

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **TOLER ELEMENTARY** SCHOOL

2020-21

37-68338-6040224
CDS Code

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

Principal: Lewis, Peggy

Contact Person: Lewis, Peggy

Position: Principal

Telephone Number:

Address: 3350 Baker St, Toler Elementary, San Diego, CA, 92117-6017,

E-mail Address: plewis1@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA 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: TOLER ELEMENTARY

DUE: October 5, 2020

SITE CONTACT PERSON: PEGGY LEWIS

PHONE: 858 273-0294

FAX: 858 483-3882

E-MAIL ADDRESS: plewis1@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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 10/5/2020 ** |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: |
| <input checked="" type="checkbox"/> Other (list): <u>PTA</u> | Date of presentation: <u>10/5/2020</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: 10/5/2020

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

Peggy Lewis
Type/Print Name of School Principal

/Peggy Lewis/
Signature of School Principal / Date

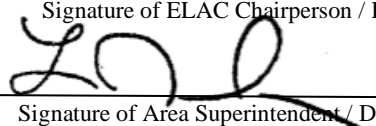
Christine Sutton
Type/Print Name of SSC Chairperson

/Christine Sutton/
Signature of SSC Chairperson / Date

** N/A ELAC is Delegated to SSC
Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Lamont Jackson
Type/Print Name of Area Superintendent


Signature of Area Superintendent / Date 10/6/20

Submit Document With Original 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. 2019-20 SPSA 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 Schoolwide Title I Program. Toler staff and community believe that we must address not only the academic needs of each student but their social, emotional, and physical needs as well. To that end, we have created a Strategic Plan that ensures all teachers are implementing a set of school wide agreed instructional expectations and strategies focused on student engagement and learning as well as social-emotional development.

Our school fosters a strong sense of belonging, kindness towards other and collaboration. We have high expectations for all members of the Toler Learning Community and have built a strong foundation for student achievement and social-emotional development. Staff at Toler work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning and social justice. To ensure that all students have access to high quality education that includes rigorous standards-based instruction, we promote a guaranteed viable curriculum at every grade level.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, suspension rates, and improve parent participation. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

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)

The Toler community engaged in a collaborative process in the development of the SPSA. We believe that all members of our learning community must be engaged and involved to create a culture of achievement. In 2019- 2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, PTA, and staff meetings held throughout the year.

- November 2019- Annual Title I Parent Meeting was held
- January 30, 2020 - SSC and SGT met to analyze data and provided budget recommendations
- January 2020 - ILT provided input for budget/SPSA recommendations

- January 2020- Staff met to analyze data and provided budget recommendations
- January 2020 - ELAC reps provided input on funding that would support English Language Learners
- January 2020 - SSC met to discuss the evaluation and assessment survey
- February 2020 Teachers completed the 2020-21 Site Budget Survey and results were analyzed
- February 2020 Parents completed and results were analyzed for the 2020-21 Site Budget Survey
- Feb 5, 2020 - SSC reviewed and approved the 19-20 budget
- February 5, 2019 - SGT and PTA reviewed/approved the 2020-21 budget
- September 22, 2020 - SSC Meeting - discussed 2019 data and possible goals for SPSA, ELAC/rep provided input regarding goals for English Language Learners
- October 5, 2020 - SSC approved 2020-2021 SPSA

RESOURCE INEQUITIES

Toler's Root Cause Analysis included examining data from CAASPP (2019), the California Dashboard (2019), 2018-19 California Healthy Kids Survey, and 2019-20 site data. Due to COVID- 19 and school closures, data from 2020 did not exist for CAASPP, California Dashboard, or the CA Healthy Kids Survey.

Our data from CAASPP during the period 2015 to 2019 shows that the percentage of students meeting or exceeding grade-level standards in both ELA and Math has increased incrementally. ELA: 2015 - 48%, 2016 - 58%, 2017 -62%, 2018 - 67%. However, our 2019 results showed a 3% point drop to 64%. Math; 2015-42%, 2016-51%, 2017- 60%, then a drop in 2018 to 56% but a 7% jump in 2019 to 63%.

Toler's California Dashboard results for 2019 indicate that in the area of Academic Engagement there is a 1.2% decrease in chronic absenteeism from 2018 to 2019 (12.5% to 11.3%). Our data in the area of Conditions and Climate indicates a 2.3% decrease in our suspension rate of 2.7% in 2018 to 0.4% in 2019. These encouraging declines are the result of the systems and structures that were put in place to address and decrease chronic absenteeism and suspension rates. We will continue to address the need to lower Chronic Absenteeism for our Students with Disabilities and Two or More Races. The office staff will work collaboratively and closely with the principal, school counselor, health technician, school nurse, and certificated staff to monitor attendance. There will be consistent daily home communication with families to ensure that students are coming to school. There will also be mental health services on-site weekly to support students with social and emotional needs.

Our California Schools Healthy Kids and Staff Survey results indicate a discrepancy between staff and student perceptions around positive relationships in school. From our 2018-19 survey results, 64% of our students feel that teachers and staff make an effort to get to know them whereas 85% of staff think they demonstrate they have positive relationships with all students. We will focus on building positive relationships with all students. Our school psychologist and counselor will help monitor our growth in this area.

Our California Schools Parent Survey data indicates that in all areas the parents feel that the school is meeting the needs of our students, feel welcomed, encouraged to participate, have great school to home communication, that we are fostering respect and caring amongst our students, have high expectations for all, provide a safe learning environment, treat our students with respect, enforce rules equitably, promote academic success, respect all cultures and resolve conflicts fairly. In these two areas of parent engagement: participating in PTA and joining committees, our parents show a participation rate of 71 and 77 % respectively. Our goal is to increase parent participation around the number of parents who engage in committee work and continue to strengthen the home-school relationships with families. Additionally, during online learning, we will strengthen parent participation and engagement by staying connected to them through our school communications, classroom communications, and increasing our PTA membership.

Due to school closures in March 2020, we were unable to gather accurate end of year data. Therefore, in looking at our end of the year (2019) DRA data we noted that our TK- Gr 2 students were scoring higher in TK and Kindergarten 95% and 85%, and then dropping to 50% and 60% proficiency at the end of first and second grade respectively.

In both ELA and Math, the proficiency levels of our English Learners and Students with Disabilities fall well below their peers. In thinking about our Root Causes for Student Underperformance i.e., Students who are outside the Sphere of Success, we are going to focus on these areas: Strengthening Tier 1 Instruction and restructuring Tier 2 and 3 Interventions and supports, Reading Comprehension, Inclusion (student's social/emotional needs, access to core curriculum for all) and Parent Participation.

Our SPSA will support these areas of need.

District budget constraints remain an area of ongoing concern about accessing resources to fully implement the SPSA.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Christine Sutton	Teacher/ Chair
Joanna Reyes	Parent
Peggy Lewis	Principal
Brendan MacCormick	Parent
Bertha Ortega	Parent
Alexis Bernard	Teacher
Ann Boisvert	Teacher
Elise Young	Other School Employee
Adrianna Asaro	Parent
Susan Vang	Parent

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

Implementation

Toler established an Attendance Review Team consisting of the principal, school clerk, school nurse, health technician, and our counselor and classroom teachers. This group developed an Attendance Action Plan. This plan focused on those students who are chronically absent (over 10% of each month). The plan included daily robo calls to the parent of an absent student, weekly calls from a member of the Attendance Team and or classroom teacher, and follow-up attendance letters from our school counselor. The school clerk sends out Truancy Letters in the period and method outlined in our District Attendance Policy.

Our monthly ACE Awards (Attendance, Citizenship, and Effort) highlighted not only the students who have perfect attendance (monthly) but also those who have improved their monthly attendance. Additionally, our staff offered competitions/ incentives for improving classroom and individual student attendance. These incentives were "free" and did not require the expenditure of funds. Examples of these incentives: Lunch Bunch, Extra Computer Time, High Five Fridays, Magical Mondays, etc.

Additionally, our staff developed overall support in the areas of :

- Positive School Environment- Culture and Climate
- Developing Positive Relationships with an emphasis on those students identified as chronically absent

Effectiveness

Last year, we set goals for decreasing chronic absenteeism (as measured by the CA Dashboard) for All Students and for Students with Disabilities. Our goal for All Students was to lower the percentage to 9.5% of students chronically absent (down from 12.5%). Our 2019 CA Dashboard data indicates that the percentage of All Students falling in the chronically absent range was 11.3%. This is down 1.2% from 2018 data. For our Students with

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Disabilities, our goal was 14.7% chronically absent (down from 16.7%). Our 2019 data shows 22% of our SWD being chronically absent, which is an increase of 5.3%). As we do not have CA Dashboard data for 2020, we will continue to work on these goals and update new AMOs based on need. We are also going to add a site-based metric to this goal for more consistent data monitoring.

*Major Differences

Due to COVID-19, schools were closed in March 2020. We anticipate that during the 2020-21 school year, and the switch to Online Learning, we will need to closely monitor student attendance.

*Changes

For 2020-21, because we will include a site goal for monitoring monthly attendance. This goal will be for all students TK-5. This will allow us to more closely track students who are chronically absent during Online Learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease Chronic Student absenteeism	11.3%	9.5%	Chronic Absenteeism	Annually
June 2021	TK-5	Increase monthly attendance	95.94%	96.94%	Attendance	Monthly

*Identified Need

On the California Dashboard (2019), Toler is at the Yellow Performance Level in the indicator of Chronic Absenteeism for all Students. The overall school Chronic Absenteeism rate is 11.3%. While that % represents a 1.2 % decrease from 2018, our Students With Disabilities and students with Two or More Races still have high % of chronic absenteeism.

Chronic Absenteeism Rates (subgroups):

- At the Red Performance Level: Students with Disabilities 22% (41 students)
- At the Orange Performance Level: Two or More Races 12.5 % (40 students)

For the indicator of Suspension Rate, Toler is in the Blue Performance Level for All Students. We have no student groups in the red or orange. In support of district wide initiatives, we will be including AMOs for English Learners, Students with Disabilities, and Black Youth. For Chronic Absenteeism, Students with Disabilities are in the Red (see above) and English Learners are in the Yellow Performance Level. Our African American student group has no performance color and data is not reported. For Suspension Rate, English Learners and Students with Disabilities are in the Blue Performance Level and our African American (Black Youth) student group has no performance color or data because the group is too small for state level reporting.

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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.

*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	Students with Disabilities	Decrease Chronic Absenteeism	22%	15%	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	Decrease Chronic Absenteeism	12.5%	9%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Decrease Chronic Absenteeism	10.3%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	increase monthly attendance	baseline	+5%	Attendance	Monthly

Positive Attendance Support

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Toler will establish an Attendance Review Team consisting of the principal, school clerk, school nurse, health technician, our counselor and classroom teachers. This group will develop an Attendance Action Plan. This plan will focus on those students who are chronically absent (over 10% of each month). The plan will include daily robo calls to the parent of an absent student, weekly calls from a member of the Attendance Team and or classroom teacher and follow up phone calls and attendance letters from our school counselor. The school clerk will send out Truancy Letters in the period and method outlined in our District Attendance Policy.

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our monthly **ACE** Awards (Attendance, Citizenship, and Effort) and Friday Flag Assemblies will highlight not only the students who have perfect attendance (monthly) but also those who have improved their monthly attendance.

Additionally, our staff will offer competitions/ incentives for improving classroom and individual student attendance. These incentives will be "free" and not require the expenditure of funds.

Examples of these incentives will be Lunch Bunch, High Five Fridays, Magical Mondays, etc.

Additionally, our staff will continue to develop overall support in the areas of :

- Positive School Environment- Culture and Climate
- Developing Positive Relationships with an emphasis on those students identified as chronically absent

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

Implementation

Resources were allocated to fund the following:

- Visiting teachers to release classroom teachers from the classroom for Professional Development
- Visiting teachers to release classroom teachers from the classroom for PLCs/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
- Purchase of Classroom Libraries, software licenses, Reading Intervention Materials
- Before and after school tutoring

Effectiveness

Our goals for 2019-2020 were to see increased academic performance as measured annually by the DRA 2 and to see an increase in the performance on the CAASPP ELA for our Socioeconomically Disadvantaged student group.

As we do not have updated CAASPP or DRA data for June 2020 due to school closures during the pandemic in 2020, we will be moving this goal forward.

*Major Differences

The funding that we planned for the last school year for Before and After School Tutoring was not sufficient to cover the school wide need.

***Changes**

The ELA goals for 2020 -21 will be set to include all students TK-5. The implication is that we are focused on ensuring that powerful reading instruction happens at every grade level. Resources will be allocated for Visiting Teachers to cover PD and PLC work but also for Push-In Teachers to support classroom RTI.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-2	Increase the percentage of students meeting and exceeding grade level standards.	Varies	+10%	DRA 2	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	Varies	+10%	FAST aReading	Trimester
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	64%	74%*	CAASPP ELA	Annually

***Identified Need**

Our data from CAASPP during the period from 2015-2019 showed the percentage of students meeting or exceeding grade-level standards in ELA has increased for the last four years (2015- 48%, 2016- 58%, 2017-62%, 2018-67%), but our 2019 results showed a 3% point drop to 64%.

Every year, Toler's Grade 3 students traditionally score higher than their Grade 4 and 5 counterparts. In 2019, they scored 77% meeting or exceeding standard, while Grade 4 scored 55% and Grade 5 60%. In 2018, Grade 3 was at 78%, Grade 4 65%, and Grade 5 60%.

Toler's California Dashboard results for 2019 indicate that in the area of Academic Performance: ELA "All Students" show us maintaining, putting us at 28.7 points above standard and within the Green Performance Level. No subgroups at Toler are in the Red or Orange Performance levels. Based on this performance but taking into consideration the months spent in online learning we anticipate that the 2020 California Dashboard results will remain the same.

In support of district-wide initiatives, we will be including AMOs for English Learners, Students with Disabilities, and Black Youth. On the 2019 CA Dashboard, English Language Arts, English Learners are in the Yellow Performance Level at 3.8 points above standard (a decline of 4.7 points). Our Students with Disabilities group does not have a performance color but their data indicates they are 54.2 points above standard. Our African American student group data is not reported to maintain student privacy.

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

When looking at our end of the year (2019) DRA data we noted that our TK- Gr 2 students were scoring higher in TK and Kindergarten 100% and 88% respectively, and then dropping to 50% and 60% proficiency at the end of first and second grade respectively. The trend that we are noting is that by the time our students are in the upper grades, fewer students are scoring proficient than they scored in the lower grades.

For all of the reasons listed above, we have decided to target TK-5 for our ELA goal.

*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	TK-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards	60%	65%	CAASPP ELA	Annually
June 2021	Gr 3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	Baseline	30%	CAASPP ELA	Annually
June 2021	Gr3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	16.7 %	25%	CAASPP ELA	Annually
June 2021	Gr 3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	Baseline	30%	CAASPP ELA	Annually
June 2021	Gr. 3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	Baseline	30%	FAST aReading	Annually

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Gr. 3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	Baseline	30%	FAST aReading	Annually
June 2021	Gr. 3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	Baseline	25%	FAST aReading	Annually
June 2021	Gr. 3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards	Baseline	65%	FAST aReading	Annually

All Student ELA Supports

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

The strategies/activities that are planned to support this goal are as follows:

Visiting Teachers will provide release time for classroom teachers to engage in the following work:

- Release time for Teacher Monitoring Meetings
- Professional Development for classroom teachers
- PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning
- Push-In Instruction from teachers who will provide RTI2 and RTI3 student interventions in small group settings

Classroom Teacher Hourly for:

- Before/After School student tutoring and interventions
- Curriculum Development

Resources and Instructional Materials Supplies to include copier paper, leveled libraries, supplemental classroom instructional supplies, additional materials needed for intervention support

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02771X	PullOut/Push in Hrly		\$7,000.00	\$8,560.30	0277-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		funding for intervention supports
N02777T	Interprogram Svcs/VAPA		\$12,620.00	\$12,620.00	0277-30106-00-5738-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		funding for teacher professional development
N02777V	Supplies		\$11,372.00	\$11,372.00	0277-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		funding for supplemental instructional materials related to classroom and intervention supports

Unduplicated Student Support

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

Unduplicated students

***Strategy/Activity - Description**

The unduplicated pupil percentage at Toler is 53.2%. Knowing that these students traditionally struggle in core academic areas, the site has decided to use LCFF funds to increase the services provided to these students around three categories, professional development, classroom support and interventions.

Visiting Teachers will provide release time for classroom teachers to engage in the following work:

- Release time for Teacher Monitoring Meetings
- Professional Development for classroom teachers
- PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning
- Push-In Instruction from teachers who will provide RTI2 and RTI3 student interventions in small group settings
- ELPAC Testing

Classroom and Non-Classroom Teacher Hourly for:

- Before/After School student tutoring and interventions
- Curriculum Development
- Resources and Instructional Materials Supplies to include copier paper, leveled libraries, supplemental classroom instructional supplies, additional materials needed for intervention supports
- Software licenses for schoolwide subscription to RazKids to support word work, reading interventions and leveled reading
- Clerical Overtime - for extra time to support academic programs

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0277I	Supplies		\$7,078.00	\$7,078.00	0277-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for classroom and intervention support
N0277I J	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0277-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for teacher professional development
N027724	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0277-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for classroom and intervention support

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N02774E	Classroom Teacher Hrly		\$2,000.00	\$2,445.80	0277-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for classroom and intervention support
N027758	Software License		\$3,500.00	\$3,500.00	0277-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for classroom and intervention support
N02776V	Clerical OTBS Hrly		\$800.00	\$1,062.32	0277-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for intervention support

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

Implementation

Resources were allocated to fund the following:

- Visiting teachers to release classroom teachers from the classroom for Professional Development
- Visiting teachers to release classroom teachers from the classroom for PLCs/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.
- Purchase of Software licenses, Math Intervention materials, literature to support math instruction
- Before and after school tutoring

Effectiveness

Our 2019-2020 goals were to increase the percentage of all students and Hispanic or Latino students in 3rd to 5th-grade meeting or exceeding standard on the CAASPP for Math by June 2020. With site closures in March, the CAASPP testing did not happen and we do not have data. We will be moving this goal forward for the 2020-2021 school year. We will also be setting a site-based metric for more regular data collection and monitoring.

*Major Differences

The funding that we planned for the last school year for Before and After School Tutoring was not sufficient to cover the school wide need.

*Changes

The math goal for 2020-2021 will be established to include all students in Grades 3-5. We are focused on ensuring that proficiency levels are continuing to increase as they progress through the upper grade levels. Resources will be allocated for Visiting Teachers to cover PD and PLC work but also for Push-In Teachers to support classroom RTI.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3-5	Increase the percentage of students meeting and exceeding grade level standards.	63%	68%	CAASPP Math	Annually
June 2021	Grades 3-5	Increase the percentage of students meeting and exceeding grade level standards	63%	70%	End of Unit Assessments	End of each unit
*Identified Need						
<p>Our data from CAASPP during the period from 2015-2019 showed the percentage of students meeting or exceeding grade-level standards in Math has increased for the first three years of CAASPP testing (2015- 42%, 2016- 51%%, 2017-60%), but our 2018 results showed a 4% point drop to 56% and in 2019 a gain of 7% for a 63% proficiency rate. Our 2019 data also showed that Grade 3 students had a higher percentage of students meeting or exceeding standards at 83% than students in Grade 4 at 59% and Grade 5 at 49%. Our focus is to ensure that all students have achieved proficiency at the end of Grade 5. The trend that we are noticing is that by the time, our students arrive in Gr 4 and 5 fewer students are scoring proficient than they scored in the lower grades.</p> <p>Toler's California Dashboard results for 2019 indicate that in the area of Academic Performance: Math, "All Students" show a 6.6 point gain to 22.6 points above standard and are at the Green Performance Level. Our Socioeconomically Disadvantaged group is in the Blue Performance Level along with the White group. No subgroups at Toler are in the Red or Orange Performance Levels.</p> <p>In support of district-wide initiatives, we will be including AMOs for English Learners, Students with Disabilities, and Black Youth. For math, English Learners are in the Green Performance Level at 8 points above standard (increased 12.6 points). Students with Disabilities have no performance color and are at 94.6 points below standards (declined 6.4 points). Our African American student group has no performance color and data is not reported. For all of the reasons listed above, we have decided to target Grades 3-5 for our math goal.</p>						
*Online Learning Implications						
<p>-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.</p> <p>-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.</p> <p>- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.</p> <p>-Structures and digital tools to support student collaboration</p> <p>-Flexibility for teachers to provide both whole group, small group and individual instruction</p>						

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 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	Grades 3-5	Hispanic or Latino	Increase the number of students meeting and exceeding grade level standards	54%	59%	CAASPP Math	Annually
June 2021	Grades 3-5	English Learner	Increase the number of students meeting and exceeding grade level standards	14.3%	25%	CAASPP Math	Annually
June 2021	Grades 3-5	Students with Disabilities	Increase the number of students meeting and exceeding grade level standards	8.3%	15%	CAASPP Math	Annually
June 2021	Grades 3-5	Black or African American	Increase the number of students meeting and exceeding grade level standards	Baseline	30%	End of Unit Assessments	End of each unit
June 2021	Grades 3-5	Students with Disabilities	Increase the number of students meeting and exceeding grade level standards	Baseline	15%	End of Unit Assessments	End of each unit
June 2021	Grades 3-5	English Learner	Increase the number of students meeting and exceeding grade level standards	Baseline	25%	End of Unit Assessments	End of each unit

Math Supports

*Students to be served by this Strategy/Activity

Unduplicated Students/All Students

*Strategy/Activity - Description

The unduplicated pupil percentage at Toler is 53.2%. Knowing that these students traditionally struggle in core academic areas, the site has decided to use LCFF funds to increase the services provided to these students around three categories, professional development, classroom support, and interventions.

The strategies/activities that are planned to support this goal are as follows:

Visiting Teachers will provide release time for classroom teachers to engage in the following work:

- Release time for Teacher Monitoring Meetings
- Professional Development for classroom teachers

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning
- Push-In Instruction teachers who will provide RTI2 and RTI3 student interventions in small group settings

Classroom Teacher Hourly for:

- Before/After School student tutoring and interventions
- Curriculum Development

Resources and Instructional Materials Supplies to include copier paper, supplemental classroom instructional supplies, additional materials needed for intervention supports

Software licenses to support math interventions and math practice

Teachers will meet by grade level/department to analyze end of unit assessments at least 4 times per year. The analysis will inform subsequent instruction.

The site decided to further support these activities with Title I money so that we can ensure that all students at Toler are benefiting from these activities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02773N	Supplies		\$5,620.00	\$5,620.00	0277-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		funding for classroom and intervention supports

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

Implementation

Overall implementation and effectiveness of the planned strategies were successful. Focusing on reading comprehension and writing schoolwide allowed us additional opportunities to collect, and review data as well as to monitor targeted students to help them reach success. We focused on analyzing End of Unit Reading Assessments and using that analysis to modify instruction to meet the targeted needs of our English Learners. Our school focused on reading comprehension and writing strategies. We targeted students who were in need of additional help and used small group instruction to strengthen both comprehension and writing. Utilizing a guaranteed viable curriculum, allowed our teachers to collaborate and plan for effective instruction.

Effectiveness

In our 2018-2019 SPSA, Toler set one English Learner SMART Goals:

- By June 2019, a minimum of 75% of our site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for students who are dually identified as receiving EL and Special Ed. services. The 2018-19 English Learner Goal for the district was for 75% of our students who qualified for fall or spring reclassification to be reclassified. Toler exceeded that goal with 100% of our eligible students reclassifying. Our 2019-2020 SPSA goals for English Learners were increased performance on the CAASPP for ELA and for math. We also wanted to see increased performance on the CAASPP by our LTEL student group. Our final goal was for 100% of our reclassification eligible ELs to be reclassified. There is no CAASPP data available for June 2020 due to site closures so we will be moving those goals forward.

*Major Differences							
No major differences.							
*Changes							
The change that will be made to the 2020-2021 English Learner goal will be to include a focus on reading comprehension. The EL goal will parallel the 2019-20 ELA goal of increasing proficiency in reading. Additionally, each teacher will be responsible for integrating ELD and providing Designated ELD (daily) in her classroom.							
*Integrated English Language Development							
Integrated English Language Development will be an expectation in every classroom. Integrated English Language Development will be incorporated all day long and into every content area. Professional Development will be provided during the school year specific to ELD instruction.							
*Designated English Language Development							
Toler's Plan to Provide Designated ELD							
<ul style="list-style-type: none"> - Professional Development/PLCs specific for ELD - Classroom walk throughs to show evidence of designated ELD - Designated ELD classroom schedules -grade levels teach at same time of day - Use of district ELD Unit Bundles for Instruction - Guaranteed Viable Curriculum - PLCs to collaborate with grade level and school site on best practices for ELD instruction and integration 							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Gr 3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	0%	25%	CAASPP ELA	Annually
June 2021	Gr 3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	14.3%	36%	CAASPP Math	Annually
June 2021	Gr 3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards on end of unit Math assessments	baseline	30%	Other (Describe in Objective)	Annually
June 2021	Gr 3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards on Fast aReading	baseline	25%	Other (Describe in Objective)	Annually

***Identified Need**

Our 2019 data indicates that our English Learner population in Grades 3-5 (13 students) had 0% meeting or exceeding standard on the ELA portion of the CAASPP. The same data shows that our RFEP has 83% meeting or exceeding standard. These same students had 14.3% meeting or exceeding standard on the math CAASPP while the RFEP students were at 72.7%.

The 2019 California Dashboard data reports that the English Learners group is at the Green Performance Level in Math (8 points above standard) and the Yellow Performance Level (3.8 points above standard) in ELA. However, if this group is disaggregated, our current English Learners (12) fall 22 points below standard in ELA whereas the Reclassified English Learners (21 students) scored 26 points above standard in ELA. In math, current English Learners are 10.2 points below standard, and Reclassified English Learners are 1.4 points below standard.

The 2019 CA Dashboard's English Learner Progress Indicator shows that only 34.8% of our ELs are making progress towards English language proficiency. This is considered a Very Low Performance Level. 43.4% of our ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, and 21.7% decreased at least one ELPI Level.

***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.
- 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 advice

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	Gr 3-5	LTEL	Increase the percentage of students meeting and exceeding grade level standards.	0%	30%	CAASPP ELA	Annually		
June 2021	Gr 3-5	English Learner	All students eligible for reclassification will be reclassified	100%	100%	Summative ELPAC	Annually		
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All English Learners									
*Strategy/Activity - Description									
<p>Strategies for Attaining Our English Learner Goals</p> <ul style="list-style-type: none"> - Daily Designated ELD times - Time of day will be the same throughout each grade level - Professional development designed to improve ELD Instruction- both Designated and Integrated - Principal/teacher monitoring meetings - Grade level PLCs- teachers plan lessons, engage in lesson studies, analyze student work and plan for ELD instruction - Before and after school tutoring for targeted students - Supplemental materials for EL students - Use of district ELD curriculum at every grade level 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0277-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N02771J	funding for professional development
	Classroom Teacher Hrly				0277-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N02774E	funding for intervention support/tutoring
	Software License				0277-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N027758	funding for classroom and intervention supports
	Supplies				0277-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N0277I	funding for classroom and intervention supports

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

Implementation

The strategies/activities that are planned to support this goal are as follows:
 Visiting Teachers will provide release time for special education classroom teachers to engage in the following work:

- Release time for planning for co-teaching
- Professional Development for classroom teachers around reading and math
- PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning- bridging the gap between general education and special education

Effectiveness

Our 2019-2020 goals for our Students with Disabilities were around increased performance on the CAASPP for ELA and Math. As we do not have CAASPP data for June 2020 due to site closures. We are moving these goals forward. We also set a goal to increase the percentage of our Gr 3-5 students meeting or exceeding grade-level standards as measured by Fountas and Pinnel. This site-based data shows that there is a large discrepancy between their actual reading level and grade level standards.

*Major Differences

No differences were noted.

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes							
We will use both site and state metrics to measure this goal.							
*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	Gr 3-5	Increase the percentage of students meeting and exceeding grade level standards.	15%	20%	Fountas and Pinnel	Trimester	
*Identified Need							
<p>Our 2019 data for our Students with Disabilities shows significant underperformance by this group of students. 12 students were tested using the CAASPP, only 17 % met or exceeded standards in ELA, and only 8% met or exceeded standards in math.</p> <p>On the 2019 CA Dashboard, this student group does not have a performance color, as their numbers were too small for state reporting in 2018. In ELA, they are at 63.8 points below standard (maintained 0.6 points), and in math, they are at 94.6 points below standard (declined 6.4 points).</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> -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.). -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 paraeducators. -All staff will be working as a team to support academic progress 							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Gr 3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards on Math CAASPP	8.3%	15%	Other (Describe in Objective)	Annually
June 2021	Gr 3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards on ELA CAASPP	16.7%	25%	Other (Describe in Objective)	Annually

Additional Supports for SWD

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

All Students With Disabilities

***Strategy/Activity - Description**

The strategies/activities that are planned to support this goal are as follows:
 Visiting Teachers will provide release time for special education classroom teachers to engage the following work:
 - Release time for planning for co-teaching
 - Professional Development for classroom teachers around reading and math
 - PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning- bridging the gap between general education and special education

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0277-30106-00-5738-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02777T	funding to support PLCs and professional development

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	TK-5	Black Youth	Increase the number of students meeting and exceeding grade level standards	Baseline	30%	Grades	Trimester
June 2021	TK-5	Black Youth	Decrease the number of suspensions in classroom and school	Baseline	85%	Suspensions (Classroom and School)	Annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, the Toler site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Toler will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Toler 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. Toler 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, Toler will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Toler is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

To support the district wide initiative, we are also setting goals specific to our Black Youth (African American) students. This student group is historically small at our site but we understand the importance of tracking what data we can to support them academically and their social-emotional well-being.

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***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

Support for Black Youth

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

Black Youth

***Strategy/Activity - Description**

Students will have opportunities to engage in Book Studies, study groups, and before and after school tutoring to support and improve academic performance.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	PullOut/Push in Hrly				0277-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N02771X	funding to support tutoring work
	Supplies				0277-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N02777V	funding to support supplemental materials

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

Implementation

Toler's Plan for Achieving This Goal

- In Order to Build Capacity: We held Parent Training/Workshops (Parent Advisory Groups and/or Parent Committees). Created a Safe and Welcoming Environment for Parents
- Continued to Improve Parent Communication and Community Resources
- Held "Coffee Chats" where members of the committee stand in front of the school and chat with arriving parents about the committee they serve
- Included Coffee Chats to scheduled events like Family Fridays, Scholastic Book Fair, Open Houses, and Back to School Night

Effectiveness

Our 2019-2020 SPSA Goal for Family Engagement was that by June we would increase parent participation in our PTA and our ELAC. The metric for the PTA goal was based on the CAL-SCHLS parent survey. With school closures in March due to COVID-19, this survey was not conducted with fidelity so no new data is available. We will be moving this goal forward.

*Major Differences

No major changes. We were able to exceed our goal.

*Changes

In the 2019-20 SPSA, we will focus more on "pulling parents into" committee work by helping them understand the importance of this aspect of parent engagement. We feel that we have parent buy in around showing up for activities and events - and they do - now we need their help with particular aspects of understanding the needs of our English Learners, Students with Disabilities, budgeting, developing academic programs and planning school activities. This year, based on the results from our California School Parent Survey we will focus on improving parent committee involvement.

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	PTA	Parent Participation will Increase	71%	80%	CAL - SCHLS (CSPS)
*Identified Need					
<p>Our 2018-2019 California Schools Parent Survey data indicates that in all areas the parents feel that the school is meeting the needs of our students, feel welcomed, encouraged to participate, have great school to home communication, that we are fostering respect and caring amongst our students, have high expectations for all, provide a safe learning environment, treat our students with respect, enforce rules equitably, promote academic success, respect all cultures and resolve conflicts fairly. In these areas of parent engagement: participating in PTA and joining committees, they fell short at 71 and 77 % respectively. The goal is to increase parent participation around the number of parents who engage in committee work and continue to strengthen the home-school relationships with families. The two parent groups around campus that have the lowest parent participation are our ELAC and PTA so those are the two groups that we want to focus on for this school year. With site closures in March 2020, no new surveys were completed.</p>					
*Online Learning Implications					
<ul style="list-style-type: none"> - 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. - 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	PTA	Parent Participation will Increase	0%	10%	Committee Attendance

Increasing Family Engagement

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

All Families

***Strategy/Activity - Description**

Toler's Plan for Achieving This Goal

- Capacity Building: Parent Training/Workshops (Parent Advisory Groups and/or Parent Committees). Creating a Safe and Welcoming Environment for Parents
- Continuing to Improve Parent Communication and Community Resources
- Holding "Coffee Chats" where members of the committee stand in front of school and chat with arriving parents about the committee they serve
- Adding Coffee Chats to scheduled events like Family Fridays, Scholastic Book Fair, Open Houses and Back to School Night

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02771L	Supplies		\$419.00	\$419.00	0277-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		funding for supplies for parent meetings/communication
N02774V	Inservice supplies		\$400.00	\$400.00	0277-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		funding for parent meeting refreshments as needed

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

Implementation

The strategies/activities that are planned to support this goal are as follows:

- Visiting Teachers will provide release time for classroom teachers to engage in the following work:
 - Release time for Teacher Monitoring Meetings
 - Professional Development for classroom teachers
 - PLCs - Analyzing student data, grade-level collaboration, lesson design, instructional planning
 - Push-In Instruction teachers who will provide RTI2 and RTI3 student interventions in small group settings
 - Before and After School Tutoring for targeted students
 - Designated ELD lessons for English Learners
- - Support for classroom teachers form district ELD teachers - Coaching Cycles

Effectiveness

For our 2019-2020 SPSA, our goals for promotion were tied to the reading level of all of our 5th-grade students and of our 5th grade English Learners in particular. Due to Covid-19 school closures, data was not available in June 2020.

*Major Differences

Toler had previously conducted our PLCs with our partner school. While this pairing was beneficial to overall teacher learning, students were not benefiting from our site teachers collaborating on a regular basis. During the 2019-20 school year, Toler held no less than two PLCs a month with just their own grade level team.

***Changes**

For this school year, we will be focusing our PLC time on student data monitoring and collecting and reviewing student work and assessment results in order to better track student progress.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grade 5	Read At or Above Grade Level	55%	65%	Grade 5 ELA Reading	Annually

***Identified Need**

According to 2019 data, this year's fifth graders (last year's fourth grade students) were at 55.2% meeting or exceeding standard on the ELA CAASPP. We know that in order for students to be successful on assessments such as the CAASPP and to achieve academic success, they need to be able to read at grade level so we will be monitoring students and developing interventions for students who need additional supports.

***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	Grade 5	English Learner	Read At or Above Grade Level	35%	50%	Grade 5 ELA Reading	Annually
June 2021	Grade 5	Students with Disabilities	Read At or Above Grade Level	16.7%	25%	Grade 5 ELA Reading	Annually
June 2021	Grade 5	Black or African American	Read At or Above Grade Level	Baseline	+ 50%	Grade 5 ELA Reading	Annually

Student Monitoring and PLCs

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

All Fifth Grade Students

***Strategy/Activity - Description**

The strategies/activities that are planned to support this goal are as follows:
Visiting Teachers will provide release time for classroom teachers to engage the following work:

Toler Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Release time for Teacher Monitoring Meetings
- Professional Development for classroom teachers
- PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning
- Push In Instruction teachers who will provide RTI2 and RTI3 student interventions in small group settings
- Before and After School Tutoring for targeted students
- Designated ELD lessons for English Learners
- Support for classroom teachers form district ELD teachers - Coaching Cycles

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0277-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N02771J	PLC release time for teachers

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

In order to meet or exceed the SPSA goals and in reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school wide at Toler Elementary:

Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will set expectations with staff and follow through with monitoring those expectations. Student engagement will be supported by building relationships with parents and students. This is an ongoing process and one that needs a commitment from all staff members.

Our staff has identified school wide instructional expectations that are focused on student engagement and learning. In order to monitor the implementation of school wide curriculum and the quality of student learning, the site administrator will conduct walkthroughs on a daily basis, observe classroom instruction and maintain a school culture where teachers feel safe to share their instructional practice, receive feedback and learn from each other. The site administrator will know each of our students as learners.

Monitoring Student Learning and Providing Support

The site administrator will take responsibility in monitoring student learning and providing appropriate support in the following ways:

- Monitor instructional content to ensure that a guaranteed viable curriculum is in place in every classroom.
- 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.
- Ensure that staff 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 will continue to focus on creating a collaborative risk-taking environment for teachers and students, and lead an instructional leadership team (ILT) that aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the Toler:

- 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

The site administrator will:

- 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

The site administrator will:

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

Parents/ Community

The site administrator will:

- Cultivate positive relationships with parents and the 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.

Online Learning

There are several systems in place to support online learning:

For pupil outreach and engagement, Toler has implemented a tiered approach to ensuring that students are connected, stay connected and come into the learning. All classroom teachers use Class Dojo to communicate to our parents, offering a uniform method of communication across the school. Parents are contacted daily if their child is absent or does not complete assignments. Our Principal, Attendance Clerk, Counselor and Health Office all work to ensure that every child shows up. If we have exhausted all avenues of outreach, we will reach out to the district Wellness Team to help us re-engage the family.

Our staff will engage in ongoing training around building and maintaining relationships not only with students but also with parents. We have developed an equitable system for the distribution of classroom materials, student devices and internet to our families. Staff works collectively to support issues around technology and internet as well as helping parents with log in information and learning platforms.

The principal oversees all of the strategies and resources mentioned above. She ensures that every family is staying connected and engaged during online learning and offers supports to that end.

The administrator realizes the effects that her leadership has on the site. Building relationships is central to affecting change. Modeling how to invest in others, encourage, and provide feedback will propel the site in the positive direction needed to support the work we will take on in our SPSA. The administrator will remain thoughtful about how resources are used; time is spent, and knows that these decisions influence the whole site. She will be accountable for the wellbeing of the site by operating in service of it.

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

Toler Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 20,751.30

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)

\$ 58,746.12

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)	\$18,240.00
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$18,240.00

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)	\$19,754.82
[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): \$ 19,754.82

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$58,746.12

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Toler Elementary	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ 2,000.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 3,000.00	
			2451	Clerical OTBS Hrly		\$ 800.00	
			3000			\$ 1,376.82	
			4301	Supplies		\$ 7,078.00	
			5733	Interprogram Svcs/Paper		\$ 2,000.00	
		09800 LCFF Intervention Support Total		5841	Software License		\$ 3,500.00
							\$ 19,754.82
		30100 Title I Basic Program		1159	PullOut/Push in Hrly		\$ 7,000.00
				3000			\$ 1,560.30
				4301	Supplies		\$ 11,372.00
		30100 Title I Basic Program Total					\$ 19,932.30
	30103 Title I Parent Involvement		4301	Supplies		\$ 419.00	
			4304	Inservice supplies		\$ 400.00	
	30103 Title I Parent Involvement Total					\$ 819.00	
	30106 Title I Supplmnt Prog Imprvmnt		4301	Supplies		\$ 5,620.00	
			5738	Interprogram Svcs/VAPA		\$ 12,620.00	
	30106 Title I Supplmnt Prog Imprvmnt Total					\$ 18,240.00	
Grand Total						\$ 58,746.12	

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Toler Elementary TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Toler Elementary has developed a written Title I Parent & Family Engagement Policy with input from Title I parents. **We met with parent groups, staff to get input. SSC wrote and approved the plan.**

How the policy was distributed to parents of Title I students.

The policy was emailed to all parents (due to COVID-19 school closures).

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])?

The policy is updated annually. It is updated with input from all stakeholders and our SSC revises the policy as needed.

To involve parents in the Title I, Part A programs, the following practices have been established:

The school provides parents with timely information about Title 1 programs during enrollment, weekly Dolphin Dates, our school website, Back to School Night, Open House, Parent Academic Nights, SSC & ELAC meetings agendas and minutes.

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:

The school convenes an annual meeting to inform parents of the Title 1 students about Title 1 requirements and about the rights of parents to be involved in the Title 1 program.

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 a flexible number of meetings. Meetings are held separately as well as on the same night as SSC and PTA and information is shared with parents on Back to School Night.

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 provides parents of Title 1 students with an explanation of the curriculum, standards and assessments used to measure student progress as well as grade level proficiency levels students are expected to meet. This is accomplished at Back to School Night, Parent Teacher Conferences, Family Fridays, SSC, ELAC, PTA, and informal parent/teacher meetings. Report cards are distributed 3 times per year.

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?

The school provides parents with timely information about Title 1 programs during enrollment through weekly Dolphin Dates, our school website, Back to School Night, Open House, Parent Academic Nights, SSC & ELAC meetings agendas and minutes

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?

The school provides parents of Title 1 students with an explanation of the curriculum, standards and assessments used to measure student progress as well as grade level proficiency levels students are expected to meet. This is accomplished at Back to School Night, Parent Teacher Conferences, Family Fridays, SSC, ELAC, PTA, and informal parent/teacher meetings. Report cards are distributed 3 times per year.

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?

This is accomplished through SSC, ELAC, PTA and SGT meetings as well as at formal and informal parent teacher conferences. Formal and informal input is welcomed and can be given at all of these meetings. Additionally, the site has an open door policy where parents are encouraged to come in to ask questions and get input from our educators about their students.

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:

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]).

The school provides parents of Title 1 students with an explanation of the curriculum, standards and assessments used to measure student progress as well as grade level proficiency levels students are expected to meet. This is accomplished at Back to School Night, Parent Teacher Conferences and informal parent/teacher meetings. Report cards are distributed 3 times per year. During conferences parents are given ideas to help their student at home.

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]).

Classroom teachers supply parents with leveled reading materials every week for homework. Online resources are made available for parent to help with math at home and the school has purchased several online software licenses to assist with reading, writing, spelling and math that parents can use at home. We also offer a homework club in our before and after school program.

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]).

The school coordinates and educates staff members about the importance of building relationships and building partnerships with all of our families. We strive to work with our parents as equal partners. We have established a warm and welcoming environment for parents.

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]).

We share information about district programs and site programs with all of our parents this is done through our site website and weekly communications, phone message and email blasts and Peachjar.

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]).

All information is sent out in English and Spanish

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

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]).

This policy was adopted by Toler Elementary on October 5, 2020 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 15, 2020.

Peggy Lewis

Peggy Lewis, Principal

October 2, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

TOLER ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

Toler 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]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- 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?

Toler will:

- Establish student centered classrooms
- Provide all students access to resources, charts, technology, classroom libraries, and learning materials as well as grade level curriculum
- Provide student work spaces/classroom environment in all classrooms that will support their learning
- Ensure high levels of student engagement

- Provide high quality instructional practices and a Guaranteed Viable Curriculum in every grade level and classroom
- During school closures due to COVID – 19 Toler will continue to provide rigorous curriculum and instruction through Online Learning.

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:

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?

- Parent /Teacher Conferences (formal) are held twice yearly and require mandatory attendance by all parents: November 17- 20, 2020 and March 23-26, 2021
- Informal conferences are held throughout the year as needed
- Parent /Teacher Conferences will be held remotely during Online Learning

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?

- Parent Back to School Night is held the second week of school .
- Parents are provided with the materials, handouts, charts and tables they will need as reference for their child's academic progress.
- Grade level and classroom expectations are shared
- Common Core State Standards, Critical Concepts and a Grade Level Scope and Sequence for each curricular area are provided.
- Back to School Night is held remotely during Online Learning.
- Toler has scheduled monthly Materials Distribution Days for families to pick up classroom materials and resources for each student.
- Student chrome books are provided for each student. Internet Hot Spots are available for any family that needs connectivity.

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?

- Teachers are provided opportunities to participate in site/district Professional Development around working with families as equal partners
- This year, due to school closures, Toler staff and teachers have made parent and student engagement a top priority.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Trainings are provided through PTA, SSC and SGT
- Parent are encouraged to attend the district monthly DELAC and DAC meetings
- Parent Meetings , trainings and the resources offered at our district's Parent Center are made public through our site website
- Toler encourages parents to stay connected to the district offered resources/ classes and modules provided by the district to support Online Learning.

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?

- School communications are sent home in both English and Spanish
- Parents receive weekly communication from the school by way of our Weekly Dolphin Dates (newsletter) Peachjar, Toler website and PTA communication, Toler PTA website and Konstella and weekly messages through School Messenger from the principal during Online Learning

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Family Academic Nights
- Family Fridays
- Flag Friday
- Parent Sports Days
- PTA
- ELAC
- SSC
- SGT

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?

- School communications are sent home in both English and Spanish
- User friendly language and distributed both electronically and in paper form when necessary

This Compact was adopted by the Toler Elementary SSC on October 5, 2020 and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 15, 2020.

Peggy Lewis

Peggy Lewis, Principal

10/2/20

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

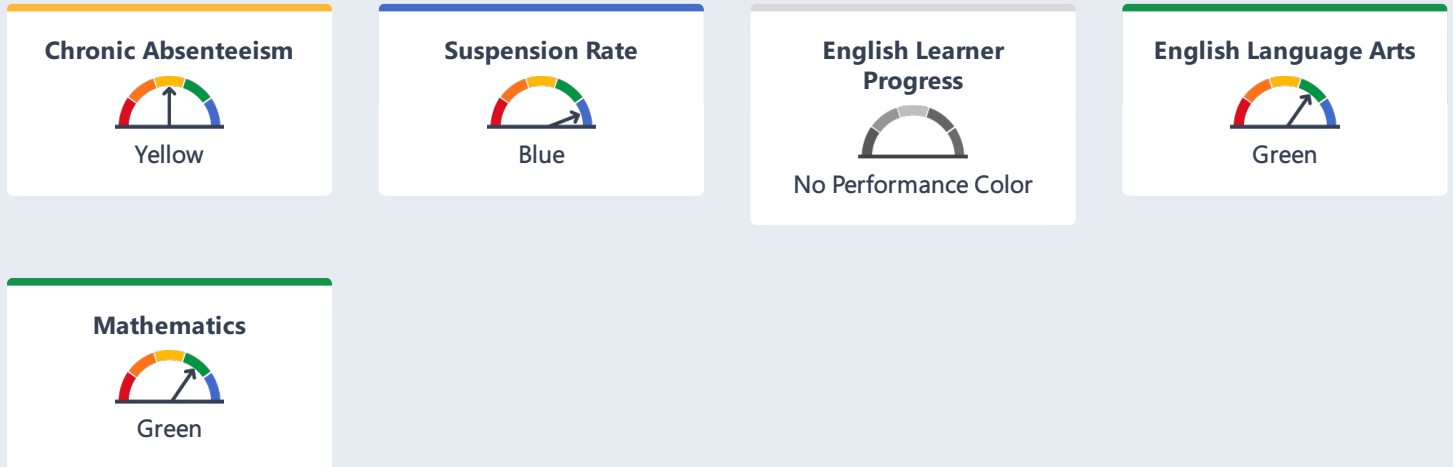
Reclassification data results can be requested from the school site.

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.

Toler Elementary

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

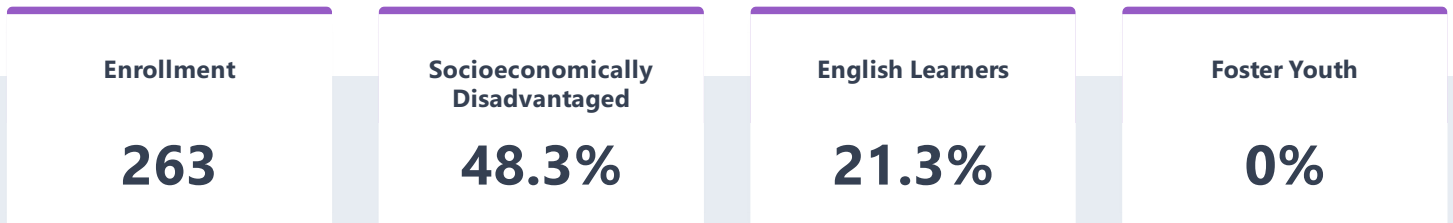


School Details

NAME Toler Elementary	ADDRESS 3350 Baker Street San Diego, CA 92117-6017	WEBSITE http://www.sandi.net/tol...	GRADES SERVED K-5
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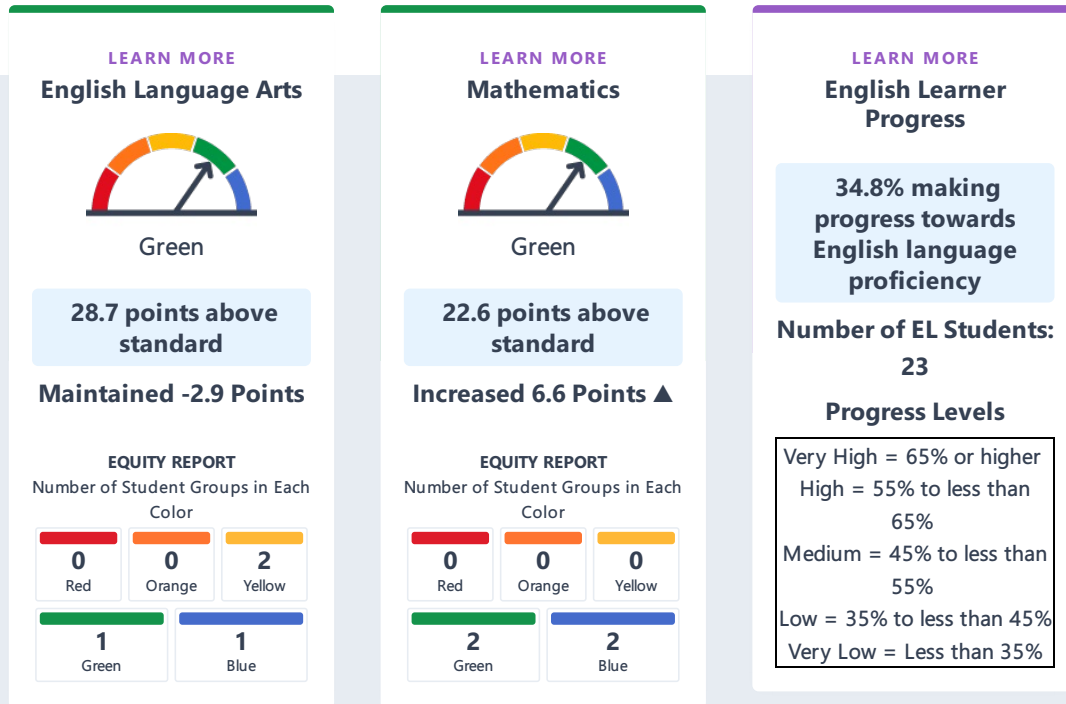
Student Population

Explore information about this school's student population.



Academic Performance

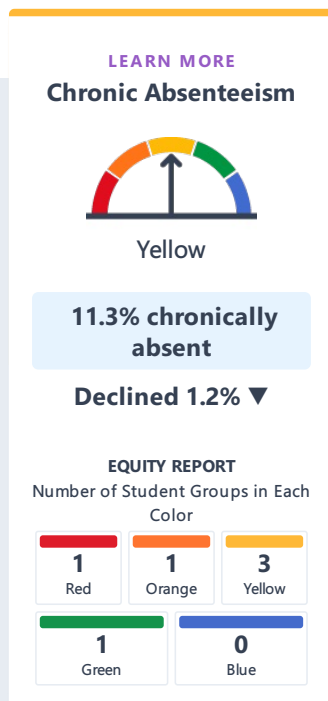
View Student Assessment Results and other aspects of school performance.



TOLER 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



Blue

0.4% suspended at least once

Declined 2.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	5 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



Green

28.7 points above standard

Maintained -2.9 Points

Number of Students: 110

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Socioeconomically Disadvantaged



Green

Hispanic



Blue

White



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

54.2 points above standard

No Data

Number of Students: 11

Students with Disabilities



No Performance Color

63.8 points below standard

Maintained 0.6 Points

Number of Students: 14

English Learners



Yellow

3.8 points above standard

Declined 4.7 Points ▼

Number of Students: 35

Socioeconomically Disadvantaged



Yellow

6.7 points above standard

Maintained -2.7 Points

Number of Students: 59

Hispanic



Green

11.8 points above standard

Declined 3.3 Points ▼

Number of Students: 56

White



Blue

52.1 points above standard

Increased 5.3 Points ▲

Number of Students: 35

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 22.2 points above standard

31.6 points above standard

28.7 points above standard

English Language Arts Data Comparisons: English Learners

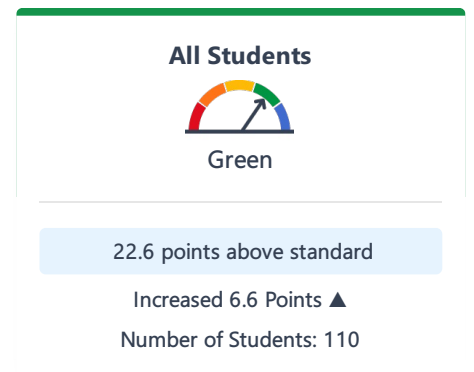
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
85.9 points below standard	56.8 points above standard	38.3 points above standard
Declined 63.9 Points ▼	Increased 30.8 Points ▲	Maintained -1.7 Points
Number of Students: 13	Number of Students: 22	Number of Students: 71

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

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>English Learners Hispanic</p>	 <p>Blue</p> <p>Socioeconomically Disadvantaged White</p>	 <p>No Performance Color</p> <p>African American Asian Filipino Homeless Two or More Races</p>

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races

No Performance Color

51 points above standard

No Data

Number of Students: 11

Students with Disabilities

No Performance Color

94.6 points below standard

Declined 6.4 Points ▼

Number of Students: 14

English Learners

Green

8 points above standard

Increased 12.6 Points ▲

Number of Students: 35

Hispanic

Green

0.7 points below standard

Increased 5.3 Points ▲

Number of Students: 56

Socioeconomically Disadvantaged

Blue

8.1 points above standard

Increased 16.5 Points ▲

Number of Students: 59

White

Blue

50.7 points above standard

Increased 15.2 Points ▲

Number of Students: 35

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	8.3 points above standard	16 points above standard	22.6 points above 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
43.9 points below standard	38.7 points above standard	29.6 points above standard
Declined 33.8 Points ▼	Increased 40.1 Points ▲	Increased 6.9 Points ▲
Number of Students: 13	Number of Students: 22	Number of Students: 71

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

34.8% making progress towards English language proficiency

Number of EL Students: 23

Performance Level
 Very Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	21.7%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	43.4%

ELs who Maintained ELPI Level 4

N/A

ELs Who Progressed at Least One ELPI Level

34.7%

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



Yellow

11.3% chronically absent

Declined 1.2% ▼

Number of Students: 274

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

Two or More Races



Yellow

English Learners

Socioeconomically Disadvantaged

White



Green

Hispanic



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Red

22% chronically absent

Increased 5.3% ▲

Number of Students: 41

Two or More Races



Orange

12.5% chronically absent

Increased 3.1% ▲

Number of Students: 40

English Learners



Yellow

10.3% chronically absent

Declined 4.5% ▼

Number of Students: 58

Socioeconomically Disadvantaged



Yellow

11.8% chronically absent

Declined 3.7% ▼

Number of Students: 136

White



Yellow

14.9% chronically absent

Declined 1.8% ▼

Number of Students: 101

Hispanic



Green

6.8% chronically absent

Declined 1.6% ▼

Number of Students: 118

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



Blue

0.4% suspended at least once

Declined 2.3% ▼

Number of Students: 280

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic



Blue

English Learners
Two or More Races
Socioeconomically Disadvantaged
Students with Disabilities
White



No Performance Color

African American
American Indian
Asian
Filipino
Homeless



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Hispanic



Green

0.8% suspended at least once

Declined 2.8% ▼

Number of Students: 119

English Learners



Blue

0% suspended at least once

Declined 1.9% ▼

Number of Students: 59

Two or More Races



Blue

0% suspended at least once

Declined 3% ▼

Number of Students: 41

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 3.2% ▼

Number of Students: 141

Students with Disabilities



Blue

0% suspended at least once

Declined 4.8% ▼

Number of Students: 42

White



Blue

0% suspended at least once

Declined 1.9% ▼

Number of Students: 102



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Toler
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	116	48.3	99	57.6	109	61.5	105	66.7	111	64.0	15.7	-2.7	115	41.7	102	51.0	109	59.6	108	55.6	112	62.5	20.8	6.9
Female	46	52.2	42	64.3	58	62.1	58	65.5	59	69.5	17.3	4.0	46	30.4	42	59.5	58	56.9	59	54.2	59	64.4	34.0	10.2
Male	70	45.7	57	52.6	51	60.8	47	68.1	52	57.7	12.0	-10.4	69	49.3	60	45.0	51	62.7	49	57.1	53	60.4	11.1	3.3
African American	4	-	2	83.3	2	-	3	-	2	-	-	-	4	-	2	-	2	-	3	-	2	-	-	-
Asian**	2	-	1	100.0	1	-	2	-	1	-	-	-	2	-	1	-	1	-	3	-	1	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	57	33.3	50	46.0	53	54.7	50	62.0	57	59.6	26.3	-2.4	57	28.1	53	41.5	53	47.2	50	50.0	58	53.4	25.3	3.4
Indochinese**	2	-	1	45.0	1	-	0	-	-	-	-	-	2	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	35	57.1	30	66.7	41	65.9	39	69.2	36	69.4	12.3	0.2	34	52.9	30	60.0	41	70.7	41	58.5	36	69.4	16.5	10.9
Multiracial	16	75.0	15	73.3	11	72.7	11	81.8	14	71.4	-3.6	-10.4	16	56.3	15	66.7	11	72.7	11	72.7	14	85.7	29.4	13.0
English Learner	21	28.6	16	37.5	24	33.3	12	25.0	13	0.0	-28.6	-25.0	21	28.6	19	42.1	24	33.3	15	40.0	14	14.3	-14.3	-25.7
English-Speaking	95	52.6	83	61.4	85	69.4	92	72.8	98	72.4	19.8	-0.4	94	44.7	83	53.0	85	67.1	92	58.7	98	69.4	24.7	10.7
Reclassified†	22	31.8	9	80.0	14	64.3	22	68.2	22	86.4	54.6	18.2	22	18.2	9	-	14	57.1	22	50.0	22	72.7	54.5	22.7
Initially Eng. Speaking	73	58.9	74	64.9	71	70.4	70	74.3	76	68.4	9.5	-5.9	72	52.8	74	55.4	71	69.0	70	61.4	76	68.4	15.6	7.0
Econ. Disadv.*	69	40.6	63	46.0	68	55.9	73	56.2	62	51.6	11.0	-4.6	69	34.8	66	42.4	68	48.5	75	44.0	62	54.8	20.0	10.8
Non-Econ. Disadv.	47	59.6	36	77.8	41	70.7	32	90.6	49	79.6	20.0	-11.0	46	52.2	36	66.7	41	78.0	33	81.8	50	72.0	19.8	-9.8
Gifted	42	66.7	40	70.0	25	88.0	13	92.3	28	78.6	11.9	-13.7	42	57.1	40	62.5	25	88.0	13	92.3	28	89.3	32.2	-3.0
Not Gifted	74	37.8	59	49.2	84	53.6	92	63.0	83	59.0	21.2	-4.0	73	32.9	62	43.5	84	51.2	95	50.5	84	53.6	20.7	3.1
With Disabilities	17	17.6	16	31.3	12	41.7	13	15.4	12	16.7	-0.9	1.3	16	43.8	16	25.0	12	25.0	13	7.7	12	8.3	-35.5	0.6
WO Disabilities	99	53.5	83	62.7	97	63.9	92	73.9	99	69.7	16.2	-4.2	99	41.4	86	55.8	97	63.9	95	62.1	100	69.0	27.6	6.9
Homeless	3	-	2	57.1	7	-	6	-	3	-	-	-	3	-	4	-	7	-	6	-	3	-	-	-
Foster	2	-	2	50.0	1	-	1	-	0	-	-	-	2	-	2	-	1	-	1	-	0	-	-	-
Military	7	-	6	80.0	7	-	5	-	6	-	-	-	7	-	6	-	7	-	5	-	6	-	-	-

* 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
Toler
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	31	67.7	34	70.6	50	52.0	27	77.8	35	77.1	9.4	-0.7	31	77.4	36	77.8	50	62.0	28	75.0	36	83.3	5.9	8.3
Female	11	54.5	18	83.3	32	56.3	13	69.2	20	90.0	35.5	20.8	11	63.6	18	88.9	32	53.1	14	71.4	20	95.0	31.4	23.6
Male	20	75.0	16	56.3	18	44.4	14	85.7	15	60.0	-15.0	-25.7	20	85.0	18	66.7	18	77.8	14	78.6	16	68.8	-16.2	-9.8
African American	2	-	1	83.3	1	-	1	-	0	-	-	-	2	-	1	-	1	-	1	-	0	-	-	-
Asian**	1	-	1	100.0	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	12	58.3	14	71.4	26	50.0	16	75.0	16	75.0	16.7	0.0	12	75.0	16	81.3	26	53.8	16	68.8	17	76.5	1.5	7.7
Indochinese**	2	-	0	45.0	0	-	0	-	-	-	-	-	2	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	11	72.7	11	72.7	17	52.9	8	-	11	81.8	9.1	-	11	81.8	11	72.7	17	64.7	8	-	11	90.9	9.1	-
Multiracial	3	-	7	73.3	6	-	2	-	8	-	-	-	3	-	7	-	6	-	2	-	8	-	-	-
English Learner	8	-	9	37.5	16	31.3	3	-	2	-	-	-	8	-	11	63.6	16	43.8	4	-	3	-	-	-
English-Speaking	23	73.9	25	76.0	34	61.8	23	91.3	33	81.8	7.9	-9.5	23	82.6	25	84.0	34	70.6	23	87.0	33	87.9	5.3	0.9
Reclassified†	2	-	0	80.0	2	-	6	-	5	-	-	-	2	-	1	-	2	-	6	-	5	-	-	-
Initially Eng. Speaking	21	71.4	24	79.2	32	62.5	17	88.2	28	78.6	7.2	-9.6	21	85.7	24	83.3	32	68.8	17	88.2	28	85.7	0.0	-2.5
Econ. Disadv.*	21	61.9	21	57.1	30	50.0	17	70.6	17	76.5	14.6	5.9	21	76.2	23	69.6	30	53.3	17	64.7	17	88.2	12.0	23.5
Non-Econ. Disadv.	10	80.0	13	92.3	20	55.0	10	90.0	18	77.8	-2.2	-12.2	10	80.0	13	92.3	20	75.0	11	90.9	19	78.9	-1.1	-12.0
Gifted	11	90.9	11	90.9	7	-	3	-	14	92.9	2.0	-	11	81.8	11	100.0	7	-	3	-	14	100.0	18.2	-
Not Gifted	20	55.0	23	60.9	43	48.8	24	75.0	21	66.7	11.7	-8.3	20	75.0	25	68.0	43	58.1	25	72.0	22	72.7	-2.3	0.7
With Disabilities	7	-	4	31.3	3	-	4	-	12	16.7	-	-	7	-	4	-	3	-	4	-	12	8.3	-	-
WO Disabilities	24	79.2	30	76.7	47	53.2	23	87.0	33	81.8	2.6	-5.2	24	83.3	32	84.4	47	63.8	24	83.3	34	88.2	4.9	4.9
Homeless	1	-	2	57.1	7	-	1	-	3	-	-	-	1	-	2	-	7	-	1	-	3	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	4	80.0	3	-	1	-	1	-	-	-	1	-	4	-	3	-	1	-	1	-	-	-

* 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
Toler
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	44	31.8	23	65.2	35	74.3	43	65.1	29	55.2	23.4	-9.9	43	32.6	23	56.5	35	57.1	45	55.6	29	58.6	26.0	3.0
Female	15	40.0	9	83.3	16	81.3	28	64.3	13	61.5	21.5	-2.8	15	20.0	9	-	16	62.5	28	53.6	13	53.8	33.8	0.2
Male	29	27.6	14	78.6	19	68.4	15	66.7	16	50.0	22.4	-16.7	28	39.3	14	64.3	19	52.6	17	58.8	16	62.5	23.2	3.7
African American	1	-	0	83.3	1	-	1	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-
Asian**	0	-	0	100.0	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	26	23.1	11	45.5	18	72.2	19	63.2	17	47.1	24.0	-16.1	26	15.4	11	45.5	18	38.9	19	42.1	17	52.9	37.5	10.8
Indochinese**	0	-	1	45.0	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	11	27.3	10	80.0	12	75.0	17	64.7	8	-	-	-	10	50.0	10	80.0	12	75.0	19	63.2	8	-	-	-
Multiracial	6	-	1	73.3	3	-	6	-	2	-	-	-	6	-	1	-	3	-	6	-	2	-	-	-
English Learner	10	20.0	5	37.5	5	-	8	-	4	-	-	-	10	10.0	5	-	5	-	10	50.0	4	-	-	-
English-Speaking	34	35.3	18	77.8	30	80.0	35	71.4	25	64.0	28.7	-7.4	33	39.4	18	66.7	30	66.7	35	57.1	25	64.0	24.6	6.9
Reclassified†	6	-	2	80.0	8	-	6	-	6	-	-	-	6	-	2	-	8	-	6	-	6	-	-	-
Initially Eng. Speaking	28	42.9	16	75.0	22	77.3	29	69.0	19	57.9	15.0	-11.1	27	48.1	16	68.8	22	72.7	29	58.6	19	57.9	9.8	-0.7
Econ. Disadv.*	22	22.7	14	57.1	24	66.7	28	50.0	17	35.3	12.6	-14.7	22	18.2	14	50.0	24	45.8	30	43.3	17	47.1	28.9	3.8
Non-Econ. Disadv.	22	40.9	9	92.3	11	90.9	15	93.3	12	83.3	42.4	-10.0	21	47.6	9	-	11	81.8	15	80.0	12	75.0	27.4	-5.0
Gifted	20	45.0	7	90.9	8	-	4	-	3	-	-	-	20	40.0	7	-	8	-	4	-	3	-	-	-
Not Gifted	24	20.8	16	50.0	27	66.7	39	64.1	26	50.0	29.2	-14.1	23	26.1	16	43.8	27	44.4	41	53.7	26	53.8	27.7	0.1
With Disabilities	7	-	6	31.3	4	-	5	-	4	-	-	-	6	-	6	-	12	25.0	13	7.7	4	-	-	-
WO Disabilities	37	35.1	17	76.5	31	77.4	38	71.1	25	60.0	24.9	-11.1	37	29.7	17	70.6	31	64.5	40	62.5	25	64.0	34.3	1.5
Homeless	1	-	1	57.1	4	-	6	-	2	-	-	-	1	-	1	-	7	-	6	-	2	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	80.0	2	-	1	-	3	-	-	-	2	-	1	-	2	-	1	-	3	-	-	-

* 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
Toler
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	41	51.2	42	42.9	24	62.5	35	60.0	47	59.6	8.4	-0.4	41	24.4	43	25.6	24	58.3	35	40.0	47	48.9	24.5	8.9
Female	20	60.0	15	53.3	10	50.0	17	64.7	26	57.7	-2.3	-7.0	20	20.0	15	33.3	10	60.0	17	41.2	26	46.2	26.2	5.0
Male	21	42.9	27	37.0	14	71.4	18	55.6	21	61.9	19.0	6.3	21	28.6	28	21.4	14	57.1	18	38.9	21	52.4	23.8	13.5
African American	1	-	1	83.3	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
Asian**	1	-	0	100.0	0	-	2	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
Filipino	0	-	0	83.3	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	19	31.6	25	32.0	9	-	15	46.7	24	58.3	26.7	11.6	19	15.8	26	15.4	9	-	15	40.0	24	37.5	21.7	-2.5
Indochinese**	0	-	0	45.0	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	13	69.2	9	80.0	12	75.0	14	71.4	17	64.7	-4.5	-6.7	13	30.8	9	-	12	75.0	14	35.7	17	58.8	28.0	23.1
Multiracial	7	-	7	73.3	2	-	3	-	4	-	-	-	7	-	7	-	2	-	3	-	4	-	-	-
English Learner	3	-	2	37.5	3	-	1	-	7	-	-	-	3	-	3	-	3	-	1	-	7	-	-	-
English-Speaking	38	55.3	40	45.0	21	66.7	34	61.8	40	70.0	14.7	8.2	38	26.3	40	27.5	21	61.9	34	41.2	40	57.5	31.2	16.3
Reclassified†	14	35.7	6	80.0	4	-	10	40.0	11	81.8	46.1	41.8	14	21.4	6	-	4	-	10	30.0	11	54.5	33.1	24.5
Initially Eng. Speaking	24	66.7	34	50.0	17	76.5	24	70.8	29	65.5	-1.2	-5.3	24	29.2	34	29.4	17	64.7	24	45.8	29	58.6	29.4	12.8
Econ. Disadv.*	26	38.5	28	32.1	14	50.0	28	53.6	28	46.4	7.9	-7.2	26	15.4	29	17.2	14	42.9	28	32.1	28	39.3	23.9	7.2
Non-Econ. Disadv.	15	73.3	14	64.3	10	80.0	7	-	19	78.9	5.6	-	15	40.0	14	42.9	10	80.0	7	-	19	63.2	23.2	-
Gifted	11	81.8	22	50.0	10	90.0	6	-	11	54.5	-27.3	-	11	63.6	22	36.4	10	80.0	6	-	11	72.7	9.1	-
Not Gifted	30	40.0	20	35.0	14	42.9	29	51.7	36	61.1	21.1	9.4	30	10.0	21	14.3	14	42.9	29	27.6	36	41.7	31.7	14.1
With Disabilities	3	-	6	31.3	5	-	13	15.4	6	-	-	-	3	-	6	-	5	-	13	7.7	12	8.3	-	0.6
WO Disabilities	38	55.3	36	44.4	19	68.4	31	67.7	41	65.9	10.6	-1.8	38	26.3	37	24.3	19	63.2	31	45.2	41	56.1	29.8	10.9
Homeless	1	-	2	57.1	2	-	4	-	1	-	-	-	1	-	1	-	2	-	6	-	3	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	1	80.0	2	-	3	-	2	-	-	-	4	-	1	-	2	-	3	-	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.

APPENDIX E

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

SCHOOL NAME: TOLER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Unduplicated Student Support

***Strategy/Activity - Description**

The unduplicated pupil percentage at Toler is 53.2%. Knowing that these students traditionally struggle in core academic areas, the site has decided to use LCFF funds to increase the services provided to these students around three categories, professional development, classroom support and interventions.

Visiting Teachers will provide release time for classroom teachers to engage in the following work:

- Release time for Teacher Monitoring Meetings
- Professional Development for classroom teachers
- PLCs - Analyzing student data, grade level collaboration, lesson design, instructional planning
- Push-In Instruction from teachers who will provide RTI2 and RTI3 student interventions in small group settings
- ELPAC Testing

Classroom and Non-Classroom Teacher Hourly for:

- Before/After School student tutoring and interventions
- Curriculum Development

Resources and Instructional Materials Supplies to include copier paper, leveled libraries, supplemental classroom instructional supplies, additional materials needed for intervention supports

Software licenses for school wide subscription to RazKids to support word work, reading interventions and leveled reading

Clerical Overtime - for extra time to support academic programs

***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.

Visiting teachers provided release time for classroom teachers to allow time to meet with their grade level PLCs two times per month. Teachers identified student work to bring to the PLC and that work was analyzed by the grade level team. Next steps for instruction and individual students were determined based on that analysis.

Some of our PLC work also included time for teachers to engage in curriculum development

A few teachers provided before or after school tutoring for our most struggling students paid for with hourly funding.

The purchase of the subscription to Raz Kids allowed our student to access leveled texts to support their current reading levels.

Toler Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.

There were no major differences between the intended implementation and the budgeted expenditure to implement the strategies and activities. Due to COVID -10 and school closures in March 2020, end of year data was not able to be collected to measure the intended outcome of these activities..

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$1,999.91	09800-1157	Money to pay teachers for curriculum development	Effective because teachers need time to develop curriculum outside of their regular workday.		None Needed
Prof&Curriclm