



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LAFAYETTE ELEMENTARY SCHOOL

2018-19

37-68338-6039853
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: McCarty, Anne

Contact Person: McCarty, Anne

Position: Principal

Telephone Number: 858-496-8160

Address: 6125 Printwood Way, Lafayette Elementary, San Diego, CA, 92117-3346,

E-mail Address: amccarty@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- 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: Lafayette Elementary School

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

SITE CONTACT PERSON: Anne McCarty

PHONE: (858) 987-5000

FAX: (858) 987-5044

E-MAIL ADDRESS: amccarty@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:

- English Learner Advisory Committee (ELAC) Date of presentation: 2/2/18; 4/6/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): SSC Date of presentation: 2/2/18; 4/6/18

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: 4/6/18

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.

Anne McCarty

Type/Print Name of School Principal

[Signature]

Signature of School Principal

4/6/18

Date

Kristal Robb

Type/Print Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

4/6/18

Date

Sofia Freire

Type/Print Name of Area Superintendent

[Signature]

Signature of Area Superintendent

4/11/18

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 Lafayette Elementary School is to provide a rigorous curriculum, based on state standards and individual student needs. We believe in exhibiting kindness, respect, responsibility and cultural awareness through our words and actions. Our Single Plan for Student Achievement fulfills this mission by providing a culturally sensitive environment that emphasizes learning and high expectations for all students. The Lafayette School Site Council, with input from all of our stakeholders, based the Single Plan for Student Achievement on *anew* projected enrollment of approximately 260 TK-5 students which includes students in the Deaf Hard of Hearing (DHH) Program. For 2018-2019, the DHH Auditory/Oral program that resides at Whitman Elementary School will relocate to Lafayette adding additional students and staff. English learners currently represent approximately 40% of the total student population. Lafayette Elementary School focuses human and fiscal resources to meet our achievement targets. Our Single Plan for Student Achievement also places special emphasis on providing strategic instruction for targeted students. This instruction is provided by one (1), 0.4 Inschool Resource Teacher to develop a strong foundation in reading, writing, oral language development and math.

SCHOOL VISION AND REALITY

At Lafayette Elementary School, we envision a community of learners actively engaged in pursuing excellence and striving for continuous improvement. We believe that all decisions must be made in the best interest of children and families and is supported in the work we do to assist our Lafayette community to become effective advocates for student success. We promote a culture that is compassionate and collaborative in which our actions reflect high expectations and a sense of urgency. Inclusion, equity, respect for diverse perspectives, and accountability for learning are the core values that drive our work. Instruction and assessments are aligned to the Common Core State Standards (CCSS)/Critical Concepts and the faculty works to ensure that students are consistently engaged in cognitively rigorous learning.

Current Reality

The teaching faculty is highly collaborative. Teachers plan and study together, reflecting on students' response to instruction to guide their work as a collective at Lafayette and in working in partnership with peers from cluster elementary schools to implement writing and math curriculum and strategies. There is a strong core belief to include students with special needs into general education. The most successful partnerships are those who routinely collaborate and communicate to maximize the educational benefit for students. Strong collegial relationships have been built through professional learning, collaborative planning, and day-to-day work with students. The faculty uses data from formative assessments and student work to prepare rigorous academic lessons for students as teachers work together in primary and upper grade Professional Learning Communities (PLCs). The Deaf Hard of Hearing (DHH) Auditory/Oral program currently located at Whitman Elementary School, will move to Lafayette beginning with the 2018-2019 school year. As Lafayette currently houses the DHH American Sign Language program, the co-location of both programs will provide a continuum of services for all students on one site. Of note: the majority of DHH students receive services in a Specialized Academic environment other than general education, but are included in general education as their Individualized Education Program (IEP) mandates.

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 high expectations for all students require continuous 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 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.

