THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT TOLER ELEMENTARY SCHOOL

2014-16

37-68338-6040224
CDS Code

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

Principal: Lewis, Peggy
Contact Person: Lewis, Peggy
Position: Principal
Telephone Number:
Address: 3350 Baker St, Toler Elementary, San Diego, CA, 92117-6017,
E-mail Address: plewis1@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ 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 Unified
SCHOOL DISTRICT

RECEIVED MAR 2 0 REC'D

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: TOLER ELEMENTARY

SITE CONTACT PERSON: Peggy Lewis

PHONE: 858 273-0294   FAX: 858 483-3832   E-MAIL ADDRESS: plewis1@sandi.net

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

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

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

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

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

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

   ☒ English Learner Advisory Committee (ELAC)   Date of presentation: 2/18/15

   ☐ 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: 3//3/15

   ☒ Other (list): PTA   Date of presentation: 3/3/15

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

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

6. The site plan or revisions to the site plan were adopted by the SSC on: 3/10/15

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.

Peggy Lewis
Type/Print Name of School Principal   Signature of School PrincipalDate   March 13, 2015

Melanie Griffin
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   March 13, 2015
                                                                                    Date

Sofia Freire
Type/Print Name of Area Superintendent   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

Updated 02.12.15mdj

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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

Toler's Vision is that all students will be proficient, lifelong learners, problem solvers, and leaders who will be successful today and prepared for tomorrow. Toler's current reality is that not all students are proficient. Toler works to improve instructional purpose and student engagement. Curriculum is aligned to CCSS and rigor is expected in all classrooms and all content areas.

CORE AND SUPPLEMENTAL SUPPORTS

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

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 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 (+)

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
Elizabeth Alyea	Teacher
Jane Sevel	Teacher
Peggy Lewis	Principal
Diane Curiel	Teacher
Nora Pradel	Other
Renda Tennison	Other Staff
Shelly Najera	Parent - Secretary
Carrie Gabaldon	Parent
Misty Merrifield	Parent
Melanie Griffin	Parent-Chair
Aubrey Gonawela	Parent/DAC Alt
Chris Robinson	Parent/DAC

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2016, 60 % of Toler Elementary Students will perform at proficient or advanced level in DRA

Closing the Gap SMART Goal:
* By 06/30/2016, 35 % of Toler Elementary English Learner, Students will perform at proficient/advanced level in DRA

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 Exams for ELA Units of Study
DRA

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 2: Mathematics

Mathematics SMART Goal:
* By 06/30/2016, 30 % of Toler Elementary Students will perform at proficient/mastered level in District Math Benchmark Assessments

Closing the Gap SMART Goal:
* By 06/30/2016, 37 % of Toler Elementary English Learner, Students will perform at proficient or advanced level in Math Benchmark 3

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 exams- enVison Math, District Units of Study

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, 37 % of Toler Elementary English Learner, Students, Intermediate will improve performance from intermediate to early advanced/ advanced in California English Language Development Test **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):

Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children? **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations? **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners? **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others? Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/30/2016, 30 % of Toler Elementary Grade 03, Students will achieve a proficient/mastered% in Literacy Benchmark 3

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 Exams for ELA Units of Study

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, 65 % of Toler Elementary Parents/Guardians will achieve a attend at least 4 academic events in Parent and Community Engagement

Targeted Population:

The targeted population is our economically disadvantaged students and families as that sub group represents 61% of our student population.
What data did you use to form these goals?

We need to improve parent engagement so that more parents consistently attend school events and are regularly informed of their child's progress and the resources available to help remediate, accelerate and enrich learning at home and at school. School-wide data on parent attendance at conferences, Open House and Academic Nights, Family Days, ACE Assemblies and volunteering was utilized to determine the extent of this need..

Progress and Growth Monitoring:

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 district Common Core Units of Study for English Language Art and the Common Core grade level standards in designing and differentiating instruction.
Every English Learner will receive 30 minutes of ELD instruction five times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
Teachers will provide balanced literacy instruction including daily Guided Reading.
Staff will use multiple measures of assessment (i.e., End of Unit ELA assessments, Interim Assessments, DRA, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
Staff will analyze on- demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level Common Core Writing Standards.
Teachers will use graphic organizers and Thinking Maps to support student understanding.
Teachers will work with targeted students to improve language development.
All English Learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
Speech and Language Pathologist will provide consultation for model lessons to improve student use of academic English in questioning and retelling.
Counselor, nurse, and health assistant will facilitate medical, dental, and mental health referrals to community agencies.
Counselor, nurse, health assistant, attendance clerk, teachers and principal will monitor and follow up with student attendance needs.
Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interims, benchmarks and other assessments to plan instruction, monitor student progress and adjust instruction accordingly.
Teachers will participate in site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)
 Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
Targeted additional small flexible group instruction will be used to address specific needs in literacy
Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
Certificated Push In teachers and Educational Specialist will provide push in 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 both in the classroom and in the Learning Lab.
Teachers, support staff, or Push In teachers   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

Counselor, nurse, psychologist will connect with families of at risk students when need arises

Support by support staff and Push In teachers to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental (informal) support to students with significant language needs.

