

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FOSTER ELEMENTARY** SCHOOL

2020-21

37-68338-6039598
CDS Code

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

Principal: DeSantis, Whitney

Contact Person: DeSantis, Whitney

Position: Principal

Telephone Number: (619) 510-4100

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

E-mail Address: wdesantis@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Foster Elementary
 SITE CONTACT PERSON: Dr. Whitney De Santis
 PHONE: 619-510-4100 FAX: _____

DUE: October 5, 2020

E-MAIL ADDRESS: wdesantis@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>10/5/20</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u> </u> |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u> </u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/6/20</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: <u> </u> |

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: 10/5/20

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.

Dr. Whitney De Santis
Type/Print Name of School Principal

[Signature] 10/5/20
Signature of School Principal / Date

Mrs. Lana Webb
Type/Print Name of SSC Chairperson

[Signature] 10/13/20
Signature of SSC Chairperson / Date

Mrs. Donna King Mahdi
Type/Print Name of ELAC Chairperson

[Signature] 11/10/13/20
Signature of ELAC Chairperson / Date

Mrs. Monika Hazel
Type/Print Name of Area Superintendent

[Signature] 11/17/20
Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 School wide Program school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Presented, discussed, reviewed, and approved by stakeholders on the following dates:

Site Governance Team 10/6/20 via ZOOM

PTA Board and Community 10/7/20 SCHOOL MESSENGER

Annual Title 1 presentation at classroom virtual Back to School Nights throughout the week of August 24-31, 2020 Via ZOOM

School Parent Compact and Parent Involvement Policy distributed via School Messenger on 10/7/20 SCHOOL MESSENGER

School Site Council/ELAC combined 10/5/20 Via ZOOM

RESOURCE INEQUITIES

Foster's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-20 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate an overall decrease in the area of both ELA and MATH. In the 2020-21 school year, every grade level (general education and special education teachers) will engage in weekly grade level meetings to plan ELA and Math lessons following the district's pacing guides and will also participate in collegial structured weekly Professional Learning Community hour to engage in data analysis, creating pacing guides, and plan with colleagues based on student's strengths, interests, and monthly progress in ELA and MATH. Our school wide focus is on increasing the academic achievement of all students with a particular focus on our English Learners (ELs) and Students With Disabilities (SWD), and Black/African American youth sub groups. See demographics breakdown below:

https://www-classic.sandi.net/dar/R_R/Reports/Demographics/Reports/1819/1819SDP_111.pdf

In addition to increasing ELA and MATH scores, the school wide focus is on chronic absenteeism and suspension rates. Chronic absenteeism is currently at 14.9% - meaning they are missing 10% or more of the instructional days enrolled. The 2019 California Dashboard indicates ORANGE for all students, socio-economically disadvantaged, white, and two or more races sub groups. RED for Black/African American, Students with Disabilities and English Learner sub groups.

Suspension rate was at 2.8% in 2018 and declined to 1.6% for 2019. A decrease of 1.2%. However, our Black/African American sub group reflects RED on the 2019 California Dashboard.

Preliminary CAASPP Data for 2018-2019 in ELA % Proficient is: 3rd grade - 44%; 4th grade - 62%; 5th grade - 48% Overall ELA - 51%
Preliminary CAASPP Data for 2018-2019 in MATH % Proficient is: 3rd grade 54%; 4th grade - 51%; 5th grade - 33% Overall MATH - 46%
EL sub group (23) is 30.4% Proficient in ELA and 22.1% Proficient in MATH. SWD sub group (21) is 19% Proficient in ELA and 9.5% Proficient in MATH.

Low Income sub group (122) is 49% Proficient in ELA and 46.7% Proficient in MATH. Black sub group (15) is 33.3% Proficient in ELA and 26.7% Proficient in MATH

https://www-classic.sandi.net/DAR/R_R/Reports/SBAC/2019/MultiDemog/SBAC_2019_MultiDemog_ELAMath_111.pdf

According to the California Dashboard for 2019 (NEW INFORMATION - even though we do not have new CAASPP data, All students in grades 3-5 are 0.9 points above standard, compared to 0.1 points above standard in 2018.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Dr. Whitney DeSantis	Principal
Lana Webb	Classroom Teacher
Dana Peterson	Parent/Community Member
Dianna Breed	Parent/Community Member
Lisa Morris	Classroom Teacher
Marissa Rust	Parent
Deanna Carlock	Parent
Erica Lynn	Classroom Teacher
Tina Lakin	Other School Personnel
Amber Thornton	Parent/Community Member

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Absenteeism - (Brick and Mortar) The new attendance program at Foster is focused on every student being at school - every day, all day (Bell to Bell). Incentives are provided weekly and monthly to students to motivate them to be a school every day. Information continuously is provided to parents and the community identifying when a student should stay home from school and when a student should come to school.

COVID-19 School Closure Plan - Virtual attendance on Zoom Live each day and/or school work participation and completion daily and attendance input by 4 p.m. online each day by teachers. If there is 1 day, a student is not present on Zoom and does not complete/turn in any work for that day, the teacher Reaches Out to the family. Next level, Attendance Clerk and Guidance Assistant have Google Doc identifying any student who has not been participating in online learning (synchronous or asynchronous) for more than 2 days. Our district support RT also monitors Google Doc and is copied along with principal on all emails from attendance clerk and guidance clerk to families. Daily check ins begin with families on Google Doc until issues/problems are resolved and students are attending every day, while still on a watch list.

Suspensions - All staff has been trained extensively over the past two years on Trauma Informed Care and in Restorative Justice Practices. Students are taught conflict resolution strategies to peacefully work out/through their issues with the support of adults on campus to facilitate.

COVID-19 School Closure Plan - Guidance Assistant, Counselor, Teachers, Para educators and administration provide social emotional support and implement activities with students and through our Parent/Family Reach Out to provide guidance and resources to parents and families in need. If teacher notices an issue with student/family or if students in class are acting out during synchronous learning time, we provide strategies to support student(s) as needed.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the goals, the intended implementation and the funding at this time.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

June 2019 chronic absenteeism data according to the California Dashboard in 2018 was at 14% and stayed at 14% for 2019. The goal remains 10% overall for 2020. However, different sub groups of students have different percentage goals based on absences.

June 2019 baseline data through CHKS was not received due to closure of school (COVID-19)

June 2019 suspension data according to the California Dashboard in 2018 was at 2.8% and dropped to 1.6% for 2019. Although the goal for 2019 was 1.0%, it did decrease 1.2%. The goal will remain at 1.0% for 2020.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	Reduce the number of students who are chronically absent	14%	10%	Chronic Absenteeism	monthly
June 2021	TK-5	Support student with conflict resolution, social issues, peer pressure, and friendship	Will be established this year	Baseline Year	CAL-SCHLS (CHKS)	End of Year
June 2021	TK-5	School wide Discipline Plan	1.6%	1%	Suspension	End of Year

***Identified Need**

On the California Dashboard (2019) Foster is in the ORANGE for ALL Students in the indicator of Chronic Absenteeism. The overall school chronic absenteeism rate is 14.8%.

Chronic Absenteeism Rates (subgroups):

African American - 26.7% (Red)

Students with Disabilities - 23.5% (Red)

English Learners - 21.4% (Red)

Two or more races - 14.6% (Orange)

Socioeconomically Disadvantaged - 19% (Orange)

White - 12.5% (Orange)

On the California Dashboard (2019), Foster is in the BLUE for ALL Students in the indicator of Suspension. The overall Suspension rate is 1.6%. A decrease of 1.2% from 2018. However, we still have 1 sub group in Red.

Suspension Rate:

African American - 6.3% (Red)

Based on the 2018 results of the California Healthy Kids Survey results (CHKS), with a 69% response rate, overall students need more support in dealing with social issues, conflict resolution, and friendship, and peer pressure.

47% of students who took the CHKS "Have said mean things or called others bad names".

31% "Have spread mean rumors".

30% "Have hit or pushed other students".

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social-Emotional Learning and Restorative Justice Practices

-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Decrease suspension rates	6.3%	1.0%	Suspension	Trimester
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	26.7%	10.0%	Chronic Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	23.5%	9.0%	Chronic Absenteeism	Monthly
June 2021	TK-5	English Learner	Decrease chronic absenteeism	21.4%	7.0%	Chronic Absenteeism	Monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	19.0%	6.0%	Chronic Absenteeism	Monthly
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism	14.6%	4.0%	Chronic Absenteeism	Monthly
June 2021	TK-5	White	Decrease chronic absenteeism	12.5%	3.0%	Chronic Absenteeism	Monthly

Social Emotional Support

*Students to be served by this Strategy/Activity

All students at Foster will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: Black African American, Two or more races, English Learners, Socioeconomically Disadvantaged, White, and Students with Disabilities.

All students at Foster will benefit from this strategy/activity in the area of Suspension, specifically the following subgroup: Black/African American.

*Strategy/Activity - Description

The School Counselor (.2) will continue to support individual students on an "as need" basis in the areas of social and emotional wellbeing, conflict resolution, peer mediation, and friendship. Counselor will also begin Second Step curriculum with four Kindergarten classes for the 2019-20 school year. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all students academically, socially, and emotionally so they can be successful at school.

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The Guidance Assistant (15 hours per week) will continue daily check ins with students to support the successful start to the learning day each morning. Guidance Assistant will organize and run student groups to focus on conflict resolution, peer remediation, personal space, appropriate boundaries, and peer interactions.

The School Psychologist and Educational Specialists will collaborate and support the general education staff to support students who need different strategies implemented in order to support them in their learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0111R	Contracted Svcs Less Than \$25K		\$8,000.00	\$8,000.00	0111-09800-00- 5853-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		VAPA program - ART REACH for grades TK-5 VIRTUAL ART LESSONS for ALL STUDENTS instead of YMCA PLAY as originally allocated due to SCHOOL CLOSURE - COVID-19.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The plan for the school year last year was to have all teachers begin becoming familiar with the critical concepts and aligning the concepts to grade level standards. Teachers were tasked with alignment activities during weekly PLC time.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some grade levels were successful at aligning their lessons to the critical concepts and making certain everything they did was tied to both a grade level standard and the critical concepts. Other grade levels are taking more time to complete this objective in order to support student learning and increase the academic achievement of every student.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation of daily Guided Reading Groups for all below grade level students in grades 3 through 5. Continue with the same PD and weekly PLC meetings to engage in data analysis, MTSS, and planning instruction based on student performance. Implementation of one Interim Assessment Block IAB assessment through CAASPP each trimester to support student preparation and success for the CAASPP ELA.

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase % of students who meet and exceed standards on the ELA SBAC	44%	60%	CAASPP ELA	Annually
June 2021	4	Increase % of students who meet and exceed standards on the ELA SBAC	62%	73%	CAASPP ELA	Annually
June 2021	5	Will meet or exceed	48%	62%	CAASPP ELA	Annually
June 2021	3-5	Will meet or exceed	52%	62%	CAASPP ELA	Annually
June 2021	3	Increase percentage of students reading at or above grade level as measured by DRA	55%	75%	DRA 2	Trimester
June 2021	4	Increase percentage of students reading at or above grade level as measured by DRA	45%	70%	DRA 2	Trimester
June 2021	5	Increase percentage of students reading at or above grade level as measured by DRA	40%	65%	DRA 2	Trimester
June 2021	3	Increase percentage of students reading at or above grade level as measured by FAST	60%	75%	FAST aReading	Trimester
June 2021	4	Increase percentage of students reading at or above grade level as measured by FAST	65%	80%	FAST aReading	Trimester

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Increase percentage of students reading at or above grade level as measured by FAST	60%	75%	FAST aReading	Trimesterly
-----------	---	---	-----	-----	---------------	-------------

***Identified Need**

Preliminary CAASPP Data for 2018-2019 in ELA % Proficient is: 3rd grade 43.8%; 4th grade - 62.2%; 5th grade - 45.8% Overall MATH - 51.9% EL sub group (23) is 30.4% Proficient in ELA. SWD sub group (21) is 19% Proficient in ELA. Low Income sub group (122) is 49.2% Proficient in ELA. African American sub group (15) is 33.3% Proficient in ELA.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Will meet or exceed standards on CAASPP	30.4	50.0	CAASPP ELA	Annually