Professional development time is structured around the work that comes out of our Professional Learning Communities (PLCs). In literacy, the instructional focus for Lafayette is on Lucy Calkins Reader's & Writers' Workshop TK-5. Collaborative Professional Development has been a priority and four dates have been allocated for teachers to work with grade level peers from other schools within the cluster. In math, we see the need to continue the learning teachers have done around instructional practices - with an emphasis on Habits of Mind and Habits of Interaction. Five dates were utilized for PD in 2017-2018, and that will continue in 2018-2019. We also continue the work in our PLC's by delving deeper into the Critical Concepts; analysis of student data through the lens of student-centered coaching cycles, and directly reflected in our inquiry question, *How can we use formative assessments to develop strong learning connections with students to deepen student discourse and cognitive engagement and ensure students are doing the heavy lifting in their literacy and math learning?*

The site has allocated at least four full-day PLC dates to analyze student data in order to monitor student progress toward our goals. Analysis results in responsive instruction and follow-up learning within class/out of class coaching. Findings and progress are shared with parents and community members via advisory groups such as the English Learner Advisory Committee (ELAC) and the 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 five (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 (Critical Concepts) via PLCs and professional development, extended and intensive learning opportunities and are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

Lafayette Elementary School's stakeholder groups include the School Site Council, the English Learner Advisory Committee, the Parent-Teacher Association, and the staff and community at-large. The staff and the SSC receive regular reports about progress toward the SPSA goals. The School Site Council (SSC) is responsible for the SPSA Evaluation, reviewing student data and providing input in the revision or reaffirmation of our SPSA goals. Annual community meetings are held to present student achievement data and invite input to the SPSA. In addition, the staff meets to review and provide input toward the development of the SPSA and budget allocations respectively. The ELAC meets to review student achievement data and

provide recommendations for SPSA goals. The tentative budget is reviewed and approved annually by the SSC. The final SPSA and budget are reviewed and approved by the SSC.

LCFF COMMUNITY AND STAFF ENGAGEMENT

At Lafayette Elementary School, we did the following to gather input for 2018-2019 budget development:

- Family Friday/PTA General Meeting on 1/26/2018
- Staff Survey sent out 1/26/2018
- Parent Call-out on 1/29/2018
- Parent Survey sent out 1/29/2018
- Staff Meeting on 1/29/2018
- PTA Meeting on 2/2/2018
- SSC and ELAC Meeting on 2/2/2018
- PTA Meeting on 2/2/2018
- SSC and ELAC Meeting on 4/6/2018 (SPSA)

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Rosemary Orduno	Other
Kimberlee Jubala	Teacher
Kristal Robb	Parent
Cristina Montijo	Teacher
Diane Bischel	Parent
William Bischel	Parent
Anne McCarty	Principal
Patricia Castillo	Parent
Terry Jones	Parent
Megan Hicks	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 45% (approx. 13 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 18 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

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

By June 2019, 20% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 48% (approx. 14 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 15% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 15% (approx. 2 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):

Instructional Reading Levels (DRA, WRAP, ARI), Baseline SBAC Goals and Student Progress Reports; Lucy Calkins Pre-Post Writing assessments (Opinion/Narrative)

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

Teachers will meet by grade level/department to analyze formal/informal assessments 6 times per year. Analysis will inform subsequent instruction/intervention.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 44% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 13 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

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

By June 2019, 25% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 12 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 10% (approx. 1 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 10% (approx. 1 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):

Baseline SBAC Goals and Student Progress Reports; Formative 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 assessments 6 times per year. Analysis will inform subsequent instruction/intervention.

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):
Reclassification Data; formative assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Professional development time is structured around the work that comes out of our Professional Learning Communities (PLCs). In literacy, the instructional focus for Lafayette is on Lucy Calkins Reader's & Writers' Workshop TK-5. Collaborative Professional Development has been a priority and four dates have been allocated for teachers to work with grade level peers from other schools within the cluster. In math, we see the need to continue the learning teachers have done around instructional practices - with an emphasis on Habits of Mind and Habits of Interaction. Five dates were utilized for PD in 2017-2018, and that will continue in 2018-2019. We also continue the work in our PLC's by delving deeper into the Critical Concepts; analysis of student data through the lens of student-centered coaching cycles, and directly reflected in our inquiry question, *How can we use formative assessments to develop strong learning connections with students to deepen student discourse and cognitive engagement and ensure students are doing the heavy lifting in their literacy and math learning?*
The In-school Resource teacher works in conjunction with grade level teachers to provide and monitor targeted support to our English learners. The site has allocated at least four full-day PLC dates to analyze student data in order to monitor student progress toward our goals. Analysis results in responsive instruction and follow-up learning with in-class/out of class coaching. Findings and progress are shared with parents and community via advisory groups such as English Learner Advisory Committee (ELAC) and the School Site Council (SSC).

