlyClstrmTchr			\$ 3,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 6,000.00
		1957	Non Clstrm Tchr Hrly			\$ 500.00
		2280	Libry Media Tech OTBS Hly			\$ 3,000.00
		3000	Employee Benefits			\$ 2,891.30
		4301	Supplies			\$ 12,613.00
		5209	Conference Local			\$ 100.00
		5801	Consultants <=\$25K			\$ 9,000.00
	<b>09800 Total</b>					<b>\$ 37,604.30</b>
	30100	1170	Prof&Curriclm DevHrlyClstrmTchr			\$ 2,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 10,000.00
		2231	Other Support Prsnl PARAS	Library Asst	0.1750	\$ 4,365.55
		3000	Employee Benefits			\$ 3,699.48
		4301	Supplies			\$ 18,366.00
		5733	Interprogram Svcs/Paper			\$ 2,000.00
	<b>30100 Total</b>				<b>0.1750</b>	<b>\$ 40,431.03</b>
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 400.00
		3000	Employee Benefits			\$ 113.64
		4301	Supplies			\$ 319.00
		4304	Inservice supplies			\$ 400.00
		5733	Interprogram Svcs/Paper			\$ 100.00
		5920	Postage Expense			\$ 50.00
	<b>30103 Total</b>					<b>\$ 1,382.64</b>

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT  
**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**SCHOOL NAME: FOSTER ELEMENTARY**

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>The assessment survey concluded:</p> <ul style="list-style-type: none"> <li>• Foster is using the state/district adopted common core instructional programs and materials. Pacing guides are used to maintain equity across the grades and amongst them in ELA, Math, Science, Health, VAPA, Social Studies and the PE curriculum.</li> <li>• The DRA, WRAP, lexile levels, exit slips, end of unit assessments, SBAC data and interims, CELDT and ELPAC scores inform teaching at Foster. Assessment is used regularly throughout the year to monitor student progress and strategically plan for instruction to meet the needs of every student.</li> <li>• Staff regularly analyze and discuss data to make decisions regarding student placement, student progress and effective instruction and interventions. This year teachers participate in weekly “data analysis to action” meetings.</li> <li>• Students who are significantly below grade level receive additional Tier 2 supports through small group instruction within the classroom with the teacher, after school teaching if in PrimeTime, ELD imbedded instruction and Saturday school opportunities. We need to continue to purchase guided reading books and determine an assessment tool for math.</li> <li>• Foster is able to fund minimal after school supports, professional development for teachers, technology, a three hour per day library assistant, a sixteen hour per week guidance assistant, one day per week counselor, Saturday school intervention, ability for teachers to attend conferences, supplemental materials and software licenses to address targeted subgroups as well as students at all grade levels.</li> <li>• Students at Foster are supported in healthy, academic rich learning environments. Primary teachers are participating in an Early Literacy eleven week student-centered coaching cycle throughout 2017-18 focusing on target student assessment, explicit teaching matched with the appropriate reading strategies, lesson design and</li> </ul>

	<p>co-teaching with a early literacy resource teacher.</p> <ul style="list-style-type: none"> <li>• Our school needs to put in place more supports for students struggling in Mathematics. Parents and students need guided practice and instruction on a consistent basis so that learning can take place at school and in the home.</li> <li>• Attendance monitoring and accountability is necessary to ensure all students attend school daily and on time. Poor attendance and frequent tardies not only affect the students who are absent but also class instruction and performance.</li> <li>• A mixture of push in and pull out support in the least restrictive environment as directed on students’ Individual Education Plans define services for students with disabilities. Foster knows it is critical for all students not to miss Tier 1 common core instruction.</li> </ul>
<p>CLOSING THE ACHIEVEMENT GAP</p>	<p>It was noted that the Foster SPSA maps out the measurable goals for improvement of student achievement.</p> <ul style="list-style-type: none"> <li>• Stakeholders would like to see additional funding, especially equitable for Title I students throughout the schools to support lower class sizes in the upper grades, an English Learner Support Teacher, parent classes on the core curriculum, additional counseling support, full time nursing and trained special education support staff.</li> <li>• Currently Foster’s challenges include closing the achievement gap for all students especially the largest gaps for students with disabilities and English learners.</li> <li>• Foster is guided by the SDUSD Vision 20/20 to reach its goal that all students are proficient in reading by 3<sup>rd</sup> grade and promote from Foster proficient in reading and math by 5<sup>th</sup> grade. Current reality is that 5<sup>th</sup> grade promotion rates from 2016-17 are: 45% Proficient/Advanced in ELA and 32% Proficient/Advanced in Math. This has to improve through stronger student-centered tier I instruction, teacher collaboration, co-teaching and developing student agency with academic goals.</li> </ul>
<p>PROFESSIONAL DEVELOPMENT</p>	<p>Notes and comments included:</p> <ul style="list-style-type: none"> <li>• Foster utilizes cluster and school site focused professional development, grade level PLCs, district professional development and conferences.</li> <li>• Foster staff is provided instructional support with release days to focus on teaming and vertical planning of curriculum and the analysis of student data.</li> <li>• Primary teachers are participating in an Early Literacy eleven week student-centered coaching cycle throughout 2017-18 focusing on target student assessment, explicit teaching matched with the appropriate reading strategies, lesson design and co-teaching with a early literacy resource teacher.</li> <li>• Foster goals for professional development include the use of Lucy Calkin’s Writing</li> </ul>