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	English Learners	Will meet or exceed standards on FAST	*baseline	+15%	FAST	Trimester
June 2021	3-5	Students with Disabilities	Will meet or exceed standards on FAST	*baseline	+15%	FAST	Trimester
June 2021	3-5	African Americans	Will meet or exceed standards on FAST	*baseline	+15%	FAST	Trimester
June 2021	3-5	Students with Disabilities	Will meet or exceed standards on CAASPP	19.0	40.0	CAASPP ELA	Annually
June 2021	3-5	Socioeconomically Disadvantaged	Will meet or exceed standards on CAASPP	49.2	69.0	CAASPP ELA	Annually
June 2021	3-5	Hispanic or Latino	Will meet or exceed standards on CAASPP	45.5	65.0	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Will meet or exceed standards on CAASPP	35.3	55.0	CAASPP ELA	Annually

ELA/ELD Support

*Students to be served by this Strategy/Activity

All students at Foster will benefit from this strategy/activity in the area of ELA, specifically the following subgroups: African American, Two or more races, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

*Strategy/Activity - Description

Professional Learning

PLC time

Teachers will receive training in ELD and ELA objectives

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District ELA CORT, San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01111S	Library Asst -	0.17500	\$5,058.90	\$6,742.00	0111-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		To assist students in picking books at their independent level in the library and support ELA/ELD sitewide goals
N011179	Software License		\$14,700.00	\$14,700.00	0111-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		To increase student achievement in ELA using specific software programs to support student learning. Provides additional data for teachers.
N01117Q	Prof&Curriclm Dev Vist Tchr		\$8,259.00	\$10,099.94	0111-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To provide small group guiding reading support to students below grade level needing a double dose of daily guided reading.
N0111DA	Classroom PARAS Hrly		\$9,790.00	\$13,000.15	0111-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To provide small group instruction and support under a credentialed gen ed teacher or Ed Spec. To participate in PLC mtgs and grade level mtgs to discuss student needs. Planning time with credentialed teachers/gl teams.
	Prof&Curriclm Dev Vist Tchr				0111-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : N01111J	To provide release time for teachers to attend workshops and trainings.
	Supplies				0111-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 8- Graduation/Promotion Rate Ref Id : N0111DC	Leveled Readers F & P for small group Guided Reading in 3rd and 4th grade

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The plan for the school year last year was to have all teachers begin becoming familiar with the critical concepts and aligning the concepts to grade level standards. Teachers were tasked with alignment activities during weekly PLC time. Teachers were to create formative benchmark assessments in Math and administer to all students at grade level to measure growth and progress.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some grade levels were successful at aligning their lessons to the critical concepts and making certain everything they did was tied to both a grade level standard and the critical concepts. Other grade levels are taking more time to complete this objective in order to support student learning and increase the academic achievement of every student. 2nd and 3rd grade teachers engaged in a year of the MATH COACHING CYCLE - Number Talks.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation of a minimum of two Number Talks per week in grades 2 and 3. Teachers in TK-1 received Number Talk PD from 2nd grade team leaders. Students and teachers in grades 4 and 5 engaging in MATH COACHING CYCLE this school year Continue with the same PD and weekly PLC

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

meetings to engage in data analysis, MTSS, and planning instruction based on student performance. Implementation of one Interim Assessment Block IAB assessment through CAASPP each trimester to support student preparation and success for the CAASPP MATH.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Will meet or exceed	55.1	70	CAASPP Math	Annually
June 2021	4	Will meet or exceed	50.7	70	CAASPP Math	Annually
June 2021	5	Will meet or exceed	33.3	75	CAASPP Math	Annually
June 2021	3-5 School wide	Will meet or exceed	47	70	CAASPP Math	Annually
June 2021	3-5 School wide	Will meet or exceed grade level expectations in Math using the FAST	baseline	70	FAST aMath	Trimester

*Identified Need

Preliminary CAASPP Data for 2018-2019 in MATH % Proficient is: 3rd grade 55.1%; 4th grade - 51%; 5th grade - 33% Overall MATH - 46.4% EL sub group (23) is 26.9% Proficient in MATH. SWD sub group (21) is 9.5% Proficient in MATH. Low Income sub group (122) is 46.7% Proficient in MATH. African American sub group (15) is 26.7% Proficient in MATH

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	To meet or exceed standards	26.9	50	CAASPP Math	Annually
June 2021	3-5	English Learner	Will meet or exceed grade level expectations in Math using the FAST	*baseline	60%	FAST	Trimester
June 2021	3-5	Students with Disabilities	To meet or exceed standards	9.5	30	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Will meet or exceed grade level expectations in Math using the FAST	*baseline	60%	FAST	Trimester
June 2021	3-5	Black or African American	To meet or exceed standards	29.4	50	CAASPP Math	Annually
June 2021	3-5	Black or African American	Will meet or exceed grade level expectations in Math using the FAST	*baseline	60%	FAST	Trimester

Number Talks

***Students to be served by this Strategy/Activity**

All students at Foster will benefit from this strategy/activity in the area of MATH, specifically the following subgroups: African American, Two or more races, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

***Strategy/Activity - Description**

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01111J	Prof&Curriclm Dev Vist Tchr		\$9,018.00	\$11,028.11	0111-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		To provide release time for teachers to attend math trainings and workshops
	Classroom PARAS Hrly				0111-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0111DA	To provide small group instruction and support under a credentialed gen ed teacher or Ed Spec. To participate in PLC mtgs and grade level mtgs to discuss student needs. Planning time with credentialed teachers/gl teams.
	Software License				0111-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N011179	To increase student achievement in MATH using specific software programs to support student learning. Provides additional data for teachers.
	Supplies				0111-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 8- Graduation/Promotion Rate Ref Id : N0111DC	Resources in classrooms to support an increase in math achievement for all students

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a baseline year with the new ELPAC testing, ELPAC results, and required daily implementation of Designated ELD for every student who is an English Learner. Researching what is working well with our reclassified students and meeting in grade level weekly PLC meetings to focus on English Learner progress in all subject areas is our focus.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Focusing on ELPAC growth and purposefully targeting language development in context. Coaching will include classroom observations, feedback to support teachers, and administrative support. CORT (ELD Coaching cycle) and administration will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Administration will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, administration will work directly with community partners, students and families to enhance the school's STEM program and to increase family engagement, which will positively impact attendance, school culture and academic progress.

*Integrated English Language Development

English Learners are integrated into all elementary classrooms with English Learners at all levels and English Only role models. Support will be provided within the content to address language targets (i.e. clarity of purpose) and structures with appropriate scaffolding and differentiation support.

- Classroom evidence of Integrated ELD by walk through, schedules, formal observations.
- Discussions of EL student progress at weekly PLC meetings.
- Implementation of strategies that enhance the learning for EL students using realia, academic language, and group work.

*Designated English Language Development

English Learners are integrated into all elementary classrooms with English Learners at all levels and English Only role models. Support will be provided within the content to address language targets (ie clarity of purpose) and structures with appropriate scaffolding and differentiation support.

- Classroom evidence of Designated ELD by conducting formal observations.
- Discussions of EL student progress at weekly PLC meetings.
- Teachers will meet in bi-weekly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners).
- Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning.
- Common formative assessments will be created based on standards/critical concepts.
- Classroom walkthroughs will be conducted to show evidence of Designated ELD.
- Each classroom will dedicate at least 30 minutes of Designated ELD on the daily schedule

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of EL students meeting or exceeding standards.	30.4%	50%	CAASPP ELA	Annually

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	English Learner	Increase the percentage of EL students meeting or exceeding standards in MATH	26.9%	50%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Increase a minimum of 1 performance level	No baseline due to scale score range 17-18	85%	Summative ELPAC	Annually
June 2021	TK-5	English Learner	Reclassify 95% of students scoring a 4.	Baseline	95%	Summative ELPAC	Annually

*Identified Need

According to the California Dashboard (2019), Foster Elementary' s current English Learners (32 students) Overall 62.5% are making progress towards EL proficiency. In ELA, English Learners declined 11.1 points and are 4.5 points below standard. In Math, English Learners declined 4.6 points and are 4.8 points below standard.

According to the CAASPP 2019, English Learners in grades 3 through 5 - 30.4% are meeting or exceeding standards in ELA and 26.9% are meeting or exceeding standards in MATH.

According to the CAASPP 2019, Reclassified ELs in grades 3 through 5 - 68% are meeting or exceeding standards in ELA and 68% are meeting or exceeding standards in MATH.

*Online Learning Implications

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

- These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Formative assessment data will be collected, analyzed and feedback given to students.
 Professional development will also be offered to teachers across the district serving this English Learner group
 The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
 This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	4	English Learner	Increase number of EL students meeting or exceeding standards	42.9%	60%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase number of students meeting or exceeding standards	33.3%	50%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase overall number of students in grades 3-5 meeting or exceeding standards	30.4%	50%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase overall number of students in grades 3-5 meeting or exceeding standards	26.9%	40%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Decrease chronic absenteeism	21.4%	7.0%	Other (Describe in Objective)	Monthly

ELD Support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

Administrator will support and collaborate with classroom teachers to impact teacher effectiveness. Administrator and teacher leaders will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). District MATH and ELA coaches along with administration and the Instructional Leadership Team (ILT) will continue to plan curriculum that integrates daily ELD supports for English Learners. Administration will continue to support professional development and weekly PLC meetings (plan, organize, and facilitate) in both ELA and Math. In addition, administration will work directly with community partners, students and families to enhance the school’s STEM program and to increase family engagement, which will positively impact attendance, school culture and academic progress. Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01110	Prof&Curriclm DevHrlyClstrmTchr		\$24,624.00	\$30,112.69	0111-30106-00- 1170-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]		To provide collaboration grade level and cross grade level time on a weekly basis to discuss EL strategies and support during DELD and IELD and create lessons to prepare students for ELPAC
	Supplies				0111-09800-00- 4301-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth Ref Id : N0111BA	To support sub groups of students SED, SWD, EL, and Black/African American Youth with extra support in reading and math using resources/supplies in classrooms/on site to close the achievement gap

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Classroom PARAS Hrly				0111-09800-00- 2151-1000- 4760-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0111DA	To provide small group instruction and support under a credentialed gen ed teacher or Ed Spec. To participate in PLC mtgs and grade level mtgs to discuss student needs. Planning time with credentialed teachers/gl teams.
	Software License				0111-30100-00- 5841-1000- 1110-01000- 0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N011179	To increase student achievement in ELA and MATH using specific software programs to support student learning. Provides additional data for teachers.
	Library Asst -				0111-30100-00- 2231-2420- 1110-01000- 0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01111S	To assist with assigning and selecting books to student's independent reading levels and support ELA/ELD state wide goals.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through the new plan of a Learning Center coupled with an increase in push in to general education classrooms with co-teaching occurring on a daily basis (Ed Spec and gen ed teachers along with Para educators), SWD made some progress in 2 of the below indicators within the goal, which were: 1 year growth in reading and math and IEP goals met in both ELA and Math. DUE to the closure of school districtwide due to COVID-19, I was only able to obtain partial data to share below. I feel that the two goals that were not met (closure in MARCH), possibly would have been met had we the opportunity to complete the school year.

SWD did meet the 3rd indicator under this goal, which was a baseline of 50%. AND 50% of SWD made 1 year of growth in Math through monthly benchmark assessments as of MARCH 2020.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, major difference (positive) was that our baseline goal was met for SWD showing 1 year of growth in MATH. No other major differences were noted due to early closure of the school year due to COVID-19.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SWD goals and indicators will remain the same but percentage of students showing progress and growth have all been increased based on the data received from case managers for March 2020 before school closed due to COVID-19. An indicator under the goal to address chronic absenteeism has been created for 20-21 school year.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet/exceed standards on CAASPP ELA	19	40	Other (Describe in Objective)	Annually
June 2021	3-5	Meet/exceed standards on CAASPP MATH	9.5	30	Other (Describe in Objective)	Annually
June 2021	3-5	Meet/exceed grade level expectations in Reading IEP Goals	35	50	Progress Reports on IEP Goals	Trimester
June 2021	3-5	Meet/exceed grade level expectations in Math IEP Goals	30	55	Progress Reports on IEP Goals	Trimester

***Identified Need**

SWD sub group (21) is 19% Proficient in ELA and 9.5% Proficient in MATH. California Dashboard for 2019 reflects the following: RED for SWD in that area of Chronic Absenteeism. An indicator will be created to address this concern. After discussion with all case managers and having a target goal of 70%, only 50% of students met reading AND math goals within their IEPs. Additionally, a target goal of 65% was set for students making 1 year of growth in Reading, but only 45% met the goal. Thirdly, a target goal of 50% was set for students making 1 year of growth in Math and THIS GOAL WAS MET. Now it is set for 70% for this year!