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

By June 2019, at least 60% (approx. 17 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 68% (approx. 25 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):

Instructional Reading Levels (DRA, WRAP, ARI, QRI) and Student Progress Reports; formative assessments

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

Teachers will meet by grade level/department to analyze formal/informal assessments 6 times per year. Analysis will inform subsequent instruction/intervention.

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

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

By June 2019, at least 80% (approx. 165 families) will attend at least one (1) training on "High Impact Home Strategies" or "parent university" (within the cluster) to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of English Learners and students performing below grade level expectations are under-represented at school events. Teachers are expected to confer with 100% of all parents of English learners and underperforming students at parent-teacher conferences in the fall of each year. Systematic outreach to families of English Learners and underperforming students is necessary to increase participation. Events that require high levels of participation on the part of adults and students, such as Family Friday are successful in strengthening the home/school partnership. Frequent call-outs remind parents about school activities and the importance of their participation in their student's educational program.

What data did you use to form these goals?:

Surveys of parents/families; teacher logs; underperforming students are less likely to have family members attend academic school events such as Parent/Teacher conferences and Family Fridays. Consistent outreach by staff has increased the numbers of parent participants of at-risk students.

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

The principal will work with teachers to develop a system to track parent attendance at school events or phone conferencing for those students with poor attendance or those lacking solid academic foundational skills

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

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, Common Core grade level standards in designing and differentiating instruction
- Every English Learner will receive 30 minutes of ELD 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 assessments, formative and summative assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students)
- Staff will implement and analyze on-demand and other student writing samples utilizing Lucy Calkins Units of Writing and provide students with concrete feedback and direction as it relates to grade level writing standards
- Teachers will use graphic organizers and Thinking Maps to support student understanding
- Push-in/Pull-out teacher and Education Specialist/Resource Specialist will work with targeted students to improve language development
- English learners (Kinders/new students) will be assessed using ELPAC
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies
- Counselor, nurse, health assistant, 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 support learning
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of summative assessments and other assessments to plan instruction, monitor student progress, and adjust instruction accordingly
- Teachers will participate in on-site and district professional development to strengthen literacy and math 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 through Push-in/Pull-out support
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at-risk student
- Educational Specialist/Resource Specialist will provide push-in or pull-out (Learning Center) supplemental small group instruction for targeted students in need.
- Push-in/Pull-out teacher will consult with 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 and/or support staff will provide additional guided reading for targeted students

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- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to students working independently
- Incorporate the support of SEAs to provide clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialist will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Push-in/Pull-out teacher 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
- Intensive instruction by support staff to address literacy needs of students who are two or more years below proficiency
- Speech and Language Pathologist (SLP) 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):

Continue to strengthen school-wide implementation of research based instructional practices through additional instructional support; supplemental materials and curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$500.00	\$500.00	0167-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide technology support for struggling students.
Supplies		\$13,435.00	\$13,435.00	0167-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide instructional materials and supplies for intervention support for students.

How will you monitor these strategies/activities?:

Teachers will meet frequently to collaborate on supporting struggling students; meet in PLCs to analyze data and instructional practices.

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

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level through the ACSES grant.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.2000	\$17,787.60	\$21,607.48	0167-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide Tier II intervention support for small group/individualized instruction in ELA.
Classroom Teacher Hrly		\$9,000.00	\$10,835.10	0167-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide tutoring for students in need of additional support in order to meet grade level standards.

How will you monitor these strategies/activities?:

Teachers will meet frequently to collaborate on supporting struggling students; meet in PLCs to analyze data and instructional practices.

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

Staff meetings and PLC time will focus on discussing learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. Site professional development for the 2018-19 year will focus on continue to strengthen the mathematics modules, and improve reading and writing through implementation of Lucy Calkins Units of Study.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchrr		\$12,000.00	\$14,446.80	0167-30100-00-1192-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide release time for teachers to attend PD's and PLCs to learn, plan and discuss student progress and intervention support.

How will you monitor these strategies/activities?:

Participation and development by principal, teachers and support staff

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

Staff will assist students in meeting promotion requirements by attending to student health and emotional needs.

How will you monitor these strategies/activities?:

Frequent check-ins with teachers; the school nurse and health technician; parents; students; counselor and related service providers.

