

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FOSTER ELEMENTARY SCHOOL

2014-16

37-68338-6039598

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Shiminski, Karla

Contact Person: Shiminski, Karla

Position: Principal

Telephone Number: 619/293-4432;

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

E-mail Address: kshiminski@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/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.



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Attachment 2
Modification of SPSA

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: Foster Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Karla Shiminski

PHONE: 619-582-2728

FAX: 619-583-6812

E-MAIL ADDRESS: kshiminski@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) – Part of Foster SSC Date of presentation: March 10, 2015
- 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: March 10, 2015
- Other (list): SSC Date of presentation: March 10, 2015

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: March 10, 2015

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Karla Shiminski
Type/Print Name of School Principal

Karla Shiminski
Signature of School Principal

3/12/15
Date

Vickie Mitchell
Type/Print Name of SSC Chairperson

Vickie Mitchell
Signature of SSC Chairperson

3/12/15
Date

Dr. Sofia Freire
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

3/13/15
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 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Foster Elementary's Vision is for us to spark wonder, foster dreams, & become more than ever imagined! We believe:

All students are academically and socially proficient. They are curious learners who believe in themselves and want to succeed to go to college or start a career that is "just right" for them. Our students are given equal opportunities at our school and rely on each other for a healthy, collaborative environment. All students have families that work together with Foster Elementary.

All teachers hold themselves and each other to be lifelong learners and educators. They use data to drive their instruction, planning and next steps. Our teachers embody the Five Dimensions of Teaching and Learning: Setting Purpose, Engaging Students, Staying current on Curriculum & Pedagogy, Using Assessment for Student Learning and Creating Classroom Environments and Cultures worthy of our students. Foster teachers believe all students will be successful.

As the instructional leader/ principal, I am charged with ensuring a safe, successful academic and social environment (quality instruction and culture) for our students, staff and community. I am responsible to lead academic change and success through intentional teacher observations and meetings centered on student data that informs and changes teacher practice. I am responsible to my staff to plan effective and current professional development that "sticks." I lead others to be instructional leaders across our school.

Foster Elementary's current reality reveals that all stakeholders are developing toward the ideal state.

Approximately 62% of our students are proficient/advanced in reading and math. We need to close this gap.

We have a strong belief system with the Foster Promise but need ownership of our Vision by all stakeholders.

Parents need to be an integral part of our work at Foster Elementary and increase participation in ways that support student achievement and social growth.

Teachers are just starting to learn about the 5 Dimensions of Teaching and Learning and how to teach explicitly with the Common Core State Standards based on assessments to get results.

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:	1:24
Grades K-3 with CSR:	1:22
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 (+)

Professional learning is a top priority for Foster Elementary 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.

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We have a strong belief system with the Foster Promise but need ownership of our Vision by all stakeholders.

Parents need to be an integral part of our work at Foster Elementary and increase participation in ways that support student achievement and social growth.

Teachers are just starting to learn about the 5 Dimensions of Teaching and Learning and how to teach explicitly with the Common Core State Standards based on assessments to get results.

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
Karla Shiminski	Principal
Lana Webb	Teacher
Joyce Pritchett	Parent/Community Member
Shannon McFarland	Parent/Community Member
Mike Cagle	Parent/Community Member
Angela Jordan	Teacher
Lisa Bushell	Teacher
Bernie Hollingsworth	Other School Personnel
Elizabeth Whitsett	Parent/Community Member
Vickie Mitchell	Parent/Community Member

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/30/2016, 70 % of Foster Elementary Students will meet common core grade level standards in ELA as identified on the common formative assessment

Closing the Gap SMART Goal:

* By 06/30/2016, 65 % of Foster Elementary Black or African American, Students will meet common core grade level standards in ELA as identified on the common formative assessment

* By 06/30/2016, 65 % of Foster Elementary English Learner, Students will meet common core grade level standards in ELA as identified on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA, Lexile Levels

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?

