

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT LAFAYETTE ELEMENTARY SCHOOL

2014-16

37-68338-6039853
CDS Code

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

Principal: Fischer-Garza, Jerrilee

Contact Person: Fischer-Garza, Jerrilee

Position: Principal

Telephone Number: 858/496-8160;

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

E-mail Address: jfischer-garza@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.*

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: Lafayette Elementary
SITE CONTACT PERSON: Jerrilee Fischer-Garza

DUE March 13, 2015

PHONE: 858.496.8160 FAX: 858.576.9739 E-MAIL ADDRESS: jfischer-garza@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:

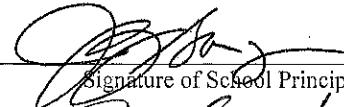

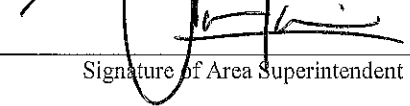
- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- 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: 3/11/15
- 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): Parents/Community Date of presentation: 2/27/15

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/13/15

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.

<u>Jerrilee Fischer-Garza</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3/13/15</u> Date
<u>Jennifer Wiser</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Sofia Freire</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3/15/15</u> 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**School Vision**

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

Current Reality

The teaching faculty is highly collaborative. Teachers plan and study together, reflecting on students' response to instruction to guide their work. There is a strong core belief to include students with special needs into general education. The most successful partnerships among practitioners are those who routinely collaborate and communicate to maximize the educational benefit for students. Strong collegial relationships have been built through professional learning, collaborative planning, and day-to-day work with students. The faculty uses data from common assessments and student work to prepare rigorous academic tasks for students in Professional Learning Communities (PLCs). Upper grade students take part in academic goal setting under the direction of their teachers.

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

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

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

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment Days Per Week

1-374 1

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 1 (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 (+)

Co-teaching and push-in support will be used to provide targeted Tier 2 instruction for students in areas of needs. Lafayette is currently implementing the Restructuring Plan that was written in 2013-14.

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
Michael Aleman	Parent/Co-chair
Jenna Benarba	Parent/PTA Liaison
Diane Bischel	Parent
Patricia Romero	Teacher
Jerrilee Fischer-Garza	Principal
Danielle Carter	Parent
Jennifer West	Other Staff
Jennifer Wisler	Teacher/Co-chair
Kristal Robb	Parent
Theresa Givens/Holly Pettus	Teacher

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/17/2016, 53.9 % of Lafayette Elementary Students will meet common core grade level standards in ELA as identified on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/17/2016, 29.8 % of Lafayette Elementary English Learner, Students will meet common core grade level standards in ELA as identified on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Instructional Reading Levels (DRA, WRAP, ARI, QRI), Baseline SBAC Goals and Student Progress Reports

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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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 06/17/2016, 55 % of Lafayette Elementary Students will meet common core grade level standards in mathematics on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/17/2016, 37 % of Lafayette Elementary English Learner will meet common core grade level standards in mathematics on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Baseline SBAC Goals and Student Progress Reports

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 10/16/2015, 70 % of Lafayette Elementary English Learner will meet or exceed target by advancing one proficiency level in English Language Development as measured in California English Language Development Test

Closing the Gap SMART Goal:
 * By 10/16/2015, 60 % of Lafayette Elementary English Learners Enrolled in School 3 years or More will meet or exceed the intermediate level (OPL) in California English Language Development Test

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Reclassification Data

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 06/17/2016, 38.62 % of Lafayette Elementary Grade 03 will meet common core grade level standards in reading comprehension on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/17/2016, 33.67 % of Lafayette Elementary English Learner, Grade 03 will meet common core grade level standards in Reading Comprehension on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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 06/17/2016, 100 % of Lafayette Elementary Parents/Guardians will attend at least 2 academic events in Parent and Community Engagement

Targeted Population:

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

What data did you use to form these goals?