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

School will have multiple opportunities for parents to participate in principal coffee meetings/Family Fridays by providing translation in Spanish, ASL (if needed), childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the importance of regular school attendance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Clerical OTBS Hrly		\$500.00	\$642.05	0167-30103-00-2451-2700- 1110-01000-0000	Title I Parent Involvement	05	Translation and interpreter services for parent meetings
Clerical OSS Hrly		\$250.00	\$321.04	0167-30103-00-2453-2700- 1110-01000-0000	Title I Parent Involvement	05	Translation and interpreter services for parent meetings
In-service supplies		\$232.00	\$232.00	0167-30103-00-4304-2495- 0000-01000-0000	Title I Parent Involvement	05	Supplies for meeting and events
Interprogram Svc/Duplicating		\$750.00	\$750.00	0167-30100-00-5721-1000- 1110-01000-0000	Title I Basic Program	03, 05	Provide brochures; mailings and information to parents to provide educational assistance at home.

How will you monitor these strategies/activities?:

Family Friday events; Principal chats; ELAC Meetings; PTA meetings; Morning Assemblies

Local Control Funding Formula Goals and Budget

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?

Intervention Support Goal::

Students not meeting grade level standards as evidenced by DRA2, ELPAC, SRI, SMI and site developed assessments will receive extended learning opportunities in the areas of reading/writing, math and/or English language development. Push-in/Pull-out teacher will provide Tier II interventions. The Education Specialist/RSP will provide Tier III interventions.

Identified Need::

The primary focus of push-in/pull-out support is to provide extended learning opportunities to the students with the greatest academic needs including students not meeting grade level standards or English learners not making adequate progress. For the 2018-19 school year, academic interventions will be focused in grades 1, 3, and 5. Students at other levels may be deployed as necessary to receive supports.

Target Group::

Students not meeting grade level standards or not making adequate progress in English language development in grades 1, 3, and 5 will constitute the target group. Students outside of these grade levels will be deployed as necessary in order to receive support.

Monitoring::

- DRA2
- Site developed assessments
- ELPAC
- SRI

Personnel Responsible::

Principal; Classroom Teachers; Inschool Resource Teacher; Education Specialist; Resource Specialist

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Classroom teachers will provide Tier 1 instruction for all students in all content areas. Additionally, those students requiring additional support will participate in small group instruction in the content area where support is needed, such as English language development, reading/writing, or math. This support will be provided by the Education Specialist or Inschool Resource Teacher. The In-school resource teacher will coordinate support to complete the annual ELPAC testing, which provides data to classroom teachers to structure appropriate English language development instruction and interventions for students. All classrooms will also have weekly access to the school library to check out books and conduct research.

Identified Need::

All students have access to Tier 1 instruction across all content areas. Students who are not meeting grade level standards in reading/writing or math will receive additional support via small group instruction. English learners who are not making adequate progress will receive additional classroom support to build academic language via ELD instruction.

Target Group::

All students, including students with special needs, African American students and English learners developing academic language in English.

Monitoring::

- DRA2
- ELPAC
- Site developed assessments
- SRI/SMI

Personnel Responsible:: Principal; Inschool Resource Teacher; Classroom Teachers; Education Specialist and Resource Specialist

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:

All teachers will meet in PLCs at least 4 times per year to:

- Analyze common assessments
- Review student work
- Coordinate services for classroom and push-in/pull out extended learning
- Engage in collaborative planning focused on the Critical Concepts in literacy and math

Identified Need::

Classroom teachers will work in PLCs to monitor student progress toward meeting/exceeding the Common Core State Standards using the district developed Critical Concepts. The Inschool Resource teacher and Education Specialist will also participate in the PLC meetings when schedules allow. In addition, teachers will use the work from PLCs to develop/vertically align curricular units outside of the workday, TK-5.

Target Group::

General education teachers; DHH teachers and special education teachers.

Monitoring::

Each PLC will have an agenda for their meetings that includes:

- Areas of Critical Concepts/CCSS addressed or studied
- Current academic achievement trends based on student work or assessments analyzed.
- Next steps for instruction based on data
- Student work or assessments that will be analyzed at the next PLC meeting
- Instructional shifts to celebrate in our classrooms.

