THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT TOLER ELEMENTARY SCHOOL

2018-19

37-68338-6040224
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Lewis, Peggy
Contact Person: Lewis, Peggy
Position: Principal
Telephone Number: 858-273-0294
Address: 3350 Baker St, Toler Elementary, San Diego, CA, 92117-6017,
E-mail Address: plewis1@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 Unified
SCHOOL DISTRICT

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: *TOLER ELEMENTARY*

SITE CONTACT PERSON: *Peggy Lewis*

PHONE: 8/273-0294   FAX: 8/483-3832   E-MAIL ADDRESS: *plewis1 @ sandi.net*

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

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

☐ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:
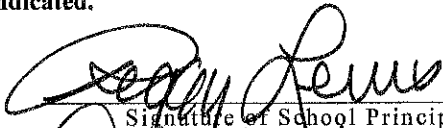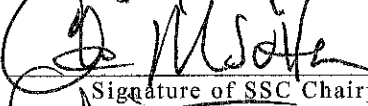
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐	English Learner Advisory Committee (ELAC)	Date of presentation: _____
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☒	Site Governance Team (SGT)	Date of presentation: 4/3/18
☐	Other (list): _____	Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. 4/3/18

6. The site plan or revisions to the site plan were adopted by the SSC on: 4/3/18

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.

Peggy Lewis	*(signature)*	4-6-18
Type/Print Name of School Principal	Signature of School Principal	Date
Christine Sutton	*(signature)*	4/6/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Sofia Freire	*(signature)*	4/16/18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Revised 03.08.18 mj

TABLE OF CONTENTS

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Toler prepares all students to be proficient, responsible citizens, problem solvers, and leaders of character, who are successful today and prepared for tomorrow. Toler fosters a strong sense of belonging and collaboration. Coupled with high expectations for all students; we have built a strong foundation for student achievement.

Toler's SPSA fulfills this mission by addressing the following:
Our current school enrollment is 245 T (K-5) students. Our Targeted subgroups are:
- English Learners
- Socio- Economically Disadvantaged
- Hispanic Students.
Based on current SBAC data, the following areas of need have been identified:
- ELA- Reading Comprehension
- Writing
- Math - Number Sense and Problem Solving

According to CELDT Data, the English Language Learners continue to advance in Listening and Speaking but those language skills have not transferred into proficiency in Reading, Writing and Mathematical Problem Solving.
Additionally, many of the EL students fall into the other two subgroups of Socio-Economically Disadvantaged and Hispanic/Latino. Our EL students require multiple opportunities to acquire the language skills necessary to become proficient in all content areas.
Grade level collaborative groups will strengthen Tier 1 instruction, identify and monitor all students in need of RTI (Tier 2 & 3 Interventions) and plan   instruction that includes up to date teaching tools (technology), research based instructional practice, in order that the students who are not proficient will flourish.

Toler's SPSA places special emphasis on providing support through Professional Learning Communities (PLCs) to plan for Tier 1 instruction and Tier 2 &3 interventions. Our SPSA also channels resources to pay for Professional Development for teachers based on site need. The ILT, SSC, teachers and principal continue to monitor achievement of grade level and school wide SPSA Goals, data analysis, focused student progress checks and strategic instructional planning that supports the achievement of our goals towards proficiency.

District budget constraints remain an area of ongoing concern in regard to accessing resources to fully implement the SPSA.

SCHOOL VISION AND REALITY

Our vision is that all students will be proficient, responsible citizens, problem solvers, and leaders of character, who are successful today and prepared for tomorrow. Our current reality is that our all of our students are not proficient. In an effort to rectify that, we have developed this SPSA.

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
Toler collaboratively plans with our school neighbor, Bay Park Elementary. Both principals facilitate PLC/PD work between both schools. Our PD/PLC work includes analysis of student data, establishing learning goals, lesson planning and design and work around the Common Core State Standards, Critical Concepts, Proficiency Scales, and curriculum. The curricular areas include: English Language Arts, Math and Science. In our PLCs, teachers are also provided time to identify target students, develop learning goals and plan for instruction. The overall focus for the year will be to increase knowledge around CCSS, Critical Concepts and Proficiency Scales for ELA, Math and Science...
Toler's ILT meets monthly to analyze student data and give input for next steps for instruction.

