

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **FAY ELEMENTARY** SCHOOL

2014-16

37-68338-6039762
CDS Code

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

Principal: Tovar, Armando

Contact Person: Tovar, Armando

Position: Principal

Telephone Number:

Address: 4080 52nd St, Fay Elementary, San Diego, CA, 92105,

E-mail Address: atovarjr@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



ORIGINAL

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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Fay Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Armando Tovar

PHONE: 619-624-2600

FAX:

E-MAIL ADDRESS: atovarjr@sandi.net

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/2/15
- 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): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/6/15

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.

Armando Tovar Jr.
Type/Print Name of School Principal

Signature of School Principal

3/6/15
Date

Nancy Kaase
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

3/6/15
Date

Fabiola Bagula
Type/Print Name of Area Superintendent

Signature of Area Superintendent

4/8/15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2015-16 categorical budget was completed in the spring of 2015 in preparation for the 2015-16 school year. This document is contained in the appendix and has been updated to address the 2015-16 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

<p>Vision</p> <p>What is your personal vision for your school? To have a school driven by students' needs, in partnership with parents and community, which ensures all of our students will achieve their academic and personal best through a curriculum dedicated to excellence.</p> <p>Describe your ideal state for school culture: My ideal state for school culture is that all stake holders share a common vision, shared beliefs, and have a “we can do this” attitude” that will support our common vision and beliefs. A school culture that is based on a safe and supportive model that recognizes and appreciates the diversity that exists within the school community.</p> <p>Describe your ideal state for academic press: Instruction and assessments that are aligned to the common core state standards. A site that provides students with daily opportunities to engage in critical discourse and collaborative conversations. A site where instruction is based on student needs and where decisions are driven by measurable academic excellence with high but achievable goals. A learning environment where teachers believe in their students’ abilities to achieve and students work hard and respect those who do well academically.</p>
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<p>Current reality</p> <p>What is your school’s current reality in relation to your vision? Staff members are developing towards a common vision. They are working towards incorporating best practices and setting high expectations for all students. Over the past year, the work of the PLC’s has been centered on analyzing student work in order to identify student strength and needs while also identifying Tier 1 and Tier 2 supports for students. During PLC’s staff members also plan CCSS lessons that are purposeful. Staff members are also engaging in professional development through lesson studies, site visits, and learning cycles that are supported by a grant through Perry and Associates. The current reality, with respect to the academic press, is being addressed. In many classrooms, students are given the opportunity to participate in meaningful conversations and are required to think critically throughout content areas.</p> <p>Describe your current school culture and social environment: Fay has a highly collaborative staff that is willing to go above and beyond for students. There are structures in place that create a safe place for students to learn. Our site is currently working with BSR to begin implementing PBIS strategies site-wide. However, there is still growth that can be made and as a site we are working on the language we use with students, how we communicate with students in a manner that will motivate and inspire academic excellence, as well as moving towards strengthening the scholarly behaviors we expect of our students.</p> <p>Describe your current reality in terms of academic press: Staff is committed to the academic needs of students. The actual implementation of curriculum planning, student engagement, and teaching and learning continues to be heavily weighted more on teacher control and directions rather than teacher as facilitator of learning.</p>

Fay Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Teachers are working towards having students take an active stance in their learning. However, additional work is needed in order to move towards having students engage in classroom activities that promote independent critical thinking, meaning making and problem solving.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Site-Selected Indicators of a Quality Neighborhood School for Restructuring:

Indicator 1: Access to a broad and challenging curriculum

Indicator 4: Professional learning for all staff

Indicator 5: Closing the Achievement Gap with High Expectations for All

2014–16 Restructuring Goals for Each Indicator Selected:

Indicator 1: Access to a Broad and Challenging Curriculum

Goal #1: By the end of the 2014-15 school year, grade levels will have vertically aligned units in both English Language Arts and Mathematics Common Core State Standards (CCSS).

Key Strategies Designed to Meet the Goal:

Strategy #1: Each grade level will identify and evaluate resources for units that horizontally align the CCSS to instruction.

What is critical for implementation: All members of the grade level collaborative team actively identify resources and evaluate them.

Strategy #2: Share your findings and evaluation of the identified resources in order to vertically align CCSS units.

What is critical for implementation: All members of the collaborative team actively share evaluation of resources and be willing to adapt units in order to meet the needs of vertical alignment.

Goal #2: By the end of the 2014-15 school year, grade levels will plan focused lessons and use Common Formative Assessments (CFA) that assess the content and practices of the CCSS.

Strategy #1: Grade levels plan focused CCSS cross curricular lessons and CFA that support critical thinking, speaking and listening, writing, and sharing of ideas.