Personnel Responsible:: Principal, classroom teachers

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.2000	\$17,787.60	\$21,607.48	0167-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide Tier II intervention support for small group/individualized instruction in ELA. Teacher will also work with students for ELPAC testing.
Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,019.50	0167-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Provide release time for teachers to attend PD's and PLCs to learn, plan and discuss student progress and intervention support.
Supplies		\$5,285.00	\$5,285.00	0167-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide instructional materials and supplies for intervention support for students.
Software License		\$500.00	\$500.00	0167-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide technology support for struggling students.
Non Clsrn Tchr Hrly		\$300.00	\$361.17	0167-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide additional teacher support for ELPAC testing, intervention materials development and planning.
Classroom Teacher Hrly		\$1,700.00	\$2,046.63	0167-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide tutoring for students in need of additional support in order to meet grade level standards.

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/Parent Involvement Policy for Non-Title I Schools
- 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
Lafayette
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	131	39.7	121	39.7	111	43.2	3.5	3.5	124	31.5	112	33.0	112	33.9	2.4	0.9
Female	63	39.7	62	38.7	53	56.6	16.9	17.9	58	27.6	58	20.7	53	37.7	10.1	17.0
Male	68	39.7	59	40.7	58	31.0	-8.7	-9.7	66	34.8	54	46.3	59	30.5	-4.3	-15.8
African American	4	-	6	-	4	-	-	-	5	-	5	-	4	-	-	-
Asian	4	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Filipino	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Hispanic	80	30.0	80	36.3	75	45.3	15.3	9.0	74	24.3	72	29.2	76	28.9	4.6	-0.3
Indochinese	9	-	4	-	1	-	-	-	9	-	4	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	3	-	1	-	-	-	1	-	3	-	1	-	-	-
White	25	64.0	15	46.7	18	22.2	-41.8	-24.5	25	40.0	15	53.3	18	33.3	-6.7	-20.0
Multiracial	5	-	10	40.0	10	60.0	-	20.0	5	-	10	20.0	10	50.0	-	30.0
English Learner	37	5.4	32	12.5	29	20.7	15.3	8.2	36	11.1	29	17.2	30	13.3	2.2	-3.9
English-Speaking	94	53.2	89	49.4	78	53.8	0.6	4.4	88	39.8	83	38.6	78	43.6	3.8	5.0
Reclassified†	26	69.2	16	81.3	15	80.0	10.8	-1.3	24	54.2	16	43.8	15	53.3	-0.9	9.5
Initially Eng. Speaking	68	47.1	73	42.5	63	47.6	0.5	5.1	64	34.4	67	37.3	63	41.3	6.9	4.0
Econ. Disadv.*	107	37.4	101	37.6	86	40.7	3.3	3.1	100	29.0	94	28.7	87	29.9	0.9	1.2
Non-Econ. Disadv.	24	50.0	20	50.0	25	52.0	2.0	2.0	24	41.7	18	55.6	25	48.0	6.3	-7.6
Gifted	31	61.3	21	61.9	13	53.8	-7.5	-8.1	29	62.1	21	52.4	13	46.2	-15.9	-6.2
Not Gifted	100	33.0	100	35.0	98	41.8	8.8	6.8	95	22.1	91	28.6	99	32.3	10.2	3.7
With Disabilities	20	0.0	29	3.4	18	5.6	5.6	2.2	16	0.0	20	5.0	0	-	-	-
WO Disabilities	111	46.8	92	51.1	93	50.5	3.7	-0.6	108	36.1	92	39.1	94	40.4	4.3	1.3
Homeless	8	-	11	18.2	11	27.3	-	9.1	9	-	11	36.4	11	27.3	-	-9.1
Foster	2	-	1	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	3	-	9	-	9	-	-	-	2	-	8	-	9	-	-	-