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

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

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

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Toler's parents, SSC, SGT, ELAC, PTA, and Toler staff provided input in the development of the budget and SPSA through the Assessment and Evaluation Survey as well as Staff and Parent Meetings.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Katelyn Turner	Teacher
Christine Sutton	Teacher/ Chair
Deborah Stewart	Other Staff
Christina Ballinger	Parent /DAC Rep
Carrie Gabaldon	Parent
Lynn Reeves	Parent-Secretary
Razeena Gonawela	Parent/DAC Alt
Amy Storey	Parent
Cameron Bohn Chase	Teacher
Peggy Lewis	Principal

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 67% (approx. 27/40 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, _70__% (approx. _33/48__ 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

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

Subgroup: English Learners students

By June 2019, _67__% (approx. _2/3__ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60__% (approx. __6/10_ 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, __66_% (approx. _8/12__ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, _70__% (approx. _13/_18_ 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, _60__% (approx. _3/5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, _75__% (approx.3/4 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Socioeconomically Disadvantaged

By June 2019, _66__% (approx. 20/30 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, _68__% (approx. 15/22 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):

DRA2, End of Unit ELA Exams, Pre/Post Writing Assessments

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

Teachers will meet by grade level/department to analyze DRA2, Writing pre/post data and End of Unit ELA exams 4 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, _69__% (approx. 28/40 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, __69_% (approx. __33/48 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

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

Subgroup: English Learners students

By June 2019, _66__% (approx. 2/3_ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _60__% (approx. 6/10 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, _66__% (approx. 8/12__ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _77__% (approx. 14/18 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 60% (approx. 3/5_3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _75__% (approx. _3/4__ 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Socioeconomically Disadvantaged Students

By June 2019, __66_% (approx. _20/30__ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _68__% (approx. 15/22 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):

 End of Unit Exams and Performance Assessments envision Math

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 at least 4 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 75% of our 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):
District Alternative Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Teachers will meet by grade level/department to analyze end of unit assessments at least 4 times per year. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least __75__% (approx. 30/40 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least __79__% (approx. 38/48 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):

End of Unit Exams for ELA, Pre/Post Writing Assessments

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

Teachers will meet by grade level to analyze end of unit assessments, DRA2, and other student data at least 4 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, __90__% (approx. 221/245 students) will receive information regarding academic and citizenship progress of their children.
Targeted Population:
The targeted population is our economically disadvantaged students and families as that sub group represents 59 % of our student population.
What data did you use to form these goals?
We need to improve parent engagement so that more parents consistently attend school events and are regularly informed of their child's progress and the resources available to help remediate, accelerate and enrich learning at home and at school. School-wide data on parent attendance at conferences, Open House and Academic Nights, Family Days, ACE Assemblies and volunteering was utilized to determine the extent of this need.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselors will meet as often as needed per year to analyze student progress using site developed criteria. Families are contacted each trimester based on progress. Attendance at conferences will be monitored by sign in sheets. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Lucy Calkins Readers and Writers Common Core Units of Study for English Language Art and the Common Core grade level standards, Critical Concepts and Proficiency Scales in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of ELD instruction five 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 daily including: Guided Reading, Shared Reading, Independent Reading and Interactive Writing (where appropriate).
- Staff will use multiple measures of assessment (i.e.Pre and Post Writing assessments, End of Unit Assessments, DRA2, and Checking for Understanding Exit Slips, Conferring Notes and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on- demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level Common Core Writing Standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Teachers will work with targeted students to improve language development.
- All English Learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide consultation for 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, attendance clerk, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of writing assessments, and other assessments to plan instruction, monitor student progress and adjust instruction accordingly.
- Teachers will participate in site and district professional development to strengthen literacy 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
- Teachers will make a home contact i.e. progress report, phone call, parent conference to discuss the progress of their at risk student. This is logged by teacher
- Teachers will provide supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic technology intervention and media supports to accelerate, remediate and reteach concepts in the classroom.
- Teachers will provide a Double Dose of daily Guided Reading for targeted students.