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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 06/30/2016, 75 % of Foster Elementary Students will meet common core grade level standards as in Mathematics as identified on the common formative assessment

Closing the Gap SMART Goal:
 * By 06/30/2016, 70 % of Foster Elementary English Learner, Students will meet common core grade level standards in Mathematics as identified on the common formative assessment
 * By 06/30/2016, 70 % of Foster Elementary Black or African American, Students will meet common core grade level standards in Mathematics as identified on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

End of Unit Math Concept 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 06/30/2016, 70 % of Foster Elementary English Learner will meet common core grade level standards as identified on the common formative assessment

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):

DRA, End of Unit Math Concept Assessments, Lexile Levels

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 06/30/2016, 80 % of Foster Elementary Grade 03, Students will be at level 38 in DRA

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):

DRA Levels

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 06/30/2016, 80 % of Foster Elementary Parents/Guardians will participate in a minimum of two school events in Parent and Community Engagement

Targeted Population:

English Language Learner parents and parents of our Hispanic/Latino students are currently the least represented at school events. We are trying to increase involvement through all organizations this year including the PTA and SSC as well as encouraging more classroom volunteers and participation at Foster sponsored programs.

What data did you use to form these goals?

Attendance Monitoring at Meetings and Events

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports

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

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, Common Core Framework and Common Core 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, Interims, teacher created assessments to monitor progress, DRA and Lexile Levels.)

Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

All English learners will be assessed using CELDT.

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 Common Core 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 interims 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)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

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

Teachers will make home contact (i.e. progress reports, phone calls, home visits) to discuss the progress of their at risk students. This is logged by teacher.

Educational specialist will provide push in and pull out 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 computer intervention and media supports to accelerate, remediate and reteach concepts.

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.

Intensive Intervention (Tier 3)

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Educational Specialists and Special Education teachers will provide supplemental small group instruction to targeted students and provide consultation support for teachers.

Counselor and support mentors will provide weekly and monthly check in with at risk students.

Support by Support staff to address literacy and math 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 Library Asst	0.3750	\$9,416.63	0111-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Library Assistant to keep the library open and teach students five days per week for three hours per day.
Prof&Curriclm Dev Vist Tchr	-	\$2,000.00	0111-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Substitute funding to allow Professional Learning Communities/Grade Levels to meet to review current ELA and Math data, plan lessons based on the common core and share teaching strategies to ensure student success.
Interprogram Svcs/Paper	-	\$200.00	0111-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper to produce Common Core resources for Parents.
Prof&Curriclm DevHrlyClstrmTchr	-	\$2,000.00	0111-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03	Teacher Curriculum Development in ELA, Math and Science to continue to strengthen our use of the Common Core Standards.
Software License	-	\$8,000.00	0111-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02	Purchase Achieve 3000 to monitor students' exile levels and provide nonfiction reading support through technology. Purchase Learning Upgrade, First in Math and Raz Kids to provide students technology access in and out of school to work on ELA and Math standards.
Classroom Teacher Hrly	-	\$4,000.00	0111-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	After school tutoring to support all students in all grades at risk in ELA and Math.
Software Purchase	-	\$50.00	0111-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Purchase software that supports students in ELA and Math such as Rosetta Stone.
Consultants <=\$25K	-	\$2,500.00	0111-30100-00-5801-1000-1110-01000-0000	Title I Basic Program	01, 02, 04	Provide students the opportunity to attend BIZTOWN, which aligns to learning about our community, its job roles, math and English skills to be successful at a job and cooperative learning.
Supplies	-	\$5,291.00	0111-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supply money to provide materials for classrooms, teachers and students to ensure success

Foster Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Interprogram Svcs/Paper	-	\$100.00	0111-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Paper to produce Common Core resources for Parents.
Inservice supplies	-	\$500.00	0111-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provide light refreshments for parent meetings to review school wide data, evening events such as science night, art night and reading and math experiences for families.
Other Support Prsnl PARAS Hrly	-	\$200.00	0111-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Provide payment for daycare for parent meetings held at night and for school night functions.
Supplies	-	\$336.00	0111-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supply money to provide parents with resources to support student learning such as books and math supplies.
Postage Expense	-	\$50.00	0111-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to pay for school to home communications.
Classroom Teacher Hrly	-	\$2,301.00	0111-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 03	After school tutoring to support grades 1 and 2 at risk students based on DRA scores in ELA.
Prof&Curriclm Dev Vist Tchr	-	\$2,302.00	0111-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03	Teacher Curriculum Development in ELA, Math and Science to continue to strengthen our use of the Common Core Standards.