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
 -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	To meet all IEP goals in ELA and MATH	50	70	Progress Reports on IEP Goals	Every 12 weeks
June 2021	TK-5	Students with Disabilities	To make 1 year growth in Reading	45	65	DRA 2	Every 12 weeks
June 2021	TK-5	Students with Disabilities	To make 1 year of growth in Math through monthly Math benchmark common formative assessments	50	70	Other (Describe in Objective)	Every 12 weeks
June 2021	TK-5	Students with Disabilities	Decrease Chronic Absenteeism	21.4	7.0	Other (Describe in Objective)	Monthly

Daily Guided Reading Groups

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically Students With Disabilities.

*Strategy/Activity - Description

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. Guided Reading implementation in every classroom daily for below grade level readers in grades 3, 4, 5. Guided Reading implementation in every classroom daily for every student in grades TK-2. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0111-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth Ref Id : N0111BA	To support sub groups of students SED, SWD, EL, and Black/African American Youth with extra support in reading and math using resources/supplies in classrooms/on site to close the achievement gap
	Prof&Curriclm DevHrlyClstrmTchr				0111-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners Ref Id : N0111O	To support additional PLC time for discussion and planning for sub groups of students SWD, Foster Youth, Black/African Americans, EL, and SED
	Classroom PARAS Hrly				0111-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0111DA	To provide small group instruction and support under a credentialed gen ed teacher or Ed Spec. To participate in PLC mtgs and grade level mtgs to discuss student needs. Planning time with credentialed teachers/gl teams.
	Software License				0111-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N011179	To increase student achievement in ELA and MATH using specific software programs to support student learning. Provides additional data for teachers.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black/African American	Will meet or exceed standards in ELA	35.3%	55.0	Grades	Annually
June 2021	3-5	Black/African American	Will meet or exceed standards in MATH	29.4%	50.0	Grades	Annually
June 2021	TK-5	Black/African American	Decrease suspension rate	6.3%	1.0%	Suspensions (Classroom and School)	Trimester
June 2021	TK-5	Black/African American	Decrease chronic absenteeism	26.7%	10.0%	Grades	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Foster ES site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Foster ES will develop and implement a site-specific system for tracking classroom referrals.
3. Foster ES will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Foster ES will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black

Youth as well as staff diversity goal.

5. In the 2020-21 school year, Foster ES will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Foster ES is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

35.3% of Black/African American Youth in grades 3-5 met or exceeded standards on CAASPP ELA.

29.4% of Black/African American Youth in grades 3-5 met or exceeded standards on CAASPP MATH.

According to the 2019 California Dashboard - Black/African Youth sub group is in RED for both suspension rates and chronic absenteeism.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Cultural Sensitivity and Diversity Lessons for students

***Students to be served by this Strategy/Activity**

All students at Foster Elementary will benefit from this Activity, specifically Black/African American Youth.

***Strategy/Activity - Description**

All classroom teachers will incorporate diverse read-a-louds spotlighting minority groups, their importance, contributions to society, and our world. Teachers will provide multi-cultural and multi ethnic examples and stories throughout all content areas of the curriculum. Library will focus on purchasing books that teach and tell stories about minority groups and people of color who have contributed to society and our world, who have survived racism and oppression.

Implementation of daily Guided Reading Groups and intervention support as needed for all below grade level students in grades 3 through 5. Continue with the same PD and weekly PLC meetings to engage in data analysis, MTSS, and planning instruction based on student performance.

The School Counselor (.2) will continue to support individual students on an "as need" basis in the areas of social and emotional well-being, conflict resolution, peer mediation, and friendship. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all Black Youth academically, socially, and emotionally so they can be successful at school.

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The Guidance Assistant (15 hours per week) will continue daily check ins with students to support the successful start to the learning day each morning. Guidance Assistant will organize and run student groups to focus on conflict resolution, peer remediation, personal space, appropriate boundaries, and peer interactions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0111BA	Supplies		\$6,147.00	\$6,147.00	0111-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support sub groups of students SED, SWD, EL, and Black/African American Youth with extra support in reading and math using resources/supplies in classrooms/on site to close the achievement gap
	Prof&Curriclm DevHrlyClstrmTchr				0111-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 4- Supporting English Learners Ref Id : N0111O	To support additional PLC time for discussion and planning for sub groups of students SWD, Foster Youth, Black/African Americans, EL, and SED
	Classroom PARAS Hrly				0111-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0111DA	To provide small group instruction and support under a credentialed gen ed teacher or Ed Spec. To participate in PLC mtgs and grade level mtgs to discuss student needs. Planning time with credentialed teachers/gl teams.
	Software License				0111-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N011179	To increase student achievement in ELA and MATH using specific software programs to support student learning. Provides additional data for teachers.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Increased both cost and no-cost family events through community partners and the Foster Elementary PTA. Attempted to increase family/parent participation at school events such as Back to School night, Open House, PTA meetings and provided free child care to make it easier for families to attend.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Even though childcare was provided for parents meetings, attendance was minimal during brick and mortar. SINCE SCHOOL CLOSURE DUE TO COVID-19, Virtually, our PTA meetings and "Gather Together" principal/parent, community forums have both had strong attendance. Our PTA membership has increased and parents are very supportive of the staff and how we were ready to provide Chromebook, consumables, manipulatives, activities, and resources to all students at Foster ES the first week of school.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

WHEN APPLICABLE: Continue to provide childcare for parent trainings/meetings.

ONLINE LEARNING AND SCHOOL CLOSURE DUR TO COVID-19 all meetings, gatherings, and parent support and involvement will be done virtually until further notice. Through Principal/Parents and Community "Gather Together" meetings done virtually every 4 to 6 weeks - parents are able to receive updates and ask questions, voice concerns. Subcommittees of PBIS will continue to plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings through weekly school/home communication, school messenger, and other forms of communication. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement. Working closely with the new PTA Board, Foster ES will create new ways to engage parents and families with a virtual bedtime story read aloud evening on Mondays nights, a virtual jog-a-thon and book fair, etc.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase percentage of parents feeling school is a safe place for their children	51%	75%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase parent feedback and input; welcomes parents	50%	75%	CAL - SCHLS (CSPS)

*Identified Need

Based on the 2018 results of the California School Parent Survey (CSPS), only 51% of parents felt Foster was a safe place for students. 275 parents completed the survey in a student population of 416 students as of July 2019.

Under the category of Academic Orientation and Participation, 51% of parents who took the CSPS, feel "School is a safe place for their child".

Under the category of Parent Involvement, 50% of parents feel "School allows input and welcomes parent contributions".

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

District is also supplying families with training on SEL, Wellness, Health and Safety.

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	To increase participation in ELAC by combining with SSC	15	50	Meeting Attendance
June 2021	Volunteers	To increase parent and community volunteers	0	60	Other - Describe in Objective
June 2021	Other (Describe in Objective)	To increase amount of parents who feel school is a safe place for their child	51	100	Other - Describe in Objective
June 2021	Other (Describe in Objective)	To increase amount of parents who feel our school allows input and welcomes parent contributions	50	100	Other - Describe in Objective

Parents as Partners

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Continue working with parents as our teaching partners when it comes to our students' educational needs. With current online learning on Zoom live, parents are more involved in meeting the educational needs of their children. Parents are supporting teachers during Zoom live every day, so supporting parents during these school circumstances is critical. In order to meet the needs and keep communication lines open for parents, school will continue to hold principal, parent, community "Gather Together" Zoom meetings to continue conversation and support with parents and help keep transparency. To build capacity, we will continue providing workshops to parents in a ZOOM format.

Explain the California Parent Survey results (Strongly agree vs. Agree) when it comes to evaluating our school.

Allocate funds for In-service supplies and parent meetings and events.

Allocate funds for School/Home communication. Postage is necessary in order to consistently inform parents of school and individual student matters. Flyers are needed to announce and communicate school wide parent events and family events.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N011119	Interprogram Svcs/Paper		\$500.00	\$500.00	0111-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Distribution of event information, important dates for school events, virtual flyers, subscriptions for communication via email and virtually.
N01116P	Other Support Prsnl PARAS Hrly		\$226.00	\$300.10	0111-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To provide child care services during night time parent academy functions
N0111BF	In-service supplies		\$700.00	\$700.00	0111-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To create parent participation events on line through virtual means and distribute information through email (flyer software programs), etc.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following:

Administrator to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

To support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. Administrator to facilitate professional development in all grade levels and work directly with parents, community volunteer partners (EAR) ELAC, SSC, SGT, and ILT to ensure all students make progress within each of the grade levels and be prepared for middle school.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies. Weekly teacher PLC time to discuss students by name and by need.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Administrator supported classroom teachers in first year with tier 1 instruction and made progress in making sure teachers were teaching to the standards and following pacing guides to provide a GVC to students. Administrator determined that students in grades 3, 4, and 5 below grade level in Reading were not receiving Guided Reading in the classroom, which is considered tier 1 instruction. Struggling students need consistent tier 2 interventions across all grade levels. Teacher leaders and administrator supported and collaborated with teachers to impact teacher effectiveness with providing more differentiation strategies and supports for students.

Guidance Counselor, School Counselor, Psychologist supported classroom teachers with tier 1 instruction and supported struggling students with tier 2 interventions. Guidance Counselor, School Counselor, Psychologist collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. SSTs are regularly scheduled for students who are struggling academically, socially, emotionally or have attendance issues. Administrator and teacher leaders facilitated professional development in all grade levels and worked directly with parent groups and community partners to provide some tier 2 interventions.

Classroom teachers participated in weekly professional learning communities (PLCs) but it was inconsistent due to teachers needing to attend IEPs, SSTs, and other conflicts. This impacted classroom teachers' actual time in the PLCs. Not all teachers had the opportunity to participate in PLC time. Some grade levels did not submit PLC notes on action items.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

DUE TO SCHOOL CLOSURE for COVID-19 THERE ARE NO CAASPP SCORES FOR LAST YEAR - WILL USE SITE/DISTRICT DRA AND FAST BENCHMARK ASSESSMENTS TO GAUGE STUDENT ACHIEVEMENT AND PROGRESS.

Administrator will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Administrative will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's STEM program and increase family engagement, which will positively impact attendance, school culture and academic progress for all students.

Administration and other support staff (Ed. Specialists, School Counselor, Guidance Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide daily guided reading groups to all upper grade students below grade level in reading. Teachers will participate in weekly PLC meetings following an agenda from administration and submit notes on all action items. Administration will monitor PLC meetings and engage in conversation and collaboration with grade level teams on a consistent basis.

*Goal 8- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase percentage of students reading at or above grade level as measured by CAASPP ELA	55	75	Grade 3 ELA Reading	Trimester
June 2021	5	Increase percentage of students reading at or above grade level as measured by CAASPP ELA	40	65	Grade 5 ELA Reading	Annually
June 2021	5	Increase percentage of students reading at or above grade level as measured by DRA	40	65	Other (Describe in Objective)	Annually
June 2021	3	Increase percentage of students reading at or above grade level as measured by DRA	55	75	Other (Describe in Objective)	Trimester
June 2021	3 and 5	Increase percentage of students reading at or above grade level as measured by FAST	60	75	Other (Describe in Objective)	Trimester

***Identified Need**

In 2019, 43.8% of 3rd grade students met standards on ELA CAASPP and 45.8% of 5th grade students met standards on ELA CAASPP. Based on the data, we need to continue the focus to improved student achievement and close the achievement gap especially with our English Learners, Socio-Economically Disadvantaged, Black/African American Youth, and our Students With Disabilities.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 through 5	English Learner	Increase percentage of EL students at grade level standards on CAASPP ELA	30.4	60	CAASPP ELA	Annually
June 2021	3-5	English Learners	Will meet or exceed standards on FAST	*baseline	+15%	FAST	Trimester
June 2021	3 through 5	Students with Disabilities	Increase percentage of SWD students a grade level CAASPP ELA	19	50	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Will meet or exceed standards on FAST	*baseline	+15%	FAST	Trimester
June 2021	3 through 5	Black or African American	Increase percentage of Black/African American students a grade level CAASPP ELA	35.3	55	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Will meet or exceed standards on FAST	*baseline	+15%	FAST	Trimester

Foster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3 through 5	Socioeconomically Disadvantaged	Increase percentage of Socioeconomically Disadvantaged students a grade level CAASPP ELA	49.2	65	CAASPP ELA	Annually
-----------	-------------	---------------------------------	--	------	----	------------	----------

Reading Comprehension Software Programs

***Students to be served by this Strategy/Activity**

All students at this school in third through fifth grade will benefit from this strategy/activity in the area of ELA, specifically with our EL, SED, Black/African American Youth, and SWD.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Additionally, Leveled Readers through Fountas and Pinnell for grade 5. Each primary grade classroom teacher has RAZ-KIDS and Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. All upper grade teachers have Achieve 3000 and Scholastic News to support student learning in literacy.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0111P	Supplies		\$4,045.00	\$4,045.00	0111-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Classroom resources for all students to support ELA and MATH
N0111DC	Supplies		\$4,752.00	\$4,752.00	0111-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Purchase of reading comprehension software programs and leveled readers for small group daily guided reading

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

- I will foster a culture of STEAM at Foster Elementary by:
 - Continuing our District trainings this year with the new teachers on the TK/ K and 1st grade teams
 - Attending Principal Leadership STEAM trainings provide by District
 - Building capacity, moving to the 2nd grade team of teachers this 20/21 school year for STEAM District trainings
 - Observing STEAM lessons and activities at TK/K and 1st and 2nd grades and providing feedback
- I will build capacity to ensure fidelity and sustainability in STEAM by:
 - Having teacher leaders present STEAM updates and trainings to entire staff
 - Ensure all grade levels implementing STEAM units have weekly STEAM lessons on their schedules
 - Provide teacher release time to plan STEAM units
- I will support teachers in the implementation of 4 hours a week of STEAM by:
 - Meeting with them in weekly PLCs to support STEAM implementation
 - Support integration of subjects into STEAM lessons (reading and writing) for scheduling purposes

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school: **ALL STILL APPLIES EVEN THOUGH SCHOOL CLOSED DUE TO COVID-19. EVERY ACTION BELOW WILL CONTINUE IN A VIRTUAL MANNER.**

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Develop and fine-tune a comprehensive assessment system.
- Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the IMTSS team will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second Order Change

- Strengthen and fine-tune current instructional practices.
- Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).

- Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for ALL STUDENTS.
- Be comfortable with Being Uncomfortable
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

- Strong knowledge of the standards.
- Deeper understanding of the vertical alignment of critical concepts between grade levels.
- Application of teaching practices that impact student achievement.

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding, building upon learning from previous year, as evidenced by:

- Daily monitoring of student progress towards a learning goal as well as specific targets.
- Lifting or shifting instruction in the moment based on what students are controlling and approximating
- Team analysis of student work and next steps on a biweekly basis (PLC).

Planning Outcomes: Teachers will move from theory to application in regards to acquiring **and responding to** evidence of student understanding by:

- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:**Progression of Learning**

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing and responding less only, daily, weekly (common/PLCs).
- Developing systems for monitoring.

Professional Development Goals

- Build Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:**PLC (bi weekly per grade level)****PLC Guiding Questions:**

- What do we want students to learn (target)?
- How will we know they have learned it (common exit slip)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

PLC Process:

- Bring common current exit slip.
- Analyze exit slips (calibrate).
- Reflect on student progress towards target based on data.
- Design next common exit slip.

Lesson Study**Focus:**

- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback**Lift and Shift:**

- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding?

Guiding Questions:

- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (Meaning? strategy?)
- What was shifted? (Meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (Voice over, summary, reread with a focus...)

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Foster ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 38,015.21
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 110,126.99

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 34,864.69
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 34,864.69

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 37,247.09
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 37,247.09

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 110,126.99

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Foster Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 8,259.00	
			2151	Classroom PARAS Hrly		\$ 9,790.00	
			3000				\$ 5,051.09
			4301	Supplies		\$ 6,147.00	
			5853	Contracted Svcs Less Than \$25K		\$ 8,000.00	
	09800 LCFF Intervention Support Total				\$ 37,247.09		
30100 Title I Basic Program	Library Asst		2231	Other Support Prsnl PARAS	0.1750	\$ 5,058.90	
			3000			\$ 1,683.10	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 9,018.00	
			3000			\$ 2,010.11	
			4301	Supplies		\$ 4,045.00	
			5841	Software License		\$ 14,700.00	
	30100 Title I Basic Program Total			0.1750	\$ 36,515.11		
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ 226.00	
			3000			\$ 74.10	
			4304	Inservice supplies		\$ 700.00	
			5733	Interprogram Svcs/Paper		\$ 500.00	
	30103 Title I Parent Involvement Total				\$ 1,500.10		
30106 Title I Supplmnt Prog Imprvmnt			1170	Prof&Curriclm DevHrlyClstrmTchr		\$ 24,624.00	
			3000			\$ 5,488.69	
			4301	Supplies		\$ 4,752.00	
	30106 Title I Supplmnt Prog Imprvmnt Total				\$ 34,864.69		
Grand Total					0.1750	\$ 110,126.99	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Foster Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Foster Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents. ***During the Site Governance Team meeting held on October 6, 2020, and the School Site Council meeting held on October 5, 2020, parents and staff were informed about the policy and provided input and feedback.***

It has distributed the policy to parents of Title I students.

The Policy was distributed on October 7, 2020 via School Messenger to all parents, families, and community due to COVID-19 precautions.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- SSC (School Site Council) meets to review and develop programs to support implementation of parent policies. Annual meeting on October 5, 2020 via Zoom provides additional information such as budget and student supports as well as the Parent Compact and this Family Engagement policy.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- To involve parents in the Title I, Part A programs, the following practices have been established:
- Site Governance Team (SGT) virtual meeting - October 6, 2020, and SSC virtual meeting on October 5, 2020. Distributed to all parents and community members on October 7th via School Messenger.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers opportunities for parent conferences, SSC meetings, the Annual Title 1 meeting in September, public meetings such as PTA and ELAC, and before and after school meetings and during the day.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116(c)(3)). How does the school involve parents?

- The school has a website with information for parents, SSC and SGT meetings to review implementation of policies, virtual Open House, virtual Back to School and virtual public meetings involve all parents in the education of their students.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)(A)). How does the school provide the information?

- Through the website, Thursday School Messenger upcoming dates and announcements, virtual parent/community and principal meetings, parent conferences during the day or after school throughout the year. (ALL MEETINGS HELD VIRTUAL)

The school provides parents of Title I, Part A 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 (ESSA Section 1116(c)(4)(B)). How does the school provide the information?

- VIRTUAL classroom Back to School Nights in September, each teacher has a two-way communication process to communicate expectations, curriculum for the year and requirements of the week, month, or just overall grade level requirements and upcoming assessments and activities.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116(c)(4)(C)). How does the school provide the opportunities?

- Through SSC meetings, Governance, public meetings such as ELAC and PTA and through parent conferences. Translation services are provided as needed.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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:

- Through teachers and counselors, opportunities are provided to learn more about student academic achievement as well as teacher websites and course of study publicized. The link on the website provides information regarding state standards and the California Department of Education.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116(e)(1)).

- Through teachers and counselors, opportunities are provided to learn more about student academic achievement as well as teacher websites and course of study publicized. The link on the website provides information regarding state standards and the California Department of Education.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Through SSC meetings, parent conferences, counselor training, and Open House and distribution of information regarding the California Healthy Kids Survey.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Through teacher professional development, through Professional Learning Communities, and through administrative training, teachers and staff are educated about the value of parent contributions.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- All curriculum information as well as the resources for parents are available on site, through our site website, district website. Counselor and Guidance assistant offer meetings with parents, communicate via phone/virtual on a regular basis as needed, and are visibly engaged during the school day with students.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Through translation services, the school provides individual translation in several languages as well as providing document translation as needed.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Through the school's website, Thursday Announcements, parent surveys, providing feedback and input, Open House, Back to School Night, Parent Conferences and numerous PTA sponsored family events, individual parent tours throughout the school year provided by Principal, all families are notified of these activities and other events to engage parents. (ALL VIRTUALLY)

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- All parents are supported through district language services, school site meetings with our English learner parents and resources that are provided for our migratory and parents with disabilities. All facilities at the school are adapted for parents and students with disabilities and services for the hearing impaired are provided throughout the school and during meetings.

This policy was adopted by Foster Elementary School SSC on October 5, 2020 and will be in effect for the period of the school year, 2020-21.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: OCTOBER 7, 2020.

/Dr. Whitney DeSantis/, Principal

Signature of authorized official here

OCTOBER 5, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

FOSTER ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21

Foster Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Our school, with support from our district, provides a high quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the California State Standards.**
- **We provide a safe and positive environment with a consistent application of the site discipline plan.**
- **We create a welcoming environment for students, families and community members.**
- **We provide opportunities for parents to volunteer, to observe classroom activities, and to participate in site decision-making committees.**

- **We communicate with parents through frequent reports on their child's progress, such as with parent phone calls, Power School Parent Portal, School Messenger, Progress and Report Cards, fall and spring parent conferences, and email.**
- **Teachers and administrators meet regularly to learn research-based instructional practices, design effective common lesson plans, and develop common assessments that measure student progress.**
- **Teachers learn through discussions, observations of practice, feedback and monitoring from each other during weekly Professional Learning community meetings.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- **Annual Title 1 Parent Meeting to be held on September/October**
- **Annual Budget review held in September/October.**
- **Parent responsibilities and opportunities for involvement include, but are not limited to: committees such as School Site Council (SSC), District Advisory Council (DAC), English Learners Advisory Committee (ELAC), Site Governance Team (SGT), our Instructional Leadership Team (ILT).**

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Through SSC, Governance, English Learners Advisory Committee, and other school advisory groups, as well as during OPEN HOUSE, parents and family members are provided assistance in understanding standardized testing assessments, how to monitor their student's achievement through state testing as well as through the Parent Portal on Power School.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

All teachers provide a daily/weekly schedule to all parents, classroom expectations, and materials and supplies to support student learning. Information is posted on the school's website including ways in which parents and families can support student learning. Family Math and Science nights are scheduled each year for students and families free of charge. Our school provides parents with access to Power School's Parent Portal and teacher email so that progress can be monitored on a daily, weekly, or monthly basis.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Counselors are available for student concerns, setting goals, providing referrals to district and community referrals, mentoring students, and providing appropriate needs for all students.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

All information is posted online on the school website, announced through School Messenger, phone and email messages every Thursday and during the week as reminders. Letters to parents are sent out in languages other than English, such as Spanish. We also provide Spanish and ASL support to parents and families who require translation during meetings.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Supports are provided to all families with limited English proficiency, disabilities and migratory students through Power School, progress reports, emails, phone messages, and in written material.

This Compact was adopted by the School Site Council on October 5, 2020, and will be in effect for the period of the school year 2020-21.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 7, 2020.

School Site Council Chair – Lana Webb

October 5, 2020

Principal – Dr. Whitney DeSantis

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

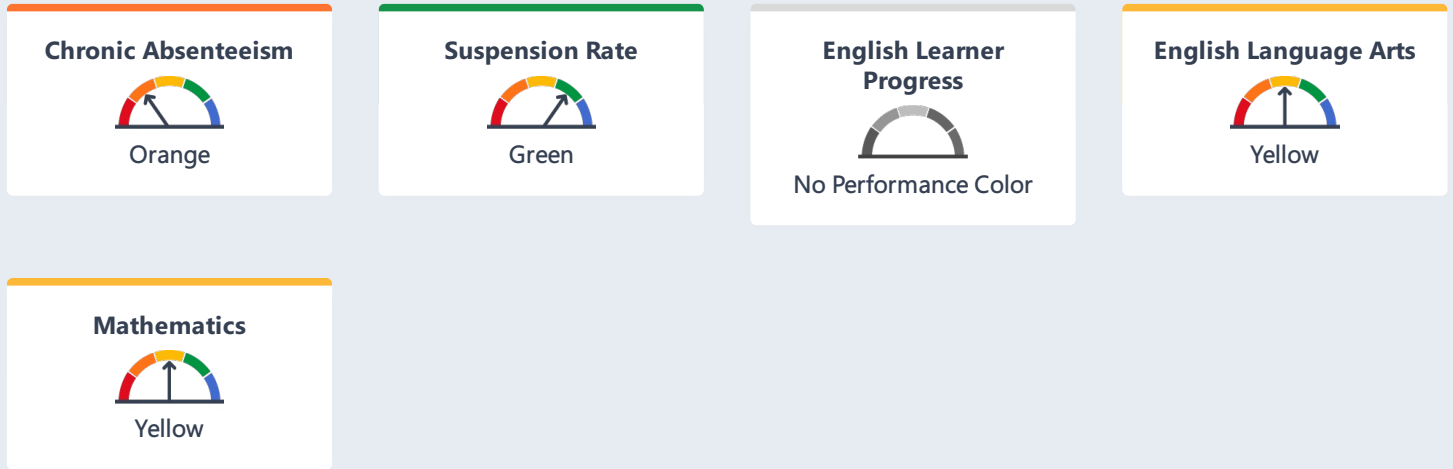
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Foster Elementary

Explore the performance of Foster Elementary under California's Accountability System.