- Teachers will re-teach a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction for specific SPED students

Intensive Intervention (Tier 3)
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor, nurse, psychologist, principal will connect with families of at risk students when need arises
- Speech and language pathologist will provide supplemental (informal) support to students with significant language needs.
- Counselor/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):

Based on current data, some students are in need of additional support in the areas of literacy, math and ELD. Therefore, teachers will be afforded the opportunity to engage in Professional Development, PLCs and enhance their current classroom libraries, add additional resources, and engage students in strategic computer intervention and media supports to accelerate, remediate, and reteach concepts. Additionally, some students will receive before or after school tutoring.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$7,727.00	$7,727.00	0277-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Instructional supplies/materials will be purchased to support classroom instruction and student learning. Materials include classroom books, and other resource materials as well as basic supplies.

How will you monitor these strategies/activities?:

Staff will use multiple measures of assessment i.e. , SBAC, Pre and Post Writing assessments, End of Unit Assessments, DRA2, Exit Slips, Conferring Notes and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.

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

Based on current data, some students are in need of additional support in the areas of literacy, math and ELD. In addition to Tier I instruction, Classroom teachers will offer additional learning supports to those students who need it by providing re-teaching in small groups (Tier 2 & 3 instruction).

How will you monitor these strategies/activities?:

Staff will use multiple measures of assessment i.e.,Pre and Post Writing assessments, End of Unit Assessments, DRA2, Exit Slips, Conferring Notes and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.

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

There continues to be a need for teachers to have access to current curriculum and pedagogy as well as opportunities to collaborate with their grade levels. Classroom teachers will come out of the classroom for professional development and collaboration grade level planning, lesson planning, and analyzing student work in ongoing PLC sessions. Visiting Teachers will be utilized to cover classrooms during these activities.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$1,500.00	$1,805.85	0277-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Substitutes to provide release time for professional development and PLCs for classroom teachers.

How will you monitor these strategies/activities?:

These sessions will be monitored by principal and staff through: meeting agendas, meeting notes, reflection sheets and principal observations with debrief and follow up.

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

Based on school and attendance records, our school population reflects a high need for additional supports in the areas of mental health and medical needs. Therefore, our nurse and psychologist will connect with families of at risk students when need arises. In order to maintain positive school attendance, the counselor, nurse, health assistant, attendance clerk, teachers and principal will monitor and follow up with student attendance needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.4000	$13,647.20	$17,563.26	0277-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04, LCFF 1, LCFF 2	Health Tech will provide direct support to our students and families by monitoring their health needs, and connecting them to community resources.

How will you monitor these strategies/activities?

Counselor, nurse, psychologist and staff will connect with families of at risk students when need arises. Additionally, Counselor, nurse, health assistant, attendance clerk, teachers and principal will monitor and follow up with student attendance needs.

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

Based on parent participation data, there is a need to improve parent participation and engagement school wide. Parents will be afforded multiple opportunities throughout the year to participate in the following activities: site parent groups such as; SSC, PTA, ELAC, SGT as well as Family Fridays, Family Academic Nights, Principal Chats, Student Award Assemblies, Parent Sports Days and daily volunteering opportunities.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$400.00	$400.00	0277-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies/materials will be purchased to support parent in services and meetings. Materials include books, and other resources as well as basic supplies.
In-service supplies		$500.00	$500.00	0277-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies/ materials will be purchased to support parent in services and meetings. Materials will include books, and other resource materials as well as basic supplies and light refreshments.

How will you monitor these strategies/activities?:

These activities will be communicated to parents through systematic home school communications such as i.e. School Messenger, weekly Dolphin Dates, School website, PTA website, Peachjar, classroom newsletters and websites and monitored by sign in sheets for each activity.

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::

Visiting teachers will also be utilized to push in/pull out for small group instruction and interventions. ELPAC will be administered by a visiting teacher (initials) and classroom teachers.

Identified Need::

Provide support to ELLs and all At Risk learners.

Target Group::

ELLs

At Risk Students

Monitoring::

ELPAC   DRA2

End of Unit and Performance Math Assessments   Pre/Post Writing Assessments

End of Unit Reading Assessments

Personnel Responsible:: Classroom teachers and principal.

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::

Instructional materials will be purchased to support student learning including English Language Learners and all at risk students. On line resources will be utilized as appropriate.