What is critical for implementation: All members of the grade level team come with ideas and participate in the discussion.

Strategy #2: Grade levels use Common Formative Assessments that assess the content and practices of the CCSS.

What is critical for implementation: All members of the grade level collaborative team use CFA in their classroom.

Goal#3: By the end of the 2014-2015 school year, all teachers will be accountable for implementing agreed upon units, lessons and Common Formative Assessments (CFA).

Strategy #1: Within grade level collaboration time, grade levels will visit each other's classrooms with the purpose of sharing evidence of implementation of units, lessons, and/or CFA.

What is critical for implementation: All members of the grade level collaboration team will actively share their evidence and participate in discussion. Teachers understand that this is for the purpose of growing professional practice and NOT for evaluation.

Strategy #2: Administration will provide at least two opportunities for all teachers to visit classrooms to see instruction on CCSS lessons related to critical thinking, speaking and listening, writing, and sharing of ideas.

What is critical for implementation: All grade level collaborative team members make two classroom visits to see instruction on CCSS lessons related to critical thinking, speaking and listening, writing, and sharing of ideas. Teachers understand that this is for the purpose of growing professional practice and NOT for evaluation.

Strategy #3: PLC time can be used to share student work focused on planned lessons and CFA to determine next steps for instruction based on student evidence.

What is critical for implementation: Grade level collaborative teams talk about what they learned as a result of analyzing the student work and state their next steps for instruction. Teachers understand that this is for the purpose of growing professional practice and NOT for evaluation.

Indicator 4: Professional learning for all staff

Goal #1: By the end of the 2014-2015 school year, the Fay Staff will have developed and implemented a plan for professional learning focused on Common Core that provides every staff member with information that is accessible, relevant, and timely. Effectiveness of the professional developments will be based on the self-evaluation of that professional learning by staff member and observation by the administration.

Key Strategies Designed to Meet the Goal:

Strategy #1: ILT will review the professional learning from the previous year and discuss the next learning opportunities needed to support SMART Goal #1. This will include developing a plan and sharing with staff.

What is critical for implementation: All ILT will have spoken to their grade level members about the effectiveness of previous professional learning and possible ideas for upcoming year. Administration will share observations and discuss patterns and trends related to professional learning. All ILT members are prepared to actively participate in the discussion and development of the plan of professional learning opportunities. All staff will receive the plan of professional learning opportunities.

Strategy #2: Administration meets with individual staff members to debrief observations and to provide feedback with a purpose of identifying professional learning needs.

What is critical for implementation: Administration conducts classroom observations in relation to professional learning and meets with individual staff members to provide feedback.

Strategy #3: All staff will participate in discussions and decisions around refinement of PLC structure including outcomes and foci. The result of the discussions and decisions around PLC structure will be consistently implemented and monitored by ILT members and administration across all grade level PLC's.

What is critical for implementation: All staff members will participate in the discussion and decision making and will be held accountable for implementation.

Strategy #4: After each professional development, all staff will reflect and write a brief evaluation of the professional learning and identify how they plan to use the information in their work with staff, students and parents. Administration will conduct observations to monitor implementation of professional learning.

What is critical for implementation: All staff members will reflect and implement the work. Administration will monitor implementation of professional learning.

Goal #2: By the end of the 2014-2015 school year, the administration and a team of stakeholders will have developed and implemented a plan for professional learning for the parent community and every classified staff member that will enhance their understanding of Common Core.

Key Strategies Designed to Meet the Goal:

Strategy #1: Administration will determine available resources needed to identify and develop professional learning opportunities to achieve SMART Goal #2.

What is critical for implementation: Administration will analyze current resources and develop a plan with a team of stakeholders.

Strategy #2: Implement a variety of professional learning opportunities such as monthly parent/family workshop sessions that specifically address Common Core.

What is critical for implementation: There are available resources to implement a variety of professional learning opportunities. Each grade level will have the opportunity to participate in a monthly parent/family workshop session.

Strategy #3: After each professional learning opportunity session, parents will be asked to reflect on the information and provide feedback on their learning.

What is critical for implementation: At each professional learning session a feedback form will be available. Parents will be actively involved in the evaluation process.

Indicator 5: Closing the Achievement Gap with High Expectations for All

Goal #1: By the end of the 2014-2015 school year, as a result of PLC work, all teachers will have identified, implemented, and analyzed assessments and/or work samples in order to determine interventions for target students and develop lessons which result in student mastery of CCSS in ELA.

Key Strategies Designed to Meet the Goal:

Strategy #1: During PLC time, teachers will identify common formative and summative assessments to assess student mastery. Teachers will administer common formative and summative assessments.