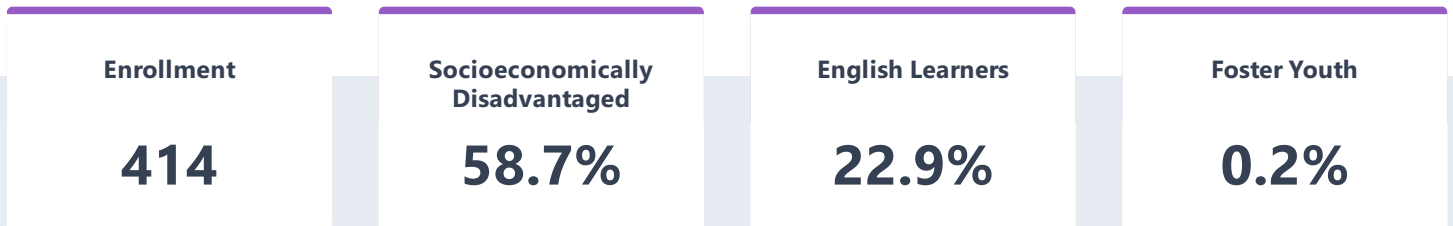


School Details

NAME Foster Elementary	ADDRESS 6550 51st Street San Diego, CA 92120-2794	WEBSITE http://www.sandi.net/fo...	GRADES SERVED K-5
----------------------------------	--	---	-----------------------------

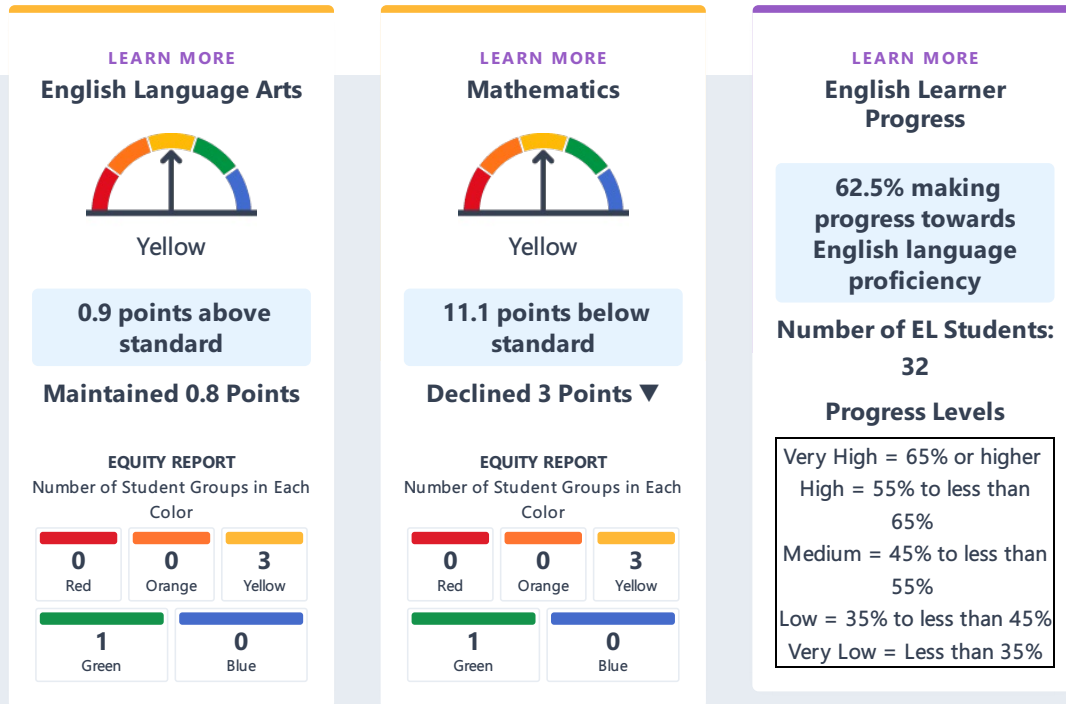
Student Population

Explore information about this school's student population.



Academic Performance

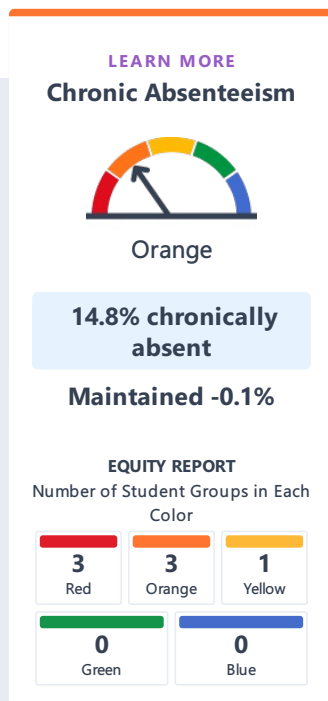
View Student Assessment Results and other aspects of school performance.



FOSTER ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.6% suspended at least once

Declined 1.2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	0 Orange	2 Yellow
3 Green	1 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

0.9 points above standard

Maintained 0.8 Points

Number of Students: 170

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

White



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

31.4 points below standard

Declined 8.5 Points ▼

Number of Students: 14

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

23.1 points above standard

Maintained 2.3 Points

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

7.8 points below standard

Declined 7.7 Points ▼

Number of Students: 20

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

77.3 points below standard

Increased 10.2 Points ▲

Number of Students: 20

English Learners



Yellow

4.5 points below standard

Declined 11.1 Points ▼

Number of Students: 43

Hispanic



Yellow

10 points below standard

Increased 4.6 Points ▲

Number of Students: 61

Socioeconomically Disadvantaged



Yellow

6 points below standard

Increased 8.6 Points ▲

Number of Students: 113

White



Green

24.3 points above standard

Increased 5.4 Points ▲

Number of Students: 48

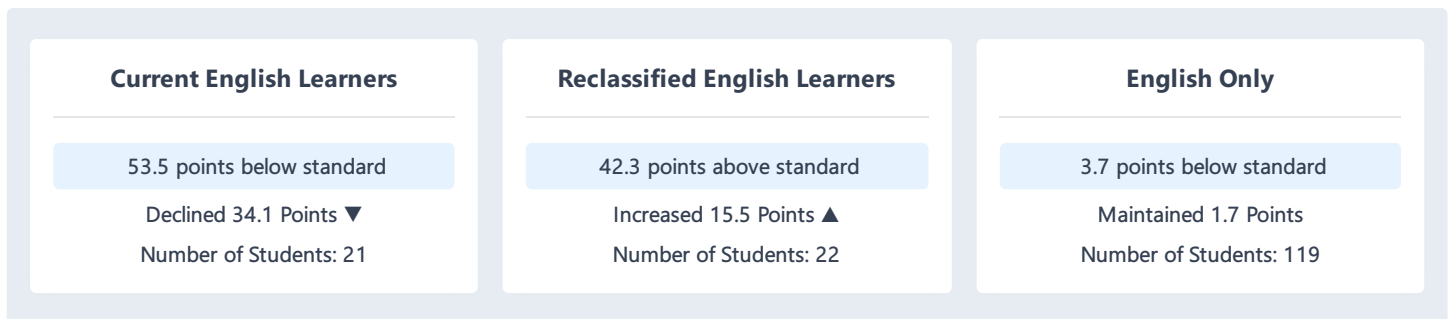
Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	10 points below standard	0.1 points above standard	0.9 points above standard

English Language Arts Data Comparisons: English Learners

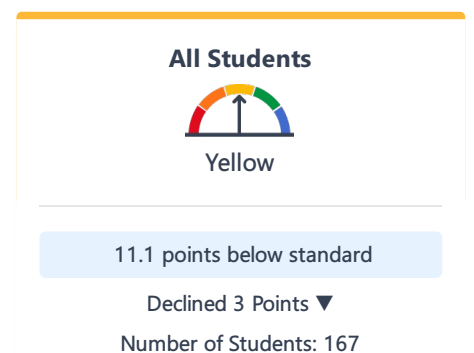
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

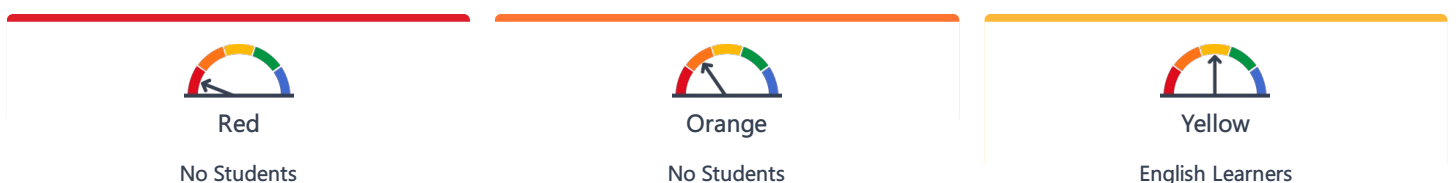
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups





Green

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities



African American



No Performance Color

43.3 points below standard

Increased 7.5 Points ▲

Number of Students: 13

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

36.3 points above standard

Declined 8.3 Points ▼

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

10.7 points below standard

Increased 10.3 Points ▲

Number of Students: 18

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

84.1 points below standard

Increased 7.5 Points ▲

Number of Students: 19

English Learners



Yellow

4.8 points below standard

Declined 4.6 Points ▼

Number of Students: 43

Hispanic



Yellow

25 points below standard

Declined 6 Points ▼

Number of Students: 61

White



Yellow

1.1 points below standard

Declined 13.6 Points ▼

Number of Students: 48

Socioeconomically Disadvantaged



Green

14.1 points below standard

Increased 8.3 Points ▲

Number of Students: 112

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	20.5 points below standard	8 points below standard	11.1 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

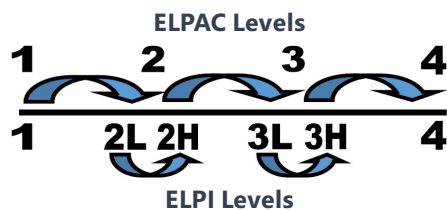
Current English Learners	Reclassified English Learners	English Only
41.6 points below standard	30.3 points above standard	19.7 points below standard
Declined 5 Points ▼	Maintained 1.2 Points	Declined 6.1 Points ▼
Number of Students: 21	Number of Students: 22	Number of Students: 116

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

62.5% making progress towards English language proficiency

Number of EL Students: 32

Performance Level

High

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

14.8% chronically absent

Maintained -0.1%

Number of Students: 439

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

African American
Students with Disabilities
English Learners



Orange

Socioeconomically Disadvantaged
Two or More Races
White



Yellow

Hispanic



Green

No Students



Blue

No Students



No Performance Color

American Indian
Asian
Filipino
Foster Youth
Homeless
Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

11.5% chronically absent

Declined 5.9% ▼

Number of Students: 26

Filipino



No Performance Color

5.9% chronically absent

Increased 5.9% ▲

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

50% chronically absent

Increased 26.5% ▲

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American



Red

26.7% chronically absent

Increased 2.8% ▲

Number of Students: 45

Students with Disabilities



Red

23.5% chronically absent

Increased 6.5% ▲

Number of Students: 81

English Learners



Red

21.4% chronically absent

Increased 6.4% ▲

Number of Students: 98

Socioeconomically Disadvantaged



Orange

19% chronically absent

Increased 1.2% ▲

Number of Students: 274

Two or More Races



Orange

14.6% chronically absent

Increased 2.7% ▲

Number of Students: 48

White



Orange

12.5% chronically absent

Increased 1.6% ▲

Number of Students: 128

Hispanic



Yellow

13.7% chronically absent

Declined 4% ▼

Number of Students: 168

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1.6% suspended at least once