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

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
PullOut/Push in Hrly	-	$6,280.00	0277-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Push In/Pull Out teachers will support academic achievement through small group instruction and utilizing other intervention strategies.
Prof&Curriclm Dev Vist Tchr	-	$7,800.00	0277-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will administer CELDT assessments, and cover classes for teaches during Professional Development and teacher collaboration as well as curriculum development.
Supplies	-	$4,028.00	0277-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	This expenditure will be used for instructional and student supplies, leveled libraries, online programs, intervention resources and programs.
Postage Expense	-	$50.00	0277-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1	To pay for postage in order to be able to mail information to parents about student progress, attendance, and achievement.
Inservice supplies	-	$500.00	0277-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 3	This expenditure will be used to cover expenses for parent workshops and meetings to include: resources, light refreshments ,materials and books.
Supplies	-	$234.00	0277-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	This expenditure will be used for resources and materials for parent meetings as well as light refreshments.

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: Funds will provide visiting teachers to allow teachers time to collaborate as well as attend workshops , trainings and conferences and other professional development . Visiting teachers will also be utilized to push in/pull out for small group instruction and interventions . CELDT will be administered by visiting teachers . Instructional materials will be purchased to support student learning including English Language Learners and all at risk students. **Identified Need:** Provide support to ELLs and all At Risk learners. **Target Group:** ELLs At Risk Students **Monitoring:** Interim Assessments CELDT DRA **Personnel Responsible:** Classroom teachers and principal.
Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?
Classroom Support Goal: Funds will provide visiting teachers to allow teachers time to collaborate as well as attend workshops , trainings and conferences and other professional development . Visiting teachers will also be utilized to push in/pull out for small group instruction and interventions . CELDT will be administered by visiting teachers . Instructional materials will be purchased to support student learning including English Language Learners and all at risk students. On line resources will be utilized as appropriate. **Identified Need:** Provide support to ELLs and all At Risk learners. **Target Group:** ELLs At Risk Students **Monitoring:** Interim Assessments

CELDT
DRA

Personnel Responsible:
Classroom teachers and principal

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

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

Identified Need:
Our staff will continue to receive Professional development around Four District Learning Cycles and the Common Core State Standards.

Target Group:
All site teachers.

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

Personnel Responsible:
Principal and teachers.

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.3750	$9,416.63	0277-09800-00-2231-2420-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2	This assistant provides interventions and support for students in the areas of technology and literacy. Additionally, students learn valuable computer skills needed to navigate the district Interim and state SBAC assessments.
Position Noon Duty Assistant	0.0500	$1,079.25	0277-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Additional noon duty assistance will improve student safety and academic performance.
Position Classroom Asst,	0.3750	$9,253.13	0277-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2	This assistant provides small group support for students, and reteaching, and clarifying of concepts during whole and small group instruction.

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
(Provided by the School Site)

Toler Elementary
Title I Parent Involvement Policy

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

Toler Elementary has developed a written Title I parental involvement policy with input from Title I parents. *The SSC reviewed and approved the policy.*

It has distributed the policy to parents of Title I students.
The policy was distributed to parents through our Monday Folder communication system.

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 **Toler 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.
  Toler's Title I Parent meetings are held and requirements and right s are discussed. Additionally, the policy is shared and discussed at SSC and ELAC meetings

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Two different meetings are held. One is a morning meeting and the other is an evening meeting. The meetings ae held on two different days to accommodate parent schedules.

- 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. Toler's Title I Parent meetings are held and requirements and rights are discussed. Additionally, the policy is shared and discussed at SSC and ELAC meetings

- The school provides parents of Title I students with timely information about Title I programs. Information is shared in the following ways: in our school to home parent communication the Dolphin Dates that are sent home weekly in both English and Spanish. Parents are made aware of changes in budget and encouraged to give input on budget surveys for the use of Title 1 funds. Our school maintains an open door policy and communications are sent out through our School Messenger program, as needed.

- 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 is done on the following ways: Parent Teacher Conferences two times per year, Back to School Night for parents- where parents are given an updated review of curriculum, standards, and expectations for proficiency levels.

Additionally, parents are invited to attend individual parent/teacher meetings whenever it is necessary to share information about their student. Teachers and principal maintain open lines of communication through email and timely return of phone calls.

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. As explained above, parents are encouraged to maintain ongoing communication with the school and classroom teacher. This is done through scheduled meetings, email and communications by phone. When a parent request a meeting, that request is immediately honored.

Toler 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 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

Toler Elementary and the parents of the students participating in activities, services, and programs funded by Title I, work together to develop the School-Parent Compact. Parents are invited to give input at SSC meetings, ELAC meetings and Principal Chats and agree that this compact outlines how the parents, the entire school staff, and the students 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 high standards. The compact is distributed to families in our Dolphin Dates- our weekly home-school communication.