What is critical for implementation: All members will actively participate in identifying assessments during the PLC and administer agreed upon assessments.

Strategy #2: During PLC time, teachers will bring assessments and/or work samples to analyze, interpret and use them to inform and identify target students for re-teaching and enrichment.

What is critical for implementation: All staff needs to be prepared by bringing predetermined assessments and/or work samples and actively participate in the analysis of the work to identify and discuss target students and their needs.

Strategy #3: As a PLC, identify and plan opportunities for re-teaching and enrichment.

What is critical for implementation: All members will actively participate in the PLC and implement the determined agreed upon interventions.

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Armando Tovar	Principal
Nancy Kaase	Teacher
Michael McEwen	Teacher
Terri Cowell	Teacher
Kathia Romo	Other
Martha Patricia Rosales	Parent
Veronica Rivera	Parent
Alejandra Buenroostro	Parent
Maria Luisa Vergara	Parent
Karla Aguirre	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/19/2016, 42 % of Fay Elementary Students, Grades 3-5 will meet Common Core grade-level standards in English/Language Arts

Closing the Gap SMART Goal:

* By 07/19/2016, 32 % of Fay Elementary English Learner, Students, Grades 3-5 will meet Common Core grade-level standards in English/Language Arts

* By 07/19/2016, 38 % of Fay Elementary Hispanic or Latino, Students, Grades 3-5 will meet Common Core grade-level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Developmental Reading Assessment

Progress and Growth Monitoring:

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

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

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

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

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

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/19/2016, 50 % of Fay Elementary Students, Grades 3-5 will meet Common Core grade-level standards in Mathematics

Closing the Gap SMART Goal:
 * By 07/19/2016, 48 % of Fay Elementary Hispanic or Latino, Students, Grades 3-5 will meet Common Core grade-level standards in Mathematics
 * By 07/19/2016, 43 % of Fay Elementary English Learner, Students, Grades 3-5 will meet Common Core grade-level standards in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

District and Site Developed Assessments

Progress and Growth Monitoring:

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

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

Area 3: English Learner

English Learner SMART Goal:
 * By 07/19/2016, 32 % of Fay Elementary English Learner, Students, Grades 3-5 will meet Common Core grade-level standards in English/Language Arts
 * By 07/19/2016, 43 % of Fay Elementary English Learner, Students, Grades 3-5 will meet Common Core grade-level standards in Mathematics

Please note that the following does not include EL's who are FEP or RFEP.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Developmental Reading Assessment

Progress and Growth Monitoring:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/19/2016, 44 % of Fay Elementary Grade 03, Grade 05, Students will meet Common Core grade-level standards in English/Language Arts

Closing the Gap SMART Goal:
 * By 07/19/2016, 34 % of Fay Elementary English Learner, Grade 03, Grade 05, Students will meet Common Core grade-level standards in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

Developmental Reading Assessment

Progress and Growth Monitoring:

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

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

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

* By 07/19/2016, 50 % of Fay Elementary Students will be represented by their parents being in attendance at their choice of school events in Parent and Community Engagement

Targeted Population:

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

What data did you use to form these goals?:

Sign in sheets from past events and a parent survey

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, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, 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 writing standards.

Teachers will use graphic organizers to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, 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 build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST 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 reteach concepts.

Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
ELST 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

Support by Support staff to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.6000	\$16,917.00	0153-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	Provides support to students in small groups targeting problem solving skills, character development, anger management, etc. Coordinates community services for families in need and monitors attendance (excessive absences).
Position Inschool Resource Tchr,	0.2500	\$20,068.00	0153-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02	Provides professional development and supports grade level PLCs focused on lesson development and best practices aligned with common core state standards.
Position Library Asst,	1.0000	\$25,111.00	0153-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01	Provides research based instruction to students. Provides students with access to library books and teaches research skills. Works closely with teachers to align her lessons with units of study in the classroom.
Position Inschool Resource Tchr,	0.1000	\$8,027.20	0153-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02	Provides professional development and supports grade level PLCs focused on lesson development and best practices aligned with common core state standards.
Position Inschool Resource Tchr,	0.0600	\$4,816.32	0153-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02	The resource teacher provides direct instructional support to students through small group instruction for those students requiring interventions (Tier 2 and 3)
Position Inschool Resource Tchr,	0.7500	\$60,204.00	0153-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02	The resource teacher provides direct instructional support to students through small group instruction for those students requiring interventions (Tier 2 and 3)
Interprogram Svcs/Field Trip	-	\$2,500.00	0153-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02	Provide students with real life opportunities to build schema that supports standards based instruction.
Interprogram Svcs/Paper	-	\$2,500.00	0153-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02	Copy paper for intervention materials to support language arts.
Prof&Curriclm Dev Vist Tchr	-	\$40,000.00	0153-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02	Provides visiting teachers for classroom teachers to collaborate around data analysis, planning, and developing action plans for struggling students.
Interprogram Svcs/Duplicating	-	\$168.00	0153-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	01, 02	Copying intervention materials to support language arts and math.
Tech Professional OTBS Hrly	-	\$500.00	0153-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Provide translation for parent meetings
Supplies	-	\$2,559.00	0153-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Instructional supplies such as journals, pencils, chart paper, professional development books, toner for classroom printers, etc. will be used to support the academic improvement in language arts and mathematics.
Other Nonclsrn PARAS Hrly	-	\$500.00	0153-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for parent meetings