Declined 1.2% ▼

Number of Students: 448

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

African American



Orange

No Students



Yellow

Socioeconomically Disadvantaged

Students with Disabilities



Green

English Learners

Two or More Races

White



Blue

Hispanic



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

0% suspended at least once

Declined 4.2% ▼

Number of Students: 26

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

0% suspended at least once

Declined 5% ▼

Number of Students: 15

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American



Red

6.3% suspended at least once

Increased 4.3% ▲

Number of Students: 48

Socioeconomically Disadvantaged



Yellow

2.1% suspended at least once

Maintained -0.1%

Number of Students: 280

Students with Disabilities



Yellow

4.9% suspended at least once

Declined 3.5% ▼

Number of Students: 82

English Learners



Green

1% suspended at least once

Declined 2.9% ▼

Number of Students: 100

Two or More Races



Green

2% suspended at least once

Declined 2.4% ▼

Number of Students: 49

White



Green

1.6% suspended at least once

Declined 1.8% ▼

Number of Students: 129

Hispanic



Blue

0.6% suspended at least once

Declined 1.8% ▼

Number of Students: 172



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Foster
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	173	51.4	178	56.2	167	49.7	182	54.9	181	51.9	0.5	-3.0	174	28.7	185	41.1	169	39.1	184	48.4	181	46.4	17.7	-2.0
Female	88	61.4	85	62.4	86	47.7	86	55.8	80	61.3	-0.1	5.5	89	33.7	87	41.4	87	34.5	87	43.7	79	40.5	6.8	-3.2
Male	85	41.2	93	50.5	81	51.9	96	54.2	101	44.6	3.4	-9.6	85	23.5	98	40.8	82	43.9	97	52.6	102	51.0	27.5	-1.6
African American	17	41.2	16	50.0	17	29.4	24	33.3	17	35.3	-5.9	2.0	17	5.9	17	29.4	17	17.6	24	29.2	17	29.4	23.5	0.2
Asian**	4	-	4	-	1	-	2	-	16	68.8	-	-	5	-	4	-	1	-	2	-	16	68.8	-	-
Filipino	5	-	6	-	5	-	4	-	8	-	-	-	5	-	6	-	6	-	4	-	10	60.0	-	-
Hispanic	65	49.2	65	47.7	52	42.3	63	54.0	65	44.6	-4.6	-9.4	65	23.1	64	37.5	53	32.1	64	43.8	64	45.3	22.2	1.5
Indochinese**	11	72.7	8	-	6	-	8	-	-	-	-	-	11	63.6	9	-	6	-	8	-	-	-	-	-
Native American	1	-	0	-	0	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	2	-	2	-	3	-	3	-	3	-	-	-	2	-	2	-	3	-	3	-	3	-	-	-
White	41	56.1	56	67.9	58	60.3	56	66.1	50	66.0	9.9	-0.1	41	43.9	61	49.2	59	50.8	57	64.9	51	47.1	3.2	-17.8
Multiracial	27	44.4	21	57.1	25	52.0	21	57.1	21	47.6	3.2	-9.5	27	18.5	22	27.3	24	41.7	21	42.9	19	36.8	18.3	-6.1
English Learner	20	20.0	21	28.6	19	10.5	25	44.0	23	30.4	10.4	-13.6	21	4.8	28	17.9	22	9.1	26	30.8	26	26.9	22.1	-3.9
English-Speaking	153	55.6	157	59.9	148	54.7	157	56.7	158	55.1	-0.5	-1.6	153	32.0	157	45.2	147	43.5	158	51.3	155	49.7	17.7	-1.6
Reclassified†	26	69.2	21	71.4	19	78.9	26	69.2	25	68.0	-1.2	-1.2	26	38.5	21	52.4	19	63.2	26	69.2	25	68.0	29.5	-1.2
Initially Eng. Speaking	127	52.8	136	58.1	129	51.2	131	54.2	133	52.6	-0.2	-1.6	127	30.7	136	44.1	128	40.6	132	47.7	130	46.2	15.5	-1.5
Econ. Disadv.*	103	43.7	105	45.7	103	44.7	105	48.6	122	49.2	5.5	0.6	104	20.2	112	25.0	104	28.8	106	41.5	122	46.7	26.5	5.2
Non-Econ. Disadv.	70	62.9	73	71.2	64	57.8	77	63.6	59	57.6	-5.3	-6.0	70	41.4	73	65.8	65	55.4	78	57.7	59	45.8	4.4	-11.9
Gifted	52	67.3	45	84.4	28	78.6	21	66.7	30	73.3	6.0	6.6	52	46.2	44	56.8	28	60.7	21	71.4	30	80.0	33.8	8.6
Not Gifted	121	44.6	133	46.6	139	43.9	161	53.4	151	47.7	3.1	-5.7	122	21.3	141	36.2	141	34.8	163	45.4	151	39.7	18.4	-5.7
With Disabilities	22	13.6	21	14.3	9	-	15	20.0	19	15.8	2.2	-4.2	22	9.1	21	9.5	9	-	15	13.3	19	5.3	-3.8	-8.0
WO Disabilities	151	57.0	157	61.8	158	51.9	167	58.1	162	56.2	-0.8	-1.9	152	31.6	164	45.1	160	40.6	169	51.5	162	51.2	19.6	-0.3
Homeless	1	-	3	-	4	-	6	-	7	-	-	-	1	-	3	-	5	-	6	-	7	-	-	-
Foster	2	-	3	-	0	-	1	-	2	-	-	-	2	-	3	-	0	-	1	-	2	-	-	-
Military	15	46.7	12	50.0	5	-	18	72.2	15	53.3	6.6	-18.9	15	33.3	12	25.0	5	-	18	50.0	15	40.0	6.7	-10.0

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Foster
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	46	37.0	69	44.9	52	51.9	62	56.5	48	43.8	6.8	-12.7	46	30.4	69	47.8	52	38.5	62	51.6	49	55.1	24.7	3.5
Female	19	47.4	35	42.9	31	41.9	25	60.0	22	54.5	7.1	-5.5	19	31.6	36	44.4	31	25.8	25	56.0	23	47.8	16.2	-8.2
Male	27	29.6	34	47.1	21	66.7	37	54.1	26	34.6	5.0	-19.5	27	29.6	33	51.5	21	57.1	37	48.6	26	61.5	31.9	12.9
African American	6	-	7	-	2	-	7	-	4	-	-	-	6	-	7	-	2	-	7	-	4	-	-	-
Asian**	1	-	1	-	1	-	1	-	3	-	-	-	1	-	1	-	1	-	1	-	3	-	-	-
Filipino	0	-	3	-	1	-	1	-	3	-	-	-	0	-	3	-	1	-	1	-	5	-	-	-
Hispanic	14	21.4	26	38.5	18	50.0	22	54.5	19	36.8	15.4	-17.7	14	35.7	25	40.0	18	27.8	22	45.5	18	61.1	25.4	15.6
Indochinese**	3	-	1	-	1	-	4	-	-	-	-	-	3	-	1	-	1	-	4	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	2	-	0	-	-	-	1	-	1	-	1	-	2	-	0	-	-	-
White	13	61.5	23	47.8	19	68.4	17	88.2	14	50.0	-11.5	-38.2	13	38.5	23	60.9	19	52.6	17	82.4	14	50.0	11.5	-32.4
Multiracial	8	-	7	-	9	-	7	-	5	-	-	-	8	-	8	-	9	-	7	-	5	-	-	-
English Learner	8	-	10	40.0	7	-	16	43.8	6	-	-	-	8	-	11	36.4	7	-	16	31.3	8	-	-	-
English-Speaking	38	42.1	59	45.8	45	57.8	46	60.9	42	47.6	5.5	-13.3	38	36.8	58	50.0	45	42.2	46	58.7	41	61.0	24.2	2.3
Reclassified†	1	-	3	-	5	-	4	-	7	-	-	-	1	-	3	-	5	-	4	-	7	-	-	-
Initially Eng. Speaking	37	40.5	56	44.6	40	52.5	42	59.5	35	42.9	2.4	-16.6	37	35.1	55	49.1	40	40.0	42	54.8	34	52.9	17.8	-1.9
Econ. Disadv.*	29	27.6	42	38.1	30	46.7	38	47.4	34	41.2	13.6	-6.2	29	17.2	43	37.2	30	33.3	38	42.1	33	60.6	43.4	18.5
Non-Econ. Disadv.	17	52.9	27	55.6	22	59.1	24	70.8	14	50.0	-2.9	-20.8	17	52.9	26	65.4	22	45.5	24	66.7	16	43.8	-9.1	-22.9
Gifted	11	54.5	7	-	10	80.0	5	-	11	63.6	9.1	-	11	54.5	6	-	10	70.0	5	-	11	81.8	27.3	-
Not Gifted	35	31.4	62	38.7	42	45.2	57	56.1	37	37.8	6.4	-18.3	35	22.9	63	44.4	42	31.0	57	49.1	38	47.4	24.5	-1.7
With Disabilities	7	-	6	-	9	-	5	-	5	-	-	-	7	-	6	-	9	-	5	-	5	-	-	-
WO Disabilities	39	43.6	63	47.6	50	54.0	57	59.6	43	48.8	5.2	-10.8	39	35.9	63	49.2	50	40.0	57	54.4	44	61.4	25.5	7.0
Homeless	0	-	3	-	4	-	3	-	1	-	-	-	0	-	1	-	5	-	3	-	1	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	4	-	2	-	10	60.0	2	-	-	-	5	-	4	-	2	-	10	40.0	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Foster
Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	66	60.6	43	55.8	68	51.5	56	58.9	74	62.2	1.6	3.3	66	36.4	46	32.6	69	44.9	56	51.8	75	50.7	14.3	-1.1
Female	30	70.0	20	70.0	35	57.1	29	55.2	28	75.0	5.0	19.8	30	43.3	20	30.0	35	45.7	29	41.4	28	46.4	3.1	5.0
Male	36	52.8	23	43.5	33	45.5	27	63.0	46	54.3	1.5	-8.7	36	30.6	26	34.6	34	44.1	27	63.0	47	53.2	22.6	-9.8
African American	4	-	5	-	9	-	4	-	9	-	-	-	4	-	6	-	9	-	4	-	9	-	-	-
Asian**	2	-	0	-	0	-	1	-	9	-	-	-	2	-	0	-	0	-	1	-	9	-	-	-
Filipino	2	-	1	-	3	-	1	-	3	-	-	-	2	-	1	-	3	-	1	-	3	-	-	-
Hispanic	28	57.1	12	50.0	19	42.1	22	54.5	23	47.8	-9.3	-6.7	28	25.0	12	41.7	21	23.8	22	50.0	23	47.8	22.8	-2.2
Indochinese**	3	-	3	-	2	-	2	-	-	-	-	-	3	-	3	-	2	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	1	-	1	-	2	-	-	-	0	-	1	-	1	-	1	-	2	-	-	-
White	17	64.7	14	78.6	24	54.2	17	64.7	19	84.2	19.5	19.5	17	58.8	16	31.3	24	62.5	17	70.6	20	50.0	-8.8	-20.6
Multiracial	10	50.0	7	-	10	60.0	8	-	8	-	-	-	10	10.0	7	-	9	-	8	-	8	-	-	-
English Learner	11	27.3	6	-	6	-	5	-	14	42.9	15.6	-	11	9.1	8	-	8	-	5	-	15	33.3	24.2	-
English-Speaking	55	67.3	37	59.5	62	56.5	51	60.8	60	66.7	-0.6	5.9	55	41.8	38	36.8	61	49.2	51	54.9	60	55.0	13.2	0.1
Reclassified†	8	-	3	-	10	80.0	9	-	7	-	-	-	8	-	3	-	10	60.0	9	-	7	-	-	-
Initially Eng. Speaking	47	61.7	34	58.8	52	51.9	42	61.9	53	62.3	0.6	0.4	47	40.4	35	34.3	51	47.1	42	52.4	53	49.1	8.7	-3.3
Econ. Disadv.*	37	51.4	29	41.4	42	52.4	33	57.6	53	58.5	7.1	0.9	37	29.7	31	22.6	42	31.0	33	51.5	54	46.3	16.6	-5.2
Non-Econ. Disadv.	29	72.4	14	85.7	26	50.0	23	60.9	21	71.4	-1.0	10.5	29	44.8	15	53.3	27	66.7	23	52.2	21	61.9	17.1	9.7
Gifted	21	71.4	11	72.7	6	-	12	66.7	8	-	-	-	21	47.6	11	36.4	6	-	12	66.7	8	-	-	-
Not Gifted	45	55.6	32	50.0	62	46.8	44	56.8	66	59.1	3.5	2.3	45	31.1	35	31.4	63	41.3	44	47.7	67	46.3	15.2	-1.4
With Disabilities	9	-	21	14.3	4	-	3	-	9	-	-	-	9	-	5	-	4	-	3	-	9	-	-	-
WO Disabilities	57	66.7	38	63.2	64	53.1	53	62.3	65	67.7	1.0	5.4	57	38.6	41	36.6	65	46.2	53	54.7	66	56.1	17.5	1.4
Homeless	0	-	1	-	4	-	1	-	4	-	-	-	0	-	1	-	5	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	3	-	2	-	5	-	9	-	-	-	7	-	3	-	2	-	5	-	9	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Foster
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	61	52.5	66	68.2	47	44.7	64	50.0	59	45.8	-6.7	-4.2	62	19.4	70	40.0	48	31.3	66	42.4	57	33.3	13.9	-9.1
Female	39	61.5	30	80.0	20	40.0	32	53.1	30	53.3	-8.2	0.2	40	27.5	31	45.2	21	28.6	33	36.4	28	28.6	1.1	-7.8
Male	22	36.4	36	58.3	27	48.1	32	46.9	29	37.9	1.5	-9.0	22	4.5	39	35.9	27	33.3	33	48.5	29	37.9	33.4	-10.6
African American	7	-	4	-	6	-	13	38.5	4	-	-	-	7	-	4	-	6	-	13	30.8	4	-	-	-
Asian**	1	-	3	-	0	-	0	-	4	-	-	-	2	-	3	-	0	-	0	-	4	-	-	-
Filipino	3	-	2	-	1	-	2	-	2	-	-	-	3	-	2	-	2	-	2	-	2	-	-	-
Hispanic	23	56.5	27	55.6	15	33.3	19	52.6	23	47.8	-8.7	-4.8	23	13.0	27	33.3	14	50.0	20	35.0	23	30.4	17.4	-4.6
Indochinese**	5	-	4	-	3	-	2	-	-	-	-	-	5	-	5	-	3	-	2	-	-	-	-	-
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
White	11	36.4	19	84.2	15	60.0	22	50.0	17	58.8	22.4	8.8	11	27.3	22	50.0	16	31.3	23	47.8	17	41.2	13.9	-6.6
Multiracial	9	-	7	-	6	-	6	-	8	-	-	-	9	-	7	-	6	-	6	-	6	-	-	-
English Learner	1	-	5	-	6	-	4	-	3	-	-	-	2	-	9	-	7	-	5	-	3	-	-	-
English-Speaking	60	53.3	61	73.8	41	48.8	60	50.0	56	48.2	-5.1	-1.8	60	20.0	61	45.9	41	36.6	61	42.6	54	35.2	15.2	-7.4
Reclassified†	17	52.9	15	73.3	4	-	13	76.9	11	45.5	-7.4	-31.4	17	29.4	15	46.7	4	-	13	61.5	11	27.3	-2.1	-34.2
Initially Eng. Speaking	43	53.5	46	73.9	37	48.6	47	42.6	45	48.9	-4.6	6.3	43	16.3	46	45.7	37	32.4	48	37.5	43	37.2	20.9	-0.3
Econ. Disadv.*	37	48.6	34	58.8	31	32.3	34	41.2	35	42.9	-5.7	1.7	38	13.2	38	13.2	32	21.9	35	31.4	35	34.3	21.1	2.9
Non-Econ. Disadv.	24	58.3	32	78.1	16	68.8	30	60.0	24	50.0	-8.3	-10.0	24	29.2	32	71.9	16	50.0	31	54.8	22	31.8	2.6	-23.0
Gifted	20	70.0	27	85.2	12	66.7	4	-	11	72.7	2.7	-	20	40.0	27	59.3	12	41.7	4	-	11	72.7	32.7	-
Not Gifted	41	43.9	39	56.4	35	37.1	60	48.3	48	39.6	-4.3	-8.7	42	9.5	43	27.9	36	27.8	62	40.3	46	23.9	14.4	-16.4
With Disabilities	6	-	10	20.0	9	-	7	-	5	-	-	-	6	-	10	0.0	9	-	7	-	5	-	-	-
WO Disabilities	55	56.4	56	76.8	44	47.7	57	52.6	54	48.1	-8.3	-4.5	56	21.4	60	46.7	45	33.3	59	45.8	52	36.5	15.1	-9.3
Homeless	1	-	3	-	2	-	2	-	2	-	-	-	1	-	1	-	2	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	0	-	3	-	4	-	-	-	3	-	5	-	0	-	3	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FOSTER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Counselor (.2) will continue to support individual students on an "as need" basis in the areas of social and emotional well being, conflict resolution, peer mediation, and friendship. Counselor will also begin Second Step curriculum with four Kindergarten classes for the 2019-20 school year. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all students academically, socially, and emotionally so they can be successful at school.