Building Capacity for Involvement

Toler 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. This is done at Parent Teacher Conferences (twice yearly) Parent Back to School Night, and monthly Family Academic Nights.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Teachers provide leveled reading texts for students and parents to use at home. The site purchases on-line programs in literacy and math which allow parents opportunities to assist their child in those areas. A math and science newsletter is sent home monthly

to parents in both English and Spanish. Additionally, parents are encouraged to attend the free parent workshops provided by the district.

- 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.
  Parents actively participate in SSC, ELAC and PTA. At those meetings, as well as informal gatherings, teachers are able to listen to the ideas put forth by the parents. They are also given opportunities at site teacher trainings to learn about the contributions our parents can make to the learning environment.

- 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.
  Parent classes are offered, when appropriate at the school site. These classes are supported by all of our parent groups; ELAC, SSC and PTA.

- 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.
  Every written and b=verbal communication that goes home is sent out in both English and Spanish.

- The school provides support for parental involvement activities requested by Title I parents. The site provides many opportunities for parents. Toler makes every effort to ensure that all request, from parents are met.

Accessibility

Toler 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 documents sent home are translated into Spanish. If a parent requests another language than Spanish or English, the document is sent to the district translation department for translation. Toler secures a bilingual School Clerk for purposes of verbal and written translations.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

**Toler Elementary
School-Parent Compact**

Toler 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 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

Toler Elementary and the parents of the students participating in activities, services, and programs funded by Title I, work together to develop the School-Parent Compact. Parents are invited to give input at SSC meetings, ELAC meetings and Principal Chats and agree that this compact outlines how the parents, the entire school staff, and the students 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 high standards. The compact is distributed to families in our Dolphin Dates- our weekly home-school communication.

Building Capacity for Involvement

Toler 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. This is done at Parent Teacher Conferences (twice yearly) Parent Back to School Night, and monthly Family Academic Nights.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Teachers provide leveled reading texts for students and parents to use at home. The site purchases on-line programs in literacy and math which allow parents opportunities to assist their child in those areas. A math and science newsletter is sent home monthly to parents in both English and Spanish. Additionally, parents are encouraged to attend the free parent workshops provided by the district.

- 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.
  Parents actively participate in SSC, ELAC and PTA. At those meetings, as well as informal gatherings, teachers are able to listen to the ideas put forth by the parents. They are also given

opportunities at site teacher trainings to learn about the contributions our parents can make to the learning environment.

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APPENDIX C

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

	30100 Title I Basic Program		30103 Title I Parent	
San Diego Unified School District				
Site: 0277 Toler Elementary				
As of Date 04-23-2015				
Extended Summary				
Name	**FTE**	**TOTAL**	**FTE**	**TOTAL**
		20,252.00		**784.00**
		20,252.38		**784.00**
		(0.38)		**-**
1159 PullOut/Push in Hrly		6,280.00		-
1192 Prof&Curriclm Dev Vist Tchr		7,800.00		-
Employee Benefits		2,144.38		-
4301 Supplies		4,028.00		234.00
4304 Inservice supplies		-		500.00
5920 Postage Expense		-		50.00

APPENDIX D

2014-15 SPSA ADDENDUM

Toler

Area Goals for 2014-15 SY	
English Language Arts:	By 6/15/15, 55% of students in Grades K-5 will perform proficient/advanced in ELA as measured by the DRA.
Mathematics	By 6/15/15 50 % of students in Grades K-5 will perform proficient/advanced as measured by the end of year assesment in enVision Math.
English Language Development	By 6/15/15, 33 % English Language Learners students will score proficient as measured by the CELDT assessment.
Graduation/Promotion Rate	By 6/15/15, 30 % of third grade students will achieve proficient/mastered level on the District Interin Literacy 3 assessment.
Parent Involvement and Community Engagement	By 6/15/15, 65% of parents will attend at least four school events as measured by sign in sheets.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		22,400.00		**713.00**	
1159 PullOut/Push in Hrly		9,000.00		-	Direct support by certificated teachers for students using small group and Tier 2 interventions
1192 Prof&Curriclm Dev Vist Tchr		4,000.00		-	CELDT Testing for all ELL students
Employee Benefits		1,638.00		-	Benefits for visiting teachers
4301 Supplies		7,762.00		213.00	Resources, supplies, online programs and leveled libraries for all students
4304 Inservice supplies		-		500.00	Resources, supplies,for parent meetings

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

![San Diego Unified School District logo]

APPENDIX E

School Name: Toler

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	$20,252.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$20,252.00
10% allocation needed for PD	$2,025.20

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
☑ 30100 ☐ 30106	1192	Visiting teachers will administer CELDT assessments, and cover classes fro teaches during Professional Development and teacher collaboration ans well as curriculum development.	$7,800.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$7,800.00
		10 % allocation has been met	**YES**