Fay Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Supplies	-	\$4,424.00	0153-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02	Instructional supplies such as journals, pencils, chart paper, professional development books, toner for classroom printers, etc. will be used to support the academic improvement in language arts and mathematics.
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Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Will provide direct instructional support to students through small group instruction for those students requiring Tier 2 and Tier 3 interventions.

Identified Need:

Interim data shows that 80% of Fay students grades 3-5 are currently performing below grade level in ELA and 60% of students in grades 3-5 are currently performing below grade level in mathematics.

Target Group:

Students that have been identified through data analysis as requiring additional support in english language arts and mathematics.

Monitoring:

Data analysis during grade level meetings. Resource teacher will also administer pre and post tests and keep ongoing records of student performance to monitor individual progress.

Personnel Responsible:

Resource Teacher

Goal 2: Classroom Supports**Classroom Support Goal:**

Will provide direct services to students within the classroom setting by providing Tier 2 and Tier 3 additional small group work within english language arts and math.

Identified Need:

Interim data shows that 80% of Fay students grades 3-5 are currently performing below grade level in ELA and 60% of students in grades 3-5 are currently performing below grade level in mathematics.

Target Group:

Students that have been identified through data analysis as requiring additional support in english language arts and mathematics.

Monitoring:

Data analysis during grade level meetings. Resource teacher will also administer pre and post tests and keep ongoing records of student performance to monitor individual progress.

Personnel Responsible: Resource Teacher

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Project Asst,	0.8750	\$25,018.88	0153-09800-00-2231-2490-0000-01000-0000	LCFF Intervention Support	05, LCFF 1, LCFF 2	Conducts individual or small group tutorial activities. Assist in on-site activities such as open houses, parent meetings, and displays.
Position Noon Duty Assistant,	0.0087	\$187.79	0153-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	05, LCFF 2	Assist in on-site activities such as open houses, parent meetings, and displays
Position Inschool Resource Tchr,	0.4400	\$35,319.68	0153-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02	The resource teacher provides direct instructional support to students through small group instruction for those students requiring interventions (Tier 2 and 3)
Non Clsrn Tchr Hrly	-	\$6,302.00	0153-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	03	Visiting teachers that will administer CELDT testing

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)

FAY ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY

Title I parent involvement at Fay Elementary will be fostered by means of the following activities:

- An annual meeting will be convened to inform parents of participating students of the requirements of Title I and their right to be involved.
- Offer a flexible number of meetings and may provide, with funds provided under this part, transportation, child care or home visits as such services relate to parental involvement.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

To build capacity for involvement of parents, Fay will:

- Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their children's achievement.
- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
- Provide such other reasonable support for parental involvement activities under this section as parents may request.

Fay will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language, such parents understand.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



FAY ELEMENTARY SCHOOL HOME / SCHOOL COMPACT

Fay Elementary School 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 the 2015-2016 school year.

REQUIRED HOME / SCHOOL COMPACT PROVISIONS

School Responsibilities

Fay Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follow:

It is our goal to improve student academic performance through exemplary teaching practices. A resource teacher works directly with students in need of additional support and assists teachers as needed. Administrators work closely with the resource teacher to plan comprehensive professional development and support teachers in providing academically rigorous instruction for all students. The district's balanced literacy and mathematics frameworks guide this work.

2. Hold Parent / Teacher Conferences during which this compact will be discussed as it relates to the individual child's achievement. Fall conferences are the week of _____.
3. Provide parents with frequent reports on their child's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents can come to the office, fill out a volunteer form and supply the appropriate documentation to go with it. After filling the proper forms and the being approved then parents can volunteer in the classroom, on field trips and other special projects.

Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring the amount of television my child watches.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my child's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. 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 by:

- Doing my homework every day and ask for help when I need it.
- Reading at least 20 minutes every day outside of school time.
- Giving my parents or the adult who is responsible for me all notices and information I receive from school each day.