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal: Guidance Assistant is provided to support students with social, emotional and attendance success as evidenced by number of behavior referrals, attendance records and referrals to the counselor.</p> <p>Identified Need: There are students at all grade levels who need social/emotional support to improve their emotional well-being and in turn increase their success meeting grade level standards.</p> <p>Target Group: All students in grades K-5 needing social/emotional support</p> <p>Monitoring: Student attendance, referrals, counseling notes and principal logs</p> <p>Personnel Responsible: Classroom Teachers, Principal, YMCA PLAY program instructors</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: YMCA PLAY physical education program to support student mastery of state standards in physical education. Students will receive PE two times per week for 35 minutes for each session for the 2015-2016 school year.</p> <p>Identified Need: Students need to engage in physical education as dictated by the state standards. The YMCA PLAY program ensures that all students' grades K-5 and special needs students are receiving a minimum of 70 minutes of PE in addition to the physical education components taught by each teacher yearly.</p> <p>Target Group: All students grades K-5</p> <p>Monitoring: Student attendance and PE logs</p> <p>Personnel Responsible: Classroom teachers, Principal and YMCA PLAY instructors</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site</p>

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and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Focusing on the new California Common Core State Standards, Professional Development will be provided to staff to support reading strategies to assist all struggling students. 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.

Identified Need:
Struggling EL students

Target Group:
Struggling EL students

Monitoring:
Classroom teachers will attend professional development

Personnel Responsible:
Principal and teachers focusing on the yearly PD plans and site vision

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst	0.3375	\$9,515.81	0111-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Additional Guidance Assistant support to help students with social, emotional support, attendance and learning.
Consultants <=\$25K	-	\$5,924.00	0111-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Physical Education Support by YMCA PLAY program for all students two times per week for 35 minute sessions for the 2015-2016 school year.

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)



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

Foster Elementary
TITLE I PARENT INVOLVEMENT POLICY

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

Foster Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parents are asked for input at Back to School Curriculum Night, the Spring Open House and through written and email communication. The results are shared and input given by parents for revisions. The final policy is reviewed by the SSC to be ready to give to parents in the fall of the following school year.

Foster Elementary distributes the policy to parents of Title I students every year in October. The Title I program and parent involvement policy is part of the opening for Curriculum Night. The site also sends out a school message to inform parents that the information will be coming home with students that same day and asks them to review it. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Parents are sent flyers, personally invited by the principal to Curriculum Night, and also receive a call from the school informing them of the annual meeting in October.
 - The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.
 - Parents are given the opportunity to ask questions and provide feedback after the presentation in an open dialogue.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - PTA meetings are on the second Tuesday of every month at 6:00 PM
 - SSC and SGT meetings are on the second Tuesday of every month at 5:15 PM
 - Family Academic Nights are always in the evening starting at 5:30 or 6:00pm
 - Parents are always welcome to set up an appointment to visit with the principal during the school year.
 - The principal is always available for questions, concerns or clarifications through email.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- Each February and March Foster involves all stake-holders in reflecting, reviewing, and planning for the next school year's Title I program.
 - This includes budget, school site plan for student achievement, and parent involvement policy.
- The school provides parents of Title I students with timely information about Title I programs.
 - There are monthly parent newsletters sent home to inform parents of the Title I programs.
 - Parent/teacher conferences also inform parents about the programs and their child's progress towards academic goals and standards.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parent teacher conferences use a standards based progress report and always include student work and samples of assessments. Teachers inform parents of student progress and supports available to help all students meet success.
 - Parents have requested more information about the Common Core State Standards (CCSS) and Foster will be offering specialized parent supports on the following topics for the 2015-2016 school year:
 - Mathematical Practices (new learning tasks and assessments)
 - Reading (text-based questions, rigor, and reading closely)
 - Writing (new curriculum, thinking like a writer, the writing process)
 - Speaking and Listening (making meaning through collaborative conversations)
 - In 2015-2016 school sites and parents will get the first base-line results of the Smarter Balanced Assessment Consortium and there will be opportunities for parents to learn how this assessment measures students' progress.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Parents are informed and invited to the School Site Council meetings in advance where decisions are made relating to the education of their children.