The Guidance Assistant (15 hours per week) will continue daily check ins with students to support the successful start to the learning day each morning. Guidance Assistant will organize and run student groups to focus on conflict resolution, peer remediation, personal space, appropriate boundaries, and peer interactions.

The School Psychologist and Educational Specialists will collaborate and support the general education staff to support students who need different strategies implemented in order to support them in their learning.

YMCA Play Team to provide and teach sportsmanship physical education activities, promote healthy habits, teach safety and rules of recess and P.E. games. Teach sharing, patience, teamwork, through organized PE games and sports. Includes all students school wide.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies/partial YMCA PLAY payment		\$11,286.00	09800-4301	Supplies to support mediation activity groups. Partial funding for all students to engage in daily PE	Decrease in discipline referrals. Higher evidence of conflict resolution	.2 (1 day a week) Counselor and .4125 Guidance Assistant isn't enough support	If funding permits, work closely with district to determine possibility of

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>program through YMCA Play.</p> <p>Monday Flag Assembly – school wide – awards, recognition, prizes and incentives for perfect attendance, Character Counts ticket opportunity drawing for students</p>	<p>occurring based on playground supervisors’ reports. Increased organization during recess. Decrease in injuries, accidents, and nursing visit during recess.</p> <p>Attendance – small increase, higher perfect attendance numbers.</p>	<p>to cover 453 students.</p> <p>Attendance increasing but not enough to change in ranking Henry cluster wide</p>	<p>increasing both positions due to waiting list for groups, daily check ins, home visits, 504s and SSTs.</p> <p>Providing 6 days of one to one full support and training for Attendance clerk.</p>
--	--	--	--	---	---	---	---

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Professional Learning

PLC time

Teachers will receive training in ELD and ELA objectives

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District ELA CORT, San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTch r		\$4,999.17	09800-1170	Release time for teachers	Plan in place to keep PD knowledge sustainable - teachers share information and learnings from PD with grade level teams and staff	PD learnings not implemented with fidelity at all grade levels - school wide	Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by need". Time at staff

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					Maintains a guaranteed and viable curriculum across all grade levels.		meetings to have teachers present learnings from PDs attended to increase the sustainability of the learnings. Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.
Contracted Svcs > \$25K		\$7,100.00	09800-5100	SDCOE support for Guided Reading Training for teachers at all Grade Levels and other trainings as needed.	Maintains a guaranteed and viable curriculum across all grade levels. Intro for some – refresher for others – NGGR ½ day trainings by grade level	Slow to get started in upper grade. Lack of resources for book groups. Not enough choices at levels needed. Need GR book sets at ALL grade levels.	Weekly communication regarding GR in weekly bulletin. Agreement – daily GR for students below grade level in reading. Meet students where they are at and work up from there. Non-negotiable sacred GR time established. Order of GR books now at school for teachers to

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							utilize. Scholastic subscription also ordered for all to use during daily GR groups.
Conference Local		\$1,500.00	09800-5209	Release time for teachers	Professional Development and curriculum Development visiting teacher expenses (subs) Cost of PD conference fees for teachers		

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Conference Local	--	--	09800-5209	Attend off site trainings and conferences to support teacher pedagogy.	Professional Development and curriculum Development visiting teacher expenses (subs) Cost of PD conference fees for teachers	PD learnings not implemented with fidelity at all grade levels – school wide Need to continue the work to align every activity/lesson to grade level	Continued support of release time outside of contract to have time to reflect on learnings, share with colleagues, and implement learnings from conferences and

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm DevHrlyClsmTch r	--	--	09800-1170	Teacher release time	Professional Development and curriculum Development visiting teacher expenses (subs) To observe best practices at other sites or in other classrooms. Maintains a guaranteed and viable curriculum across all grade levels.	standard/district PD learnings not implemented with fidelity at all grade levels - school wide Need to continue the work to align every activity/lesson to grade level standard/district	trainings. Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by need". Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.
--------------------------------------	----	----	------------	-------------------------	---	---	--

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Administrator will support and collaborate with classroom teachers to impact teacher effectiveness. Administrator and teacher leaders will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). District MATH and ELA coaches along with administration and the Instructional Leadership Team (ILT) will continue to plan curriculum that integrates daily ELD supports for English Learners. Administration will continue to support professional development and weekly PLC meetings (plan, organize, and facilitate) in both ELA and Math. In addition, administration will work directly with community partners, students and families to enhance the school's STEM program and to increase family engagement which will positively impact attendance, school culture and academic progress. Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Conference Local	--	--	09800-5209	Train and develop teachers to support Designated and Integrated ELD for students TK-5	Professional Development and curriculum Development visiting teacher expenses (subs)	PD learnings not implemented with fidelity at all grade levels – school wide. Teachers hesitant	NEW THIS YEAR. Need more time and more funding for teachers to meet in vertical teams to talk

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					Cost of PD conference fees for teachers	and struggling with Benchmark teacher's guide/lessons and themes of subject areas not aligning with other content at grade level. Need to continue the work to align every activity/lesson to grade level standard/district	about students "by name, by need". Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	To provide release time for classroom teachers to attend PD and visit exemplar models of ELD.	Grade 2 is implementing the SDUSD ELD coaching plan and sharing with other teachers their learnings.	Time for planning to support Designated ELD.	Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by need". Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each primary grade classroom teacher has RAZ-KIDS and Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. All upper grade teachers have Achieve 3000 and Scholastic News to support student learning in literacy.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Libry Media Tech OTBS Hly		\$17,002.70	09800-2280	Library Tech assisting and supporting students during Library time to find their "just right" books at their level based on Lexile and teacher in put. Librarian purges old books and orders new books continuously to engage students and meet their interests to encourage reading	Students learn how to use the library system and engage in research. Librarian collaborates with teachers to engage students in books pertaining to grade level content and themes as appropriate. Students at every grade level		

Foster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				EVERY DAY for at least 30 minutes!	receive weekly read-a-loud time with Librarian.		
--	--	--	--	--	---	--	--

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FOSTER ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Counselor (.2) will continue to support individual students on an "as need" basis in the areas of social and emotional well being, conflict resolution, peer mediation, and friendship. Counselor will also begin Second Step curriculum with four Kindergarten classes for the 2019-20 school year. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all students academically, socially, and emotionally so they can be successful at school.

The Guidance Assistant (15 hours per week) will continue daily check ins with students to support the successful start to the learning day each morning. Guidance Assistant will organize and run student groups to focus on conflict resolution, peer remediation, personal space, appropriate boundaries, and peer interactions.

The School Psychologist and Educational Specialists will collaborate and support the general education staff to support students who need different strategies implemented in order to support them in their learning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		\$4,500.00	30100-5733	Flyers, certificates, informational papers, school events to reward for perfect attendance	Attendance – small increase, higher perfect attendance numbers. Increase in number of	Attendance increasing but not enough to change in ranking Henry cluster wide Greater parent	Monthly Perfect Attendance awards and tags provided to students at Monday Flag Assemblies, popsicle party at

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Monday Flag Assembly - school wide - awards, recognition, prizes and incentives for perfect attendance, Character Counts ticket opportunity drawing for students	parents at Back to School night and PTA meetings and other family events.	participation in PTA meetings and Chair assignments needed.	end of each trimester for perfect trimester attendance. Communicate separately to invite parents and community members to our PTA meetings and Monday Flag Assemblies.
--	--	--	--	--	---	---	--

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Professional Learning
PLC time
Teachers will receive training in ELD and ELA objectives
Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District ELA CORT, San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTch r		\$6,500.01	30100-1170	Release time for teachers to observe exemplar models and to collaborate on planning curriculum Professional Development and curriculum	Plan in place to keep PD knowledge sustainable – teachers share information and learnings from PD with grade level teams and staff	PD learnings not implemented with fidelity at all grade levels – school wide	Time at staff meetings to have teachers present learnings from PDs attended to increase the sustainability of the learnings.

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Development visiting teacher expenses (subs)</p> <p>Cost of PD conference fees for teachers</p> <p>Professional Learning Community meetings at each grade level every Tuesday for 1 hour</p>			
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	<p>PLC outside of contract time weekly to collaborate, plan instruction based on data analysis, update SST data for MTSS, talk about students by name, by need.</p> <p>Professional Learning Community meetings at each grade level every Tuesday for 1 hour</p>	<p>PLC notes, data analysis, monthly Reading and Math benchmark google sheet</p> <p>Monthly monitoring of reading and math benchmarks scores to address needs of students.</p> <p>Maintains a guaranteed and viable curriculum across all grade levels.</p>	<p>Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by need".</p> <p>Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.</p>	<p>Set agenda for all PLC Tuesdays to target areas of focus such as GR, Number Talks, and monthly data analysis to support student learning more efficiently.</p> <p>ILT reorganized with admin how PLCs would be structured and created a schedule with agenda items to stay on track with planning</p>

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Time during weekly PLCs to analyze student progress, create formative assessments, discuss SSTs, regroup GR and Math small groups.		and pacing based on data analysis from formative assessments. Need Guided Reading books for Grades K,1, 2, 3, and 4.
--	--	--	--	--	--	--	---

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30100-1170	Release time to observe in exemplar classrooms. Professional Development and curriculum Development visiting teacher expenses (subs)	Maintains a guaranteed and viable curriculum across all grade levels.	PD learnings not implemented with fidelity at all grade levels – school wide Need to continue the work to align every activity/lesson to grade level	Time at staff meetings to have teachers present learnings from PDs attended to increase the sustainability of the learnings.