Identified Need::

Provide support to ELLs and all At Risk learners.

Target Group::

ELLs

At Risk Students

Monitoring::

CELDT   DRA2

End of Unit and Performance Math Assessments   Pre/Past Writing Assessments

End of Unit Reading Assessments

Personnel Responsible:: Classroom teachers and principal

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 provide for visiting teachers to allow classroom teachers time to collaborate as well as attend workshops, trainings, and conferences and other professional development. Grade level groups (PLCs) will meet regularly to plan for instruction, analyze student work, and participate in the Collaborative Lesson Design Process.

Identified Need::
Our staff will continue to receive Professional Development around the Common Core State Standards, Critical Concepts, Proficiency Scales, literacy and math.

Target Group::
All site teachers.

Monitoring::
Teacher and student monitoring to include observations, walkthroughs and scheduled observations. Student data will be collected and analyzed to determine next steps for instruction and professional development.

Personnel Responsible::
Principal and teachers.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$6,500.00	$7,825.35	0277-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 3	Substitutes to provide release time for professional development and PLCs for classroom teachers.
Classroom Teacher Hrly		$2,000.00	$2,407.80	0277-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Some students are in need of additional support in the areas of literacy, math and ELD. Therefore, they will be afforded the opportunity to engage in additional remediation, outside the instructional day (before or after school) and work with a teacher in small group or 1-1 tutoring.
Clerical OTBS Hrly		$1,000.00	$1,284.10	0277-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Clerical staff to provide some additional support hours above their contracted day to monitor and schedule, PD, parent meetings, placing orders for student supplies.
Interprogram Svcs/Paper		$2,000.00	$2,000.00	0277-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Copier paper will be purchased to use to support all instructional programs, parent meetings, interventions (tutoring) and classroom needs.

Software License	$4,000.00	$4,000.00	0277-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Some students are in need of additional support in the areas of literacy, math and ELD. Therefore, those students will be afforded the opportunity to engage in strategic interventions and supports to accelerate, remediate, and reteach through the purchase of computer software and licensed programs.
Non Clsrm Tchr Hrly	$2,500.00	$3,009.75	0277-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support	03, LCFF 2	A visiting teacher will be hired to administer the ELPAC to some of our ELL students.
Supplies	$3,035.00	$3,035.00	0277-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies/materials will be purchased to support classroom instruction and student learning. Materials include books, and other resource materials as well as basic supplies.

APPENDICES

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

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

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

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Toler
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	116	48.3	99	57.6	109	61.5	13.2	3.9		115	41.7	102	51.0	109	59.6	17.9	8.6
Female	46	52.2	42	64.3	58	62.1	9.9	-2.2		46	30.4	42	59.5	58	56.9	26.5	-2.6
Male	70	45.7	57	52.6	51	60.8	15.1	8.2		69	49.3	60	45.0	51	62.7	13.4	17.7
African American	4	-	2	-	2	-	-	-		4	-	2	-	2	-	-	-
Asian	2	-	1	-	1	-	-	-		2	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	57	33.3	50	46.0	53	54.7	21.4	8.7		57	28.1	53	41.5	53	47.2	19.1	5.7
Indochinese	2	-	1	-	1	-	-	-		2	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	35	57.1	30	66.7	41	65.9	8.8	-0.8		34	52.9	30	60.0	41	70.7	17.8	10.7
Multiracial	16	75.0	15	73.3	11	72.7	-2.3	-0.6		16	56.3	15	66.7	11	72.7	16.4	6.0
English Learner	21	28.6	16	37.5	24	33.3	4.7	-4.2		21	28.6	19	42.1	24	33.3	4.7	-8.8
English-Speaking	95	52.6	83	61.4	85	69.4	16.8	8.0		94	44.7	83	53.0	85	67.1	22.4	14.1
Reclassified†	22	31.8	9	-	14	64.3	32.5	-		22	18.2	9	-	14	57.1	38.9	-
Initially Eng. Speaking	73	58.9	74	64.9	71	70.4	11.5	5.5		72	52.8	74	55.4	71	69.0	16.2	13.6
Econ. Disadv.*	69	40.6	63	46.0	68	55.9	15.3	9.9		69	34.8	66	42.4	68	48.5	13.7	6.1
Non-Econ. Disadv.	47	59.6	36	77.8	41	70.7	11.1	-7.1		46	52.2	36	66.7	41	78.0	25.8	11.3
Gifted	42	66.7	40	70.0	25	88.0	21.3	18.0		42	57.1	40	62.5	25	88.0	30.9	25.5
Not Gifted	74	37.8	59	49.2	84	53.6	15.8	4.4		73	32.9	62	43.5	84	51.2	18.3	7.7
With Disabilities	17	17.6	16	31.3	12	41.7	24.1	10.4		16	43.8	16	25.0	12	25.0	-18.8	0.0
WO Disabilities	99	53.5	83	62.7	97	63.9	10.4	1.2		99	41.4	86	55.8	97	63.9	22.5	8.1
Homeless	3	-	2	-	7	-	-	-		3	-	4	-	7	-	-	-
Foster	2	-	2	-	1	-	-	-		2	-	2	-	1	-	-	-
Military	7	-	6	-	7	-	-	-		7	-	6	-	7	-	-	-