* 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
Lafayette
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	36	33.3	40	37.5	33	36.4	3.1	-1.1	32	34.4	40	35.0	34	38.2	3.8	3.2
Female	22	40.9	18	44.4	14	57.1	16.2	12.7	19	31.6	18	16.7	14	57.1	25.5	40.4
Male	14	21.4	22	31.8	19	21.1	-0.3	-10.7	13	38.5	22	50.0	20	25.0	-13.5	-25.0
African American	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Asian	2	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	23	34.8	31	35.5	22	31.8	-3.0	-3.7	20	35.0	31	38.7	23	30.4	-4.6	-8.3
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	7	-	1	-	5	-	-	-	7	-	1	-	5	-	-	-
Multiracial	1	-	5	-	3	-	-	-	1	-	5	-	3	-	-	-
English Learner	11	9.1	15	13.3	9	-	-	-	10	30.0	15	20.0	10	10.0	-20.0	-10.0
English-Speaking	25	44.0	25	52.0	23	43.5	-0.5	-8.5	22	36.4	25	44.0	23	52.2	15.8	8.2
Reclassified†	4	-	1	-	4	-	-	-	2	-	1	-	4	-	-	-
Initially Eng. Speaking	21	38.1	24	50.0	19	36.8	-1.3	-13.2	20	30.0	24	41.7	19	47.4	17.4	5.7
Econ. Disadv.*	29	34.5	35	34.3	24	33.3	-1.2	-1.0	25	36.0	35	31.4	25	36.0	0.0	4.6
Non-Econ. Disadv.	7	-	5	-	9	-	-	-	7	-	5	-	9	-	-	-
Gifted	9	-	7	-	3	-	-	-	7	-	7	-	3	-	-	-
Not Gifted	27	25.9	33	36.4	30	36.7	10.8	0.3	25	28.0	33	30.3	31	38.7	10.7	8.4
With Disabilities	3	-	29	3.4	18	5.6	-	2.2	2	-	10	10.0	0	-	-	-
WO Disabilities	33	36.4	30	50.0	28	42.9	6.5	-7.1	30	36.7	30	43.3	29	44.8	8.1	1.5
Homeless	1	-	8	-	3	-	-	-	1	-	8	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	4	-	0	-	-	-	0	-	4	-	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
Lafayette
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	41	19.5	42	38.1	39	38.5	19.0	0.4	37	16.2	41	36.6	39	23.1	6.9	-13.5
Female	20	20.0	24	41.7	16	37.5	17.5	-4.2	17	11.8	24	29.2	16	18.8	7.0	-10.4
Male	21	19.0	18	33.3	23	39.1	20.1	5.8	20	20.0	17	47.1	23	26.1	6.1	-21.0
African American	2	-	3	-	1	-	-	-	2	-	3	-	1	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	27	7.4	24	37.5	29	41.4	34.0	3.9	24	4.2	23	26.1	29	27.6	23.4	1.5
Indochinese	4	-	0	-	1	-	-	-	4	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	4	-	10	50.0	3	-	-	-	4	-	10	70.0	3	-	-	-
Multiracial	2	-	4	-	3	-	-	-	2	-	4	-	3	-	-	-
English Learner	15	0.0	10	20.0	15	13.3	13.3	-6.7	15	0.0	10	20.0	15	13.3	13.3	-6.7
English-Speaking	26	30.8	32	43.8	23	56.5	25.7	12.7	22	27.3	31	41.9	23	30.4	3.1	-11.5
Reclassified†	5	-	6	-	2	-	-	-	5	-	6	-	2	-	-	-
Initially Eng. Speaking	21	28.6	26	38.5	21	52.4	23.8	13.9	17	17.6	25	44.0	21	28.6	11.0	-15.4
Econ. Disadv.*	33	18.2	34	38.2	33	39.4	21.2	1.2	29	13.8	33	33.3	33	21.2	7.4	-12.1
Non-Econ. Disadv.	8	-	8	-	6	-	-	-	8	-	8	-	6	-	-	-
Gifted	9	-	8	-	4	-	-	-	9	-	8	-	4	-	-	-
Not Gifted	32	12.5	34	32.4	35	37.1	24.6	4.7	28	10.7	33	33.3	35	20.0	9.3	-13.3
With Disabilities	13	0.0	29	3.4	18	5.6	5.6	2.2	9	-	20	5.0	0	-	-	-
WO Disabilities	28	28.6	38	42.1	31	48.4	19.8	6.3	28	21.4	38	39.5	31	29.0	7.6	-10.5
Homeless	2	-	2	-	6	-	-	-	2	-	2	-	6	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	2	-	4	-	-	-	1	-	2	-	4	-	-	-