Underperforming students are less likely to have family members attend academic school events such as SBRC conferences and Family Fridays. Consistent outreach by staff has increased the numbers of parent participants of at-risk students.

Progress and Growth Monitoring:

Sign-in sheets for conferences, parent involvement events, and parent workshops.

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, and other family friend events and submit them to the administration for review. The sheets will be shared with counseling, SSC, ELAC, ILT and SGT upon request then kept on file.

The counseling, office and administration staff will contact parents by phone, email or mail to provide them with suggestions for activities to assist their student in meeting educational goals or 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, 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 and Thinking Maps to support student understanding.

Push-in/Pull-out teacher and ESL Assistant 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)

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

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

Teachers will make a home contact i.e. progress report, phone call, 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.

Push-in/Pull-out teacher and ESL Assistant 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 and/or support staff (Surge Team) 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
 Intensive Intervention (Tier 3)
 Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Pus-in/Pull-out teacher and ESL assistant will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
 Counselor and support mentors will provide monthly check in with at risk students
 Intensive instruction by support staff and Surge Team (if available) 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 Inschool Resource Tchr,	0.4000	\$32,108.80	0167-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Extended learning time to address student instructional needs in ELA, Math and ELD.
Position Inschool Resource Tchr,	0.2000	\$16,054.40	0167-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Extended learning time to address student instructional needs in ELA, Math and ELD.
Non Clsrn Tchr Hrly	-	\$2,061.00	0167-30100-00-1957-2495-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Curriculum development to supplement the district core curriculum.
Prof&Curriclm Dev Vist Tchr	-	\$4,746.00	0167-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release days for teachers to meet in PLCs for instructional planning, analysis of common assessments and professional learning.
Clerical OTBS Hrly	-	\$192.00	0167-30103-00-2451-2700-1110-01000-0000	Title I Parent Involvement	05	Translation support for parent/teacher conferences and parent involvement events.
Clerical OSS Hrly	-	\$195.00	0167-30103-00-2453-2700-1110-01000-0000	Title I Parent Involvement	05	Translation support for parent/teacher conferences and parent involvement meetings.
Inservice supplies	-	\$50.46	0167-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent involvement events.
Inservice supplies	-	\$477.36	0167-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Refreshments and supplies for parent involvement meetings and events.
Interprogram Svcs/Duplicating Supplies	-	\$200.00	0167-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Duplication of materials for parents such as the parent/student handbook and informational materials.
Supplies	-	\$98.14	0167-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Books and materials to supplement the district core curriculum.
Prof&Curriclm Dev Vist Tchr	-	\$4,418.00	0167-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Release days for teachers to meet in PLCs for instructional planning, analysis of common assessments and professional learning.

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

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

Identified Need:

The primary focus of push-in/pull-out support is to provide extended learning opportunities to the students with the greatest academic needs including students not meeting grade level standards or English learners not making adequate progress. For the 2015-16 school year, academic interventions will be focused in grades 1, 3, and 5. Students at other levels may be deployed as necessary to receive supports.

Target Group:

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

Monitoring:

DRA for grade K-3 or QRI for grades 4-5
Site developed assessments

Personnel Responsible:

Principal, Classroom Teachers, Push-in/Pull-out Teachers, and Education Specialist

Goal 2: Classroom Supports

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

Classroom Support Goal:

Classroom teachers will provide Tier 1 instruction for all students in all content areas. A second dose of small group instruction in the content area where support is needed, such as English language development, reading/writing, or math. Visiting teachers will provide support to complete the annual CELDT testing, which provides data to classroom teachers to structure appropriate English language development instruction and interventions for students. All classrooms will also have weekly access to the school library to check out books and conduct research.

Identified Need:

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

Target Group:

All students, including English learners developing academic language in English.