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0153 Fay Elementary
 As of Date 04-03-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$250,463.00		\$3,792.00		\$16,326.00
		\$250,462.67		\$3,792.00		\$16,325.52
		\$0.33		\$0.00		\$0.48
Certificated Salaries / Monthly	1.0600	\$85,088.32	0.0000	\$0.00	0.1000	\$8,027.20
2040 Inschool Resource Tchr	1.0600	\$85,088.32	0.0000	\$0.00	0.1000	\$8,027.20
Classified Salaries / Monthly	1.6000	\$42,028.00	0.0000	\$0.00	0.0000	\$0.00
6425 Guidance Asst	0.6000	\$16,917.00	0.0000	\$0.00	0.0000	\$0.00
6472 Library Asst	1.0000	\$25,111.00	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$40,000.00		\$0.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$40,000.00		\$0.00		\$0.00
Classified Salaries		\$0.00		\$1,000.00		\$0.00
2455 Tech Professional OTBS Hrly		\$0.00		\$500.00		\$0.00
2955 Other Nonclsrn PARAS Hrly		\$0.00		\$500.00		\$0.00
Employee Benefits		\$78,178.35		\$233.00		\$3,874.32
Books and Supplies		\$0.00		\$2,559.00		\$4,424.00
4301 Supplies		\$0.00		\$2,559.00		\$4,424.00
Services and Other Operating		\$5,168.00		\$0.00		\$0.00
5721 Interprogram Svcs/Duplicating		\$168.00		\$0.00		\$0.00
5733 Interprogram Svcs/Paper		\$2,500.00		\$0.00		\$0.00
5735 Interprogram Svcs/Field Trip		\$2,500.00		\$0.00		\$0.00

APPENDIX D**2014-15 SPSA ADDENDUM**

Fay Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 42 % of Fay Elementary Students, Grades 3-5 will meet Common Core grade-level standards in English/Language Arts
Mathematics	By 07/21/2015, 50 % of Fay Elementary Students, Grades 3-5 will meet Common Core grade-level standards in Mathematics
English Language Development	
Graduation/Promotion Rate	By 07/21/2015, 44 % of Fay Elementary Grade 03, Grade 05, Students will meet Common Core grade-level standards in English/Language Arts
Parent Involvement and Community Engagement	By 07/21/2015, 50 % of Fay Elementary Students will be represented by their parents being in attendance at their choice of school events in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		232,988.00		3,011.00		15,044.00	
2040 Inschool Resource Tchr	1.00	80,271.00	-	-	-	-	The resource teacher provides direct instructional support to students through small group instruction for those students requiring interventions (Tier 2 and 3)
6425 Guidance Asst	0.60	17,026.20	-	-	-	-	Provides support to students in small groups targeting problem solving skills, character development, anger management, etc. Coordinates community services for families in need and monitors attendance (excessive absences).

6472 Library Asst	1.00	25,451.00	-	-	-	-	Provides research based instruction to students. Provides students with access to library books and teaches research skills. Works closely with teachers to align her lessons with units of study in the classroom.
1157 Classroom Teacher Hrly		-	-	-	-	12,333.00	
1192 Prof&Curriclm Dev Vist Tchr		20,870.00	-	-	-	-	Provides visiting teachers for classroom teachers to collaborate around data analysis, planning, and developing action plans for struggling students.
2455 Tech Professional OTBS Hrly		-	500.00	-	-	-	Provide translation for parent meetings
2955 Other Nonclsrn PARAS Hrly		-	400.00	-	-	-	Childcare for parent meetings
Employee Benefits		67,883.06	197.93	-	-	1,553.96	
4301 Supplies		16,487.00	1,913.07	-	-	1,157.00	Instructional supplies such as journals, pencils, chart paper, professional
5733 Interprogram Svcs/Paper		2,500.00	-	-	-	-	Copy paper for intervention materials to support language arts and math
5735 Interprogram Svcs/Field Trip		2,500.00	-	-	-	-	Provide students with real life opportunities to build schema that support

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

School Name: **Fay Elementary**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$250,463.00
Enter Total Allocation: Resource 30106	\$16,326.00
Sum of Resources 30100 & 30106	\$266,789.00
10% allocation needed for PD	\$26,678.90

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1109	Provides professional development and supports grade level PLCs focused on lesson development and best practices aligned with common core state standards. .25 FTE	\$20,068.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1109	Provides professional development and supports grade level PLCs focused on lesson development and best practices aligned with common core state standards. .1 FTE	\$8,027.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$28,095.00
10 % allocation has been met			YES