School-Parent Compact

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

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

- Parent input is solicited in May each school year and analyzed by the site SSC. During the May Open House the survey results are shared and input given by parents for revisions. The final policy is reviewed by the SSC in June or September to be ready to give to parents in the fall of the following school year.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Parent teacher conferences use a standards based progress report and always include student work and samples of assessments.
 - Parents have requested more information about the Common Core State Standards (CCSS) and Foster will be offering specialized parent supports on the following topics for the 2015-2016 school year:
 - Mathematical Practices (new learning tasks and assessments)
 - Reading (text-based questions, rigor, and reading closely)
 - Writing (new curriculum, thinking like a writer, the writing process)
 - Speaking and Listening (making meaning through collaborative conversations)
 - In 2015-2016 school sites and parents will get the first base-line results of the Smarter Balanced Assessment Consortium and there will be opportunities for parents to learn how this assessment measures students' progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Foster will be offering specialized parent supports and workshops on the following topics for the 2015-2016 school year:
 - Mathematical Practices, Reading, Writing, Speaking and Listening
 - Parent Academic Nights
 - September/October: Back to School Curriculum Night
 - December: Winter Program - The Arts (Performances with singing, band and orchestra)
 - January: Arts Night supported with Young Audiences to allow families to express themselves through multi-media and share Dinner
 - February: Annual Book Fair and Dinner
 - March: Science Night in conjunction with the Fleet Science Center
 - May: Spring Open House - Arts & Writing (display of Art with a focus on writing)
 - 2015-2016 additional nights for Reading and Math are planned
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.
 - School norms include valuing multiple perspectives and respect for all stakeholders. Administration supports the norms in all stakeholder interactions.
 - The PTA sends out an annual staff survey to get input about how they can partner with teachers and families to support students.

- The PTA co-sponsors events (Book Fair, Assemblies, Science Night, Open House, etc.)
- CCSS parent input will be shared with the staff and promote a dialogue about parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - PTA with parent and staff members
 - Community partnership with Young Audiences to provide family nights centered on bringing families together through the arts curriculum.
 - Informing parents of our district Ballard Parent Center classes in Common Core State Standards and the Individual Education Plan process.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - All flyers, monthly parent newsletters, and school messenger phone calls are sent out to families.
 - Office support helps to translate information to parents in Spanish and Vietnamese.
- The school provides support for parental involvement activities requested by Title I parents.
 - Parents have requested more information about the Common Core State Standards (CCSS) and the new grading progress. Foster will be offering needs based supports for the 2015-2016 school year:

Accessibility

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

- All flyers, monthly parent newsletters, and school messenger phone calls are sent out to families.
- Office support helps to translate information to parents in Spanish and Vietnamese.
- All progress reports are printed in the home language as reported by parents when enrolling their children.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District FOSTER ELEMENTARY

Elementary Home/School Compact 2015 - 2016

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

This Home/School Compact goes into effect for the 2015-2016 school year.

School Responsibilities

Foster 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 follows:*
 - a. Foster Elementary will provide high-quality curriculum and instruction through consistent and systematic grade level planning around statewide standards.
 - b. Teachers will utilize and implement lessons in the area of literature, mathematics, social sciences, and physical sciences that were developed and formulated into a curriculum map specific to each grade level.
2. *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.*
 - a. Teachers will consistently communicate grade level expectations and each child's progress towards those expectations.
 - b. Teachers will meet with all parents in the fall for Parent/Teacher conferences and on an as-needed basis for children not achieving adequate progress.
3. *Provide parents with frequent reports on their child's progress.*
 - a. The school provides one progress report in conjunction with the parent/teacher conferences and two (2) report cards. One during the school year and one at the end of the school year.
 - b. Teachers maintain communications with students and families on an on going basis.
4. *Provide parents reasonable access to staff.*
 - a. Parents are encouraged to call the office to contact the teachers to make an appointment with the teacher during non-teaching times. Our teachers welcome the opportunity to communicate with the parents of their students.
5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*

- a. Parents are invited to become members of the PTA and to register with the office as a classroom volunteer.
- b. During Back to School Night in the fall, teachers encourage and inform parents how they may participate in the child's classroom and school site activities and groups.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by 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, the Henry Cluster Council, 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.