Monitoring:

<p>DRA for grades K-3 and QRI for grades 4-5 Site developed assessments CELDT Personnel Responsible: Principal Push-in/Pull-out teachers and Classroom Teachers</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 and how will you utilize your funds to maximize results for students?</p>
<p>Professional Development Goal: All teachers will meet in PLCs 4 times per year to: analyze common assessments review student work coordinate services for classroom and push-in/pull out extended learning engage in professional study of research-based practices for continuous improvement engage in collaborative planning</p>
<p>Identified Need: Classroom teachers will work in PLCs to monitor students' progress toward meeting/exceeding the Common Core State Standards at all grade levels. Push-in/Pull-out teachers and the Education Specialist may participate for portions of PLC meetings upon the request of the classroom teachers. Selected teachers will use the work from PLCs to develop curricular units outside of the workday.</p>
<p>Target Group: All elementary teachers in general and special education.</p>
<p>Monitoring: Each PLC will provide an agenda for their meetings that includes: Areas of CCSS addressed or studied Current academic achievement trends based on student work or assessments analyzed. Next steps for instruction based on data Student work or assessments that will be analyzed at the next PLC meeting Instructional shifts to celebrate in our classrooms.</p>
<p>Personnel Responsible: Principal and Classroom Teachers</p>

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
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Lafayette Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Position Library Asst,	0.1875	\$4,708.31	0167-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Provide access to the school library collection for all students.
Position Inschool Resource	0.2000	\$16,054.40	0167-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Extended learning time to address student instructional needs in ELA, Math and ELD.
Non Clsrm Tchr Hrly	-	\$1,200.00	0167-09800-00-1957-2700-1110-01000-0000	LCFF Intervention Support	LCFF 2	Assessment of incoming students to assist in properly placing students in combination classes.
Supplies	-	\$459.49	0167-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Books and materials to supplement the district core curriculum.
Prof&Curriclm Dev Vist Tchr	-	\$985.00	0167-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Visiting teachers to assist with CELDT administration.

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

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

(Provided by the School Site)



San Diego Unified School District
Lafayette Elementary School

Lafayette Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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

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

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

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

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

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

School-Parent Compact

Lafayette Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific

ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

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

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

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides opportunities for parents to meet with teachers during parent-teacher conferences in the fall and spring of each year. Teachers review progress toward state standards and presents strategies for academic interventions as necessary.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. A Student handbook and Facts for parents are sent home with students in the first day packet each year.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parent engagement is an important part of the school culture. At monthly Family Fridays, parents visit classrooms and read with their students.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Workshops for parents from the Ballard Center are offered when available. The school also provides outreach to special needs students to ensure parents are engaged in the educational progress of their students.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All communications are sent in English and Spanish. (Spanish is the major primary language at the school.)
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

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

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

San Diego Unified School District
LAFAYETTE ELEMENTARY SCHOOL

**HOME/SCHOOL AGREEMENT
2015-16**

This agreement is designed by the staff, parents and families at Lafayette Elementary School for the students that participate in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Title 1 is a federal program that provides funds to schools. The amount of funds is determined by the percentage of students who qualify for free/reduced price meals in school. Each year, the School Site Council (SSC) determines how the funds should be used to help students meet state academic standards. Lafayette is a schoolwide Title 1 school. This means each student has time with staff and/or has classroom materials purchased with these funds. All students at Lafayette benefit from Title 1 funding.

This agreement shows how all of us, the parents/families, the students, and the entire school staff, share responsibility for improving achievement. By understanding and using this agreement, the school and the home will work together to help students achieve and meet California's high standards.

This Home/School Agreement is in effect during the school year.

Responsibilities of the School

As teachers, we want to teach...

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

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

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

As teachers, we want to meet you...

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

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

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

Teacher Signature: _____

Date: _____

Principal Signature: _____

Date: _____

San Diego Unified School District
LAFAYETTE ELEMENTARY SCHOOL

Responsibilities of Students

As a student, I will...