* 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
Lafayette
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	27	51.9	39	43.6	39	53.8	1.9	10.2	28	32.1	31	25.8	39	41.0	8.9	15.2
Female	8	-	20	30.0	23	69.6	-	39.6	9	-	16	12.5	23	39.1	-	26.6
Male	19	47.4	19	57.9	16	31.3	-16.1	-26.6	19	36.8	15	40.0	16	43.8	7.0	3.8
African American	0	-	2	-	1	-	-	-	1	-	1	-	1	-	-	-
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	15	40.0	25	36.0	24	62.5	22.5	26.5	15	20.0	18	16.7	24	29.2	9.2	12.5
Indochinese	1	-	4	-	0	-	-	-	1	-	4	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
White	7	-	4	-	10	30.0	-	-	7	-	4	-	10	50.0	-	-
Multiracial	1	-	1	-	4	-	-	-	1	-	1	-	4	-	-	-
English Learner	8	-	7	-	5	-	-	-	8	-	4	-	5	-	-	-
English-Speaking	19	73.7	32	53.1	32	59.4	-14.3	6.3	20	40.0	27	29.6	32	46.9	6.9	17.3
Reclassified†	7	-	9	-	9	-	-	-	7	-	9	-	9	-	-	-
Initially Eng. Speaking	12	66.7	23	39.1	23	52.2	-14.5	13.1	13	46.2	18	22.2	23	47.8	1.6	25.6
Econ. Disadv.*	24	50.0	32	40.6	29	48.3	-1.7	7.7	25	28.0	26	19.2	29	34.5	6.5	15.3
Non-Econ. Disadv.	3	-	7	-	10	70.0	-	-	3	-	5	-	10	60.0	-	-
Gifted	6	-	6	-	6	-	-	-	6	-	6	-	6	-	-	-
Not Gifted	21	47.6	33	36.4	33	51.5	3.9	15.1	22	18.2	25	20.0	33	39.4	21.2	19.4
With Disabilities	1	-	15	6.7	5	-	-	-	2	-	20	5.0	0	-	-	-
WO Disabilities	26	53.8	24	66.7	34	58.8	5.0	-7.9	26	34.6	24	33.3	34	47.1	12.5	13.8
Homeless	3	-	11	18.2	2	-	-	-	4	-	11	36.4	2	-	-	-
Foster	1	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	-	-	0	-	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.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Lafayette Elementary School

2018-2019

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.

Lafayette Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The School Site Council reviews this policy every year and must approve it prior to distribution.

It has distributed the policy to parents of Title I students. The policy is sent home with students.

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 *Lafayette Elementary School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting is held at the parent/community meeting on the first Family Friday in September each year.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Following the installation of the School Site Council and the English Learner Advisory Committee determine the best times for their groups to meet.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- The school provides parents of Title I students with timely information about Title I programs. The Title I Parent Involvement Policy and the Home School Compact are distributed within the first month of school each year.
- 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. This information is presented by teachers at Back to School Night in September of each year.
- 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. School Site council meetings are held eight times per year. English learner Advisory Committee meetings are held four times per year. Family Fridays are held ten times per year. Parents may request additional information about Title 1 in the school office or can request an appointment with the school principal.

School-Parent Compact

Lafayette Elementary School 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 Home-School Compact is reviewed every year by the School Site Council. The SSC must approve the compact each year prior to distribution.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides opportunities for parents to meet with teachers during parent-teacher conferences in the fall and spring of each year. Teachers review progress toward state standards and presents strategies for academic interventions as necessary.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. A Student handbook and Facts for parents are sent home with students in the first day packet each year.
- 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. Parent engagement is an important part of the school culture. At monthly Family Fridays, parents visit classrooms and read with their 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. Workshops for parents from the Ballard Center are offered when available. The school also provides outreach to special needs students to ensure parents are engaged in the educational progress of their students.
- 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. All communications are sent in English and Spanish. (Spanish is the major primary language at the school.)
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Lafayette Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Translation support is provided when possible by the bilingual staff at the school or the district's Translation Department.

APPENDIX C

HOME/SCHOOL COMPACT

HOME/SCHOOL AGREEMENT 2018-19

Lafayette Elementary School and families of students enrolled at Lafayette Elementary School 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 Agreement is in effect during the 2018-19 school year.

Responsibilities of the School

As teachers, we want to teach...

- In a welcoming and safe climate for all
- A high-quality curriculum and instruction based on individual student needs
- With high expectations for student learning to meet California's standards for achievement
- And learn with on-going continuing education
- And work together to solve issues and prevent problems

As teachers, we want you to know how your child is doing...