	<p>Units of Study and the pre and post assessments aligned to the work. Teachers in grades 3-5 attended four Writer's Workshops during 2017-18 to strengthen their understanding and teaching of the writing process.</p> <ul style="list-style-type: none"> <li>• Teachers are beginning to use the district critical concepts pacing guide and proficiency scales for explicit classroom instruction.</li> <li>• Principal classroom observations and assessment of student data, the Instructional Leadership Team and teacher input guide professional development for teachers.</li> <li>• Special education staff (certificated and para-educators) participates in district professional development throughout the year to increase knowledge on supporting students, maintaining compliance with documents, and develop and implement effective schedules to maximize student learning.</li> </ul>
GRADUATION/PROMOTION	<p>Stakeholder comments included:</p> <ul style="list-style-type: none"> <li>• Foster's use of assessment and curriculum aligned to the CA Common Core standards links the work at the elementary school level to promotion, middle, high school and graduation success.</li> <li>• Foster is guided by the SDUSD Vision 20/20 to reach its goal that all students are proficient in reading by 3<sup>rd</sup> grade and promote from Foster proficient in reading and math by 5<sup>th</sup> grade. Current reality is that 5<sup>th</sup> grade promotion rates from 2016-17 are: 45% Proficient/Advanced in ELA and 32% Proficient/Advanced in Math. This has to improve through stronger student-centered tier I instruction, teacher collaboration, co-teaching and student agency.</li> </ul>
PARENT ENGAGEMENT	<p>Notes and comments included:</p> <ul style="list-style-type: none"> <li>• Foster has an active School Site Council (SSC), Parent Teacher Association (PTA), School Governance Team (SGT) and English Learner Advisory Committee (ELAC) but needs a greater percentage of parent involvement to maintain and ensure that our family voices are heard. The SSC parents are examining why there is a lack of parent involvement and steps to improve it.</li> <li>• Reality is that there is limited parent involvement at Foster. Few parents are doing most of the support either through PTA, committees or in the classrooms.</li> <li>• Reality is that about 320 neighborhood Foster boundary students do not go to our school. Stakeholders are examining how to make Foster more attractive to its neighborhood families.</li> <li>• Stakeholders feel parent involvement has direct influences on the academic and the social/emotional success of our students.</li> <li>• Parents need classes to help them understand the Common Core math and reading</li> </ul>

	<p>strategies to effectively support their students with homework. We need to figure out how to get the bulk of parents to attend.</p> <ul style="list-style-type: none"><li>• Parent engagement needs to be a partnership with the Foster Elementary staff. Parents want a healthy partnership (communication, consistency) to ensure parents will stay engaged in classroom and school activities throughout their students' years at Foster.</li><li>• Improved communication on the website, articles in the local paper and through school messenger and Peach Jar are needed to support parent involvement.</li><li>• Families do attend activities at school such as back to school night, art nights, movie nights, open house, curriculum nights and additional events. Attendance for events is between 100-200 on average with fewer than 10 parents planning, hosting and cleaning up events. Parent stakeholders want more support.</li><li>• Our families need support with communication since over 75 of our students are English learners and the families speak many different languages.</li><li>• We have strong partnerships with the Mission Trails Church, Home Street Bank, local restaurants, Art Reach, Young Audiences, the Optimists, and Allied Gardens community.</li></ul>
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