APPENDIX C

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

San Diego Unified School District						
Site: 0111 Foster Elementary						
As of Date 04-08-2015						
Extended Summary						
	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog	
Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		36,906.00		1,232.00		5,304.00
		36,906.07		1,232.60		5,304.03
		(0.07)		(0.60)		(0.03)
6472 Library Asst	0.38	9,416.63	-	-	-	-
1157 Classroom Teacher Hrly		4,000.00		-		2,301.00
1170 Prof&Curriclm DevHrlyClstrmTchr		2,000.00		-		-
1192 Prof&Curriclm Dev Vist Tchr		2,000.00		-		2,302.00
2281 Other Support Prsnl PARAS Hrly		-		200.00		-
Employee Benefits		3,448.44		46.60		701.03
4301 Supplies		5,291.00		336.00		-
4304 Inservice supplies		-		500.00		-
4310 Software Purchase		50.00		-		-
5733 Interprogram Svcs/Paper		200.00		100.00		-
5801 Consultants <=\$25K		2,500.00		-		-
5841 Software License		8,000.00		-		-
5920 Postage Expense		-		50.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Foster Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 06/30/2015, 70 % of Foster Elementary Students will meet common core grade level standards in ELA as identified on the common formative assessment.
Mathematics	By 06/30/2015, 70 % of Foster Elementary Students will meet common core grade level standards as in Mathematics as identified on the common formative assessment
English Language Development	By 06/30/2015, 65 % of Foster Elementary English Learner will meet common core grade level standards as identified on the common formative assessment
Graduation/Promotion Rate	By 06/30/2015, 70 % of Foster Elementary Grade 03, Students will achieve a be at level 38 in DRA
Parent Involvement and Community Engagement	By 06/30/2015, 80 % of Foster Elementary Parents/Guardians will participate in a minimum of two 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 four 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	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	Rationale
		37,351.00		1,063.00		5,309.00	
6472 Library Asst	0.38	9,544.13	-	-	-	-	Library Assistant to keep the library open and teach students five days per week for three hours per day
1157 Classroom Teacher Hrly		5,000.00		-		-	After School tutoring and training to support all students in all grades at risk in ELA and Math
1170 Prof&Curriclm DevHrlyClstrmTchr		2,000.00		-		-	Teacher Curriculum Development in ELA, Math and Science to continue to strengthen our use of the CCSS

1192 Prof&Curriclm Dev Vist Tchr		2,000.00		-		-	Substitute funding to allow professional learning communities/ grade levels to meet to review current ELA and Math data, plan lessons based on the CCSS and share teaching strategies to ensure student succsss
2281 Other Support Prsnl PARAS Hrly		-		200.00		-	Provide child care services for parent meetings held at night and for school night functions
Employee Benefits		3,274.47		43.98		-	Benefits for Para Hourly
4301 Supplies		6,832.00		-		-	Supply money to provide materials for classrooms, teachers and students to ensure success
4304 Inservice supplies		-		619.00		-	Supply money to provide parents with resources to support student learning such as books and math supplies
5207 Travel Conference		-		-		1,309.00	Money to send teachers to Curriculum Conference for Kindergarten
5209 Conference Local		-		-		4,000.00	Money to send Librarian to Local Conference to enhance our multi-media center and her knowledge to support students in Books, technology and internet resources
5733 Interprogram Svcs/Paper		200.00		100.00		-	Paper to print student and parent materials
5801 Consultants <=\$25K		2,500.00		-		-	BIZTOWN funding for students to attend Junior Achievement to learn about community businesses and practice first hand what it means to run a town
5841 Software License		6,000.00		-		-	Technology Program funding such as Achieve 3000 and Learning Upgrade to support students success and practice in Literacy and Math
5920 Postage Expense		-		100.00		-	Stamps to send letters home to family

APPENDIX E

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

APPENDIX E

School Name: Foster Elemetnary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$4,000.00
Enter Total Allocation: Resource 30106	\$4,603.00
Sum or Resources 30100 & 30106	\$8,603.00
10% allocation needed for PD	\$860.30

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	1170	Professional & Curriculum Development Hourly Classroom Teacher	\$2,000.00
<input checked="" type="checkbox"/> 30100			
<input type="checkbox"/> 30106	1192	Professional & Curriculum Development Visiting Teacher	\$2,000.00
<input type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1157	Classroom Teacher Hourly	\$2,301.00
<input type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1192	Professional & Curriculum Development Visiting Teacher	\$2,302.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$8,603.00
10 % allocation has been met			YES