- In the Fall at the required parent/guardian conference
- In the Spring at the parent/guardian conference (required for those needing extra help or for those that request)
- When we feel you need to know or anytime you ask
- Through verbal and/or written reports as needed
- Through Standards-based Report Cards three times in the year

As teachers, we want to meet you...

- Please send a note, stop and chat, call, send an email, send a letter, and/or attend school-wide functions

As teachers, we want you to be involved...

- In the classroom, on field trips, on Family Friday
- In school committees such as the PTA, SSC, ELAC
- In school and Madison Cluster events
- On the playground, at lunch, or before school
- In the community to help our school

Responsibilities of Students

As a student, I will...

- Be on time and ready to work and learn
- Follow all school and classroom rules and be respectful, responsible, safe and kind
- Remember the "Lafayette Way" and do the right thing
- Be kind to everyone
- Respect that everyone wants to learn in a safe school
- Show responsibility in all that I do
- Participate in class
- Do all work on time and turn it in

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LAFAYETTE ELEMENTARY SCHOOL

- Read at least 30 minutes every day after school, even on weekends and vacations
- Give parents/families all papers and information from school
- Turn in all papers from parents/families that the school needs
- Talk with parent/family, teacher, and/or school staff about what is happening at school

Responsibilities of Parents/Families

As a parent/family member, I will...

- Ensure my child attends school daily, is on time, and ready to learn
- Expect my child to do well in school
- Check to see they are completing work
- Encourage my child to participate in all activities
- Expect that my child reads 30 minutes every day
- Attend Fall and Spring Parent-Teacher conferences
- Provide a study space for homework and help them when needed
- Participate in decisions about my child's education
- Provide a healthy breakfast and lunch or enough money to buy at school
- Know and support school/classroom rules, behaviors, discipline and attendance plan
- Read all notices from school
- Respond to phone calls or notes within 24 hours
- Limit the time and type of television and video games my child experiences
- Know my child's friends
- Work together with the school
- Tell the school when I get a new phone number or move to a new residence
- Volunteer in my child's classroom/school activities as my schedule allows
- Serve on advisory groups, such as PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council for Compensatory Education (DAC), and/or other advisory groups as I am able
- Fill out and turn in the meal application each year (remember, this is how the school receives Title 1 funds)

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
Lafayette Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.2000	\$ 17,787.60
		1157	Classroom Teacher Hrly			\$ 1,700.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 5,000.00
		1957	Non Clsrm Tchr Hrly			\$ 300.00
		3000	Employee Benefits			\$ 5,247.18
		4301	Supplies			\$ 5,285.00
		5841	Software License			\$ 500.00
	09800 Total				0.2000	\$ 35,819.78
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.2000	\$ 17,787.60
		1157	Classroom Teacher Hrly			\$ 9,000.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 12,000.00
		3000	Employee Benefits			\$ 8,101.78
		4301	Supplies			\$ 13,435.00
		5721	Interprogram Svcs/Duplicating			\$ 750.00
		5841	Software License			\$ 500.00
	30100 Total				0.2000	\$ 61,574.38
	30103	2451	Clerical OTBS Hrly			\$ 500.00
		2453	Clerical OSS Hrly			\$ 250.00
		3000	Employee Benefits			\$ 213.09
		4304	Inservice supplies			\$ 232.00
	30103 Total					\$ 1,195.09

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Lafayette Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	One (1). 4 In-school Resource teacher to provide Tier II intervention support for small group/individualized instruction; Technology support for struggling students; instructional materials and supplies for intervention support
CLOSING THE ACHIEVEMENT GAP	One (1) .4 In-school Resource teacher to provide extended learning intervention support of English Learners in Literacy, Math and Language development; Provide additional teacher support for developing intervention materials and planning/ELPAC
PROFESSIONAL DEVELOPMENT	Staff Professional Learning Communities (PLC) release time for teachers to focus on data analysis; best instructional practices; student progress and intervention support; work to align the instructional materials (Lucy Calkins Reading and Writing Units of Study & Engage NY Modules)
GRADUATION/PROMOTION	Frequent check-ins to support the wellbeing of our students (social/emotional/health); Student Study Teams (Parents; counselor; teachers; administrator; related service-providers)
PARENT ENGAGEMENT	Translation and interpreter services for parent meetings; supplies for meetings and events; literature (brochures), mailings and information to parents to provide educational assistance at home