* 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
Toler
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	31	67.7	34	70.6	50	52.0	-15.7	-18.6		31	77.4	36	77.8	50	62.0	-15.4	-15.8
Female	11	54.5	18	83.3	32	56.3	1.8	-27.0		11	63.6	18	88.9	32	53.1	-10.5	-35.8
Male	20	75.0	16	56.3	18	44.4	-30.6	-11.9		20	85.0	18	66.7	18	77.8	-7.2	11.1
African American	2	-	1	-	1	-	-	-		2	-	1	-	1	-	-	-
Asian	1	-	1	-	0	-	-	-		1	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	12	58.3	14	71.4	26	50.0	-8.3	-21.4		12	75.0	16	81.3	26	53.8	-21.2	-27.5
Indochinese	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	11	72.7	11	72.7	17	52.9	-19.8	-19.8		11	81.8	11	72.7	17	64.7	-17.1	-8.0
Multiracial	3	-	7	-	6	-	-	-		3	-	7	-	6	-	-	-
English Learner	8	-	9	-	16	31.3	-	-		8	-	11	63.6	16	43.8	-	-19.8
English-Speaking	23	73.9	25	76.0	34	61.8	-12.1	-14.2		23	82.6	25	84.0	34	70.6	-12.0	-13.4
Reclassified†	2	-	0	-	2	-	-	-		2	-	1	-	2	-	-	-
Initially Eng. Speaking	21	71.4	24	79.2	32	62.5	-8.9	-16.7		21	85.7	24	83.3	32	68.8	-16.9	-14.5
Econ. Disadv.*	21	61.9	21	57.1	30	50.0	-11.9	-7.1		21	76.2	23	69.6	30	53.3	-22.9	-16.3
Non-Econ. Disadv.	10	80.0	13	92.3	20	55.0	-25.0	-37.3		10	80.0	13	92.3	20	75.0	-5.0	-17.3
Gifted	11	90.9	11	90.9	7	-	-	-		11	81.8	11	100.0	7	-	-	-
Not Gifted	20	55.0	23	60.9	43	48.8	-6.2	-12.1		20	75.0	25	68.0	43	58.1	-16.9	-9.9
With Disabilities	7	-	4	-	3	-	-	-		7	-	4	-	3	-	-	-
WO Disabilities	24	79.2	30	76.7	47	53.2	-26.0	-23.5		24	83.3	32	84.4	47	63.8	-19.5	-20.6
Homeless	1	-	2	-	7	-	-	-		1	-	2	-	7	-	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	1	-	4	-	3	-	-	-		1	-	4	-	3	-	-	-