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Cost of PD conference fees for teachers		standard/district critical concepts.	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	<p>PLC outside of contract time weekly to collaborate, plan instruction based on data analysis, update SST data for MTSS, talk about students by name, by need.</p> <p>Professional Learning Community meetings at each grade level every Tuesday for 1 hour</p>	Time during weekly PLCs to analyze student progress, create formative assessments, discuss SSTs, regroup GR and Math small groups.	<p>Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by need".</p> <p>Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.</p>	<p>ILT reorganized with admin how PLCs would be structured and created a schedule with agenda items to stay on track with planning and pacing based on data analysis from formative assessments.</p> <p>Set agenda for all PLC Tuesdays to target areas of focus such as GR, Number Talks, and monthly data analysis to support student learning more efficiently.</p>

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Administrator will support and collaborate with classroom teachers to impact teacher effectiveness. Administrator and teacher leaders will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). District MATH and ELA coaches along with administration and the Instructional Leadership Team (ILT) will continue to plan curriculum that integrates daily ELD supports for English Learners. Administration will continue to support professional development and weekly PLC meetings (plan, organize, and facilitate) in both ELA and Math. In addition, administration will work directly with community partners, students and families to enhance the school's STEM program and to increase family engagement which will positively impact attendance, school culture and academic progress. Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - King-Mahdi, Donna	0.17500	\$6,082.74	30100-2231	Assist with ELPAC administration	Stay up to date on all required trainings in order to effectively administer the ELPAC to our	Our number of EL students continues to increase, which increases the amount of time	Hold staff trainings on ELPAC administration so teachers can

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					primary grade students individually and upper grade students in small group settings. Weekly provides library check out time for all classes and read-a-louds to students.	and students needed to be tested on the ELPAC.	begin possibly administering the ELPAC if our numbers of EL student continues to increase. Hire subs to come in an help administer ELPAC.
Software License		\$12,000.00	30100-5841	Achieve 3000 to support reading for grades 3 through 5. RAZKIDS to support reading for grades TK-2. SCHOLASTIC NEWS	Students are setting individual reading goals and working weekly on program (based on grade level) to increase their reading fluency and comprehension.	Balance between daily software computer use and daily guided Reading Groups to support our below grade level readers.	Need to purchase Guided Reading Books for grades K, 1, 2, 3, and 4 to support an increase of EL students becoming eligible for RFEP. Staff refresher training on Achieve 3000 and Raz Kids Monthly monitoring of usage and scores in reading for all students.

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Prof&Curriclm DevHrlyClstrmTchr</p>	<p>--</p>	<p>--</p>	<p>30100-1170</p>	<p>To provide release time for classroom teachers to attend PD and visit exemplar models of ELD. Professional Development and curriculum Development visiting teacher expenses (subs) Cost of PD conference fees for teachers</p>	<p>Daily Guided Reading groups at all grade levels Focus on Number Talks at all grade levels at least 3 times per week. Daily Guided Reading groups with a reading intervention teacher providing a double dose for students in need of extra support – showing growth in reading levels school wide Daily 30 minute Designated ELD small group instruction</p>	<p>Classroom teachers are struggling with new Benchmark implementation and the lessons not being connected to other subject areas.</p>	<p>Continue with District support – coach to help with implementation school wide based on our number of ELs, their levels, and our needs. Teachers will continue working with our district ELD math coach to implement Designated ELD small group instruction for all EL students to be successful on the ELPAC.</p>
<p>Prof&Curriclm Dev Vist Tchr</p>	<p>--</p>	<p>--</p>	<p>30106-1192</p>	<p>PLC outside of contract time weekly to collaborate, plan instruction based on data analysis, update SST data for MTSS, talk about students by name, be need.</p>	<p>Daily Guided Reading groups at all grade levels Daily Guided Reading groups with a reading intervention teacher providing</p>	<p>Classroom teachers are struggling with new Benchmark implementation and the lessons not being connected to other subject</p>	<p>Continue with District support – coach to help with implementation school wide based on our number of ELs, their levels, and</p>

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>a double dose for students in need of extra support – showing growth in reading levels school wide</p> <p>Daily 30 minute Designated ELD small group instruction</p> <p>Focus on Number Talks at all grade levels at least 3 times per week</p> <p>Professional Learning Community meetings at each grade level every Tuesday for 1 hour</p>	<p>areas.</p>	<p>our needs.</p> <p>Teachers will continue working with our district ELD math coach to implement Designated ELD small group instruction for all EL students to be successful on the ELPAC.</p>
--	--	--	--	--	---	---------------	---

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Administrator will continue to support classroom teachers to ensure tier 1 instruction and specific instructional practices are implemented with fidelity based on needs (monthly benchmark reporting in Google spreadsheet for ELA and Math throughout the school year). District MATH CORT and Year 1 of MATH Coaching Cycle supporting students in grades 2 and 3 with Number Talks and Language objectives around MATH. Guided Reading implementation in every classroom daily for below grade level readers in grades 3, 4, 5. Guided Reading implementation in every classroom daily for every student in grades TK-2. San Diego Office of Ed, and administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). Teachers will engage in weekly collaboration during PLCs with administration to support differentiated instruction and ensure supports are in place for students in both ELA and Math. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC meetings in order to help accomplish the following: Increase academics; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and follow our MTSS for every student with a specific focus on ELs and Students With Disabilities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$6,500.01	30100-1192	Classroom visits to other sites and trainings as needed to support best practices in sped classrooms. Professional Development and curriculum Development	Daily Guided Reading groups at all grade levels Focus on Number Talks at all grade levels at least 3 times per week. Daily Guided Reading groups with a reading	PD learnings not implemented with fidelity at all grade levels – school wide Need to continue the work to align every activity/lesson to grade level	Time at staff meetings to have teachers present learnings from PDs attended to increase the sustainability of the learnings. Daily small group

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>visiting teacher expenses (subs)</p> <p>Cost of PD conference fees for teachers</p>	<p>intervention teacher providing a double dose for students in need of extra support – showing growth in reading levels school wide</p> <p>Professional Development and curriculum Development visiting teacher expenses (subs)</p>		<p>instruction in both gen ed and sped setting to address specific IEP goals for student success.</p> <p>Ensuring all swd in grades 3-5 have accommodations and modifications on CAASPP testing in Spring.</p>
Supplies		\$11,919.00	30100-4301	<p>Materials and supplies to organize student information and support the learning environment.</p>	<p>Behavior charts, classroom and student management tools and resources to support teachers in the Special education classrooms. Guided Reading Books purchased for ALL 4th and 5th grade students in order to implement daily upper grade GR groups for all students below</p>	<p>Student Achievement increases in Reading.</p>	<p>Continue ordering Guided Reading Books for every grade level as long as funding available.</p> <p>Need to purchase Guided Reading Books for grades K, 1, 2, 3, and 4.</p>

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade level in Reading.		
Prof&Curriclm Dev Vist Tchr		\$33,499.37	30106-1192	PLC outside of contract time weekly to collaborate, plan instruction based on data analysis, update SST data for MTSS, talk about students by name, by need.		Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by need". Need to continue the work to align every activity/lesson to grade level standard/district critical concepts	ILT reorganized with admin how PLCs would be structured and created a schedule with agenda items to stay on track with planning and pacing based on data analysis from formative assessments. Set agenda for all PLC Tuesdays to target areas of focus such as GR, Number Talks, and monthly data analysis to support student learning more efficiently.
Software Licenses and Subscriptions	--	--	30100-5841	To support student learning Achieve 3000 to support reading for grades 3 through 5.	Students are setting individual reading goals and working weekly on program (based on grade level) to increase	Balance between daily software computer use and daily guided Reading Groups to support our below grade level	Staff refresher training on Achieve 3000 and Raz Kids Monthly monitoring of

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				RAZKIDS to support reading for grades TK-2. SCHOLASTIC NEWS	their reading fluency and comprehension.	readers.	usage and scores in reading for all students.
--	--	--	--	--	--	----------	---

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Explain the California Parent Survey results (Strongly agree vs. Agree) when it comes to evaluating our school.
 Allocate funds for Inservice supplies and parent meetings and events.
 Allocate funds for School/Home communication. Postage is necessary in order to consistently inform parents of school and individual student matters. Flyers are needed to announce and communicate schoolwide parent events and family events.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl PARAS Hrly		\$342.66	30103-2281	To provide child care for parent events.	Times of activities planned to accommodate working parents and babysitting provided to encourage and increase attendance.	EL parent participation at monthly ELAC meetings – Outreach 100% Parent participation at parent/teacher conferences.	Continue promoting and providing babysitting services at parent and family (adult) meetings

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Clear process to become a volunteer at school. Welcoming staff and PTA to new families each spring and summer (Outreach)		
Inservice supplies		\$501.00	30103-4304	To provide flyers to parents and families to inform them of meetings and events at our school and child care supplies for activities	Various forms of communication so parents and community are aware and plan ahead to attend events.	Need to find new alternative methods of attracting more parent participation throughout the school year. Need to increase opportunities for parent engagement and involvement through school activities.	Expand to a STEM/STEAM night. Increase activities for parent engagement and involvement working closely through and with the support of the SDUSD Family Engagement Department Working closely with community members and parents to establish a Foundation. Provide light

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							snacks for events and programs.
Postage Expense		\$200.00	30103-5920	To mail correspondence to parent home addresses throughout the school year	Allows for communication between school and families.		
Interprogram Svcs/Paper		\$500.00	30103-5733	To provide materials and supplies for parent meetings and family events - water and snacks	<p>Various forms of communication so parents and community are aware and plan ahead to attend events.</p> <p>Clear process to become a volunteer at school.</p> <p>Welcoming staff and PTA to new families each spring and summer (Outreach)</p>	<p>Low turn out at most PTA, ELAC, SGT, and other committees. SSC participation is not an issue.</p> <p>Need to find additional ways to involve parents and adult family members in the education of their child.</p>	<p>Increase activities for parent engagement and involvement working closely through and with the support of the SDUSD Family Engagement Department</p>

Note/Reminders (optional):

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each primary grade classroom teacher has RAZ-KIDS and Scholastic News to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. All upper grade teachers have Achieve 3000 and Scholastic News to support student learning in literacy.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software Licenses and Subscriptions	--	--	30100-5841	RAZ KIDS and ACHIEVE 3000 software programs to support reading. SCHOLASTIC NEWS Subscription for all grade levels	Students are setting individual reading goals and working weekly on program (based on grade level) to increase their reading fluency and comprehension.	Balance between daily software use and daily guided Reading Groups to support our below grade level readers.	Staff refresher training on Achieve 3000 and Raz Kids Monthly monitoring of usage and scores in reading for all students.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC weekly collaboration time for all teachers to discuss student growth and progress, monitor levels, and discuss instruction based	Time during weekly PLCs to analyze student progress, create formative assessments, discuss SSTs,	Need more time and more funding for teachers to meet in vertical teams to talk about students "by name, by	Set agenda for all PLC Tuesdays to target areas of focus such as GR, Number Talks, and monthly data analysis to

Foster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				on student needs.	regroup GR and Math small groups. Maintains a guaranteed and viable curriculum across all grade levels.	need". Need to continue the work to align every activity/lesson to grade level standard/district critical concepts.	support student learning more efficiently. ILT reorganized with admin how PLCs would be structured and created a schedule with agenda items to stay on track with planning and pacing based on data analysis from formative assessments.
--	--	--	--	-------------------	--	--	---

Note/Reminders (optional):

What are my leadership strategies in service of the goals? Based on previous resource inequities involving examining the data from the CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site assessment data, and a review of the 19-20 SPSA, I will do the following:

As the leader of Foster, I will continue providing PD to increase the academic achievement for all students and ensure we are providing a rigorous, enriched curriculum taught through various effective instructional strategies that promote engagement, participation, creativity, and autonomy.