- Be on time and ready to work and learn
- Follow all school and classroom rules and be respectful, responsible, safe and kind
- Remember the “Lafayette Way” and do the right thing
- Be kind to everyone
- Respect that everyone wants to learn in a safe school
- Show responsibility in all that I do
- Participate in class
- Do all work on time and turn it in
- Read at least 30 minutes every day after school, even on weekends and vacations
- Give parents/families all papers and information from school
- Turn in all papers from parents/families that the school needs
- Talk with parent/family, teacher, and/or school staff about what is happening at school

Signature: _____

Date: _____

Responsibilities of Parents/Families

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

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

Signature: _____

Date: _____

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

San Diego Unified School District						
Site: 0167 Lafayette Elementary						
As of Date 04-24-2015						
Extended Summary						
	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog	
Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		63,454.00		1,205.00		5,189.00
		63,453.90		1,205.00		5,189.00
		0.10		-		-
2040 Inschool Resource Tchr	0.60	48,163.20	-	-	-	-
1192 Prof&Curriclm Dev Vist Tchr		4,746.00		-		4,418.00
1957 Non Clsrn Tchr Hrly		2,061.00		-		-
2451 Clerical OTBS Hrly		-		192.00		-
2453 Clerical OSS Hrly		-		195.00		-
Employee Benefits		8,483.70		90.18		672.86
4301 Supplies		-		-		98.14
4304 Inservice supplies		-		527.82		-
5721 Interprogram Svcs/Duplicating		-		200.00		-

APPENDIX D

2014-15 SPSA ADDENDUM

Lafayette

Area Goals for 2014-15 SY	
English Language Arts:	By 06/15/2015, 53.9 % of Lafayette Elementary Students will meet common core grade level standards in ELA as identified on the common formative assessment
Mathematics	By 06/15/2015, 55 % of Lafayette Elementary Students will meet common core grade level standards in mathematics on the common formative assessment
English Language Development	By 10/15/2015, 70 % of Lafayette Elementary English Learner will meet or exceed target by advancing one proficiency level in English Language Development as measured in California English Language Development Test
Graduation/Promotion Rate	By 06/15/2015, 38.62 % of Lafayette Elementary Grade 03 will meet common core grade level standards in reading comprehension on the common formative assessment
Parent Involvement and Community Engagement	By 06/15/2015, 100 % of Lafayette Elementary Parents/Guardians will attend at least 2 academic 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 on 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

					Rationale
Name	FTE	TOTAL	FTE	TOTAL	
		63,220.00		1,054.00	
2000 Regular Teacher	0.40	30,162.40	-	-	Push-in Support for students at-risk of not meeting grade level standards and Els
2040 Inschool Resource Tchr	0.18	14,448.78	-	-	Originally for ELST. Funds were distributed for teacher professional development, online subscriptions for academic programs for students and a visiting teacher to cover the Push-in teacher during 6 weeks of her maternity leave.
1192 Prof&Curriclm Dev Vist Tchr		-		-	
Employee Benefits		8,551.57		-	Benefits are a part of the salary for the push-in teacher.
4201 Library Books		1,329.00		-	Add to the school library collection.
4301 Supplies		7,003.24		-	
4304 Inservice supplies		-		554.00	Refreshments for parents who attend Family Fridays and parent workshops.
5209 Conference Local		1,725.00		-	Professional development for teachers and staff.
5721 Interprogram Svcs/Duplicating		-		500.00	Production of Parent/student handbooks distributed in the fall.

APPENDIX E

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



APPENDIX E

School Name: Lafayette Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$63,454.00
Enter Total Allocation: Resource 30106	\$5,189.00
Sum or Resources 30100 & 30106	\$68,643.00
10% allocation needed for PD	\$6,864.30

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	1192	Release time for elementary teachers to participate in Professional Learning Community Meetings	\$4,746.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Release time for elementary teachers to participate in Professional Learning Community Meetings	\$4,418.00
<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			\$9,164.00
10 % allocation has been met			YES