* 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
Toler
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	44	31.8	23	65.2	35	74.3	42.5	9.1		43	32.6	23	56.5	35	57.1	24.5	0.6
Female	15	40.0	9	-	16	81.3	41.3	-		15	20.0	9	-	16	62.5	42.5	-
Male	29	27.6	14	78.6	19	68.4	40.8	-10.2		28	39.3	14	64.3	19	52.6	13.3	-11.7
African American	1	-	0	-	1	-	-	-		1	-	0	-	1	-	-	-
Asian	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	26	23.1	11	45.5	18	72.2	49.1	26.7		26	15.4	11	45.5	18	38.9	23.5	-6.6
Indochinese	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	11	27.3	10	80.0	12	75.0	47.7	-5.0		10	50.0	10	80.0	12	75.0	25.0	-5.0
Multiracial	6	-	1	-	3	-	-	-		6	-	1	-	3	-	-	-
English Learner	10	20.0	5	-	5	-	-	-		10	10.0	5	-	5	-	-	-
English-Speaking	34	35.3	18	77.8	30	80.0	44.7	2.2		33	39.4	18	66.7	30	66.7	27.3	0.0
Reclassified†	6	-	2	-	8	-	-	-		6	-	2	-	8	-	-	-
Initially Eng. Speaking	28	42.9	16	75.0	22	77.3	34.4	2.3		27	48.1	16	68.8	22	72.7	24.6	3.9
Econ. Disadv.*	22	22.7	14	57.1	24	66.7	44.0	9.6		22	18.2	14	50.0	24	45.8	27.6	-4.2
Non-Econ. Disadv.	22	40.9	9	-	11	90.9	50.0	-		21	47.6	9	-	11	81.8	34.2	-
Gifted	20	45.0	7	-	8	-	-	-		20	40.0	7	-	8	-	-	-
Not Gifted	24	20.8	16	50.0	27	66.7	45.9	16.7		23	26.1	16	43.8	27	44.4	18.3	0.6
With Disabilities	7	-	6	-	4	-	-	-		6	-	6	-	12	25.0	-	-
WO Disabilities	37	35.1	17	76.5	31	77.4	42.3	0.9		37	29.7	17	70.6	31	64.5	34.8	-6.1
Homeless	1	-	1	-	4	-	-	-		1	-	1	-	7	-	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	2	-	1	-	2	-	-	-		2	-	1	-	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
Toler
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	41	51.2	42	42.9	24	62.5	11.3	19.6		41	24.4	43	25.6	24	58.3	33.9	32.7
Female	20	60.0	15	53.3	10	50.0	-10.0	-3.3		20	20.0	15	33.3	10	60.0	40.0	26.7
Male	21	42.9	27	37.0	14	71.4	28.5	34.4		21	28.6	28	21.4	14	57.1	28.5	35.7
African American	1	-	1	-	0	-	-	-		1	-	1	-	0	-	-	-
Asian	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Hispanic	19	31.6	25	32.0	9	-	-	-		19	15.8	26	15.4	9	-	-	-
Indochinese	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	13	69.2	9	-	12	75.0	5.8	-		13	30.8	9	-	12	75.0	44.2	-
Multiracial	7	-	7	-	2	-	-	-		7	-	7	-	2	-	-	-
English Learner	3	-	2	-	3	-	-	-		3	-	3	-	3	-	-	-
English-Speaking	38	55.3	40	45.0	21	66.7	11.4	21.7		38	26.3	40	27.5	21	61.9	35.6	34.4
Reclassified†	14	35.7	6	-	4	-	-	-		14	21.4	6	-	4	-	-	-
Initially Eng. Speaking	24	66.7	34	50.0	17	76.5	9.8	26.5		24	29.2	34	29.4	17	64.7	35.5	35.3
Econ. Disadv.*	26	38.5	28	32.1	14	50.0	11.5	17.9		26	15.4	29	17.2	14	42.9	27.5	25.7
Non-Econ. Disadv.	15	73.3	14	64.3	10	80.0	6.7	15.7		15	40.0	14	42.9	10	80.0	40.0	37.1
Gifted	11	81.8	22	50.0	10	90.0	8.2	40.0		11	63.6	22	36.4	10	80.0	16.4	43.6
Not Gifted	30	40.0	20	35.0	14	42.9	2.9	7.9		30	10.0	21	14.3	14	42.9	32.9	28.6
With Disabilities	3	-	6	-	5	-	-	-		3	-	6	-	5	-	-	-
WO Disabilities	38	55.3	36	44.4	19	68.4	13.1	24.0		38	26.3	37	24.3	19	63.2	36.9	38.9
Homeless	1	-	2	-	2	-	-	-		1	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	4	-	1	-	2	-	-	-		4	-	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

TOLER ELEMENTARY
2018-19

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.

Toler has written a Title 1 Parent Involvement Policy with input from Title 1 parents. The meeting was held and parent input was given and considered. The policy was distributed to parents in hard copy in our Monday Dolphin Folders. The policy was in English and Spanish.

The policy describes the means for carrying out the Title 1 parent involvement requirements.

Involvement of Parents in the Title 1 Program:

To involve parents in the Title 1 program at Toler Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of the Title 1 students about Title 1 requirements and about the rights of parents to be involved in the Title 1 program. This meeting is offered on the same night as SSC and PTA in order to increase parent attendance.
- The school offers a flexible number of meetings for Title 1 parents such as some morning meetings, some afternoon and some evening meetings.
- The school involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review and improvement of the schools Title 1 programs and the Title 1 parent involvement policy. This is accomplished by getting feedback at SSC, ELAC, SGT and PTA meetings as well as informally when parents contact the school.
- The school provides parents with timely information about Title 1 programs during enrollment, weekly Dolphin Dates, school website, Open House, Back to School Night, Parent Academic Nights, SSC, SGT and ELAC minutes.
- The school provides parents of Title 1 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 at Back to School Night, Parent Teacher Conferences, Family Fridays, SSC, ELAC and informal parent/teacher, principal/parent meetings as well as through report cards (3 times per year).
- If requested by parents of Title 1 students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This is accomplished through SSC, ELAC, SGT, PTA formal and informal parent meetings where input can be given.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school-wide weekly Dolphin Dates are sent home informing parent/community of all meetings of interest. All communications are sent home in both English and Spanish. These documents are used to advertise parent meetings and training sessions offered at **Toler**, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout

the district. Every attempt is made to communicate with parents in their primary language.

During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration. Parents are notified annually of individual student assessment results by Assessment Services Department. An explanation of the information is available in several languages.

Home School-Parent Compact:
Toler distributes to parents of Title 1 students a school parent compact. The compact which has been jointly developed with parents, the entire school staff, and students will share the responsibility for improved student academic success. 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 suggested by parents of Title 1 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 on-going communication between parents and teachers
- (A copy of Toler's Home School Compact is attached) This compact was developed by SSC; parent input was given at the Title 1 Involvement meeting and sent home to all families.

Building Capacity for Involvement
Toler engages Title 1 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 does the following:
- Through parent meetings , parent groups like SSC, ELAC, SGT and PTA, parent academic chats, family academic nights, parent teacher conferences and Parent Back to School Night, parents are given opportunities to understand CCSS, grade level expectations, assessments and student data and resources to help them work with their students to improve achievement.
- The school coordinates and educates all staff members about the importance of building parent relationships and working with parents as equal partners. We encourage parents to be equal partners in their child's education by establishing a warm and welcoming environment for parents. We have an open door policy and all parents are encouraged to communicate with the school through email, conferences, phone calls and meetings.
- Parents are aware of all school activities and programs through our weekly newsletter (i.e., Dolphin Dates) that is published in both English and Spanish
- and posted to our communication system Peachjar for easy access. Our Toler website and school calendar is updated regularly for current information.

Accessibility
Toler provides opportunities for the participation of Title 1 parents, including parents with limited English proficiency, parents with disabilities. Information and school reports are provided in a format and language that parents understand. All report cards are available in English and Spanish and Spanish copies are provided for those parents who speak only Spanish. Interpreters are provided in parent's home language, if preferred for all IEPs. Parent Teacher conferences are also conducted with interpreters if available.

APPENDIX C

HOME/SCHOOL COMPACT

TOLER ELEMENTARY
HOME/SCHOOL COMPACT

TOLER 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 is in effect during school year ____**2018-19**

REQUIRED HOME-SCHOOL COMPACT PROVISIONS

School Responsibilities

Toler Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's Common Core State Standards as follows:

   - **Establishing student-centered classrooms,**

   - **All students will have access to resources, charts, technology, classroom libraries and learning materials.**

   - **Student work spaces will support their learning.**

   - **High levels of student engagement will be evident.**

   - **High Quality instructional practices will be utilized.**

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

   - **Parent Teacher Conferences (formal) will be held twice yearly: November 14, 15, 16, 17 , 2017 and March 20, 21, 22, 23 2018**

   - **Parents are expected to attend both conferences. Informal conferences are held throughout the year as needed.**

3. Provide parents with frequent reports on their child's progress.

- **Student Progress Reports are given to parents three times a year.**
- **Parents are encouraged to contact <u>the classroom teacher</u> if they have questions about their child's progress and teachers also contact parents when they (teachers) have concerns.**
- **Reports are provided in the following ways: Email with teacher, Weekly Homework Packets, District Report Periods, and Parent Teacher Conferences.**

4. Provide parents reasonable access to staff.
   Teachers are available both before and after school hours. Parent/teacher communication is provided in the following ways:

   - **Email**
   - **By Phone Message**
   - **Before and after school**
   - **Parent Teacher Conferences**
   - **Back to School Night and Parent Letter**

5. Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities, as follows:

   Weekly – Monday Dolphin Folders

   Quarterly Family Fridays

   Peachjar

   ACE Awards (Academics/Character/Effort)

   Golden Awards (Attendance)

   Parent Sports Days

   Weekly/monthly volunteering

   Pre-arranged observations

   Library Prep

   Learning Lab

Parent Responsibilities

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

- **Monitoring daily attendance.**
- **Making sure that homework is completed.**
- **Monitoring the amount of time my child's spends television, video games and screen time.**
- **Volunteering in my child's classroom and at school.**

- **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 (Dolphin Folder) or the school district either received by my child or by mail and responding, as appropriate.**

- **Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.**

Student Responsibilities

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

- **Do my homework every day and ask 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.(Dolphin Folders and Planners Gr 4/5)**

- **Follow Toler's Four B's , Scholarly Habits and Pillars of Character**

Please note that signatures are not required.

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
Toler Elementary	**09800**	1157	**Classroom Teacher Hrly**			$ 2,000.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 6,500.00
		1957	**Non Clsrm Tchr Hrly**			$ 2,500.00
		2451	**Clerical OTBS Hrly**			$ 1,000.00
		3000	**Employee Benefits**			$ 2,527.00
		4301	**Supplies**			$ 3,035.00
		5733	**Interprogram Svcs/Paper**			$ 2,000.00
		5841	**Software License**			$ 4,000.00
	09800 Total					**$ 23,562.00**
	30100	1192	**Prof&Curriclm Dev Vist Tchr**			$ 1,500.00
		2236	**Health Prsnl PARAS**	Health Technician	0.4000	$ 13,647.20
		3000	**Employee Benefits**			$ 4,221.91
		4301	**Supplies**			$ 7,727.00
	30100 Total				**0.4000**	**$ 27,096.11**
	30103	4301	**Supplies**			$ 400.00
		4304	**Inservice supplies**			$ 500.00
	30103 Total					**$ 900.00**

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: TOLER ELEMENTARY

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	It was the consensus that the school clearly articulates strategies for maximizing instructional time. Pacing guides, a comprehensive assessment system in language arts and mathematics are used. Teachers and principal regularly analyze data to determine instruction and intervention.
CLOSING THE ACHIEVEMENT GAP	The consensus of all stakeholders surveyed indicated that the school is substantially closing the achievement gap. There is evidence that assessments are aligned to achievement expectations. Students with disabilities receive appropriate accommodations and clearly articulated goals and strategies are in place for all groups.
PROFESSIONAL DEVELOPMENT	Toler fully implements PLCs. A yearlong plan is in place. Instructional assistance and support for teachers in the areas of literacy and math are present. All agree that we are fully using data to inform need for professional development for our staff.
GRADUATION/PROMOTION	It was the consensus that the school uses data to inform instruction and assessment decisions and the staff is focused on supporting all students to meet promotion goals. Common Core Standards are clearly linked to all student learning.
PARENT ENGAGEMENT	The consensus was that the school has clearly articulated goals fro parent engagement. We fully communicate with families in both English and Spanish. It does have clearly articulated goals for parent engagement. However, all would like to see heavier involvement from our upper grade parents and more support from the district in the areas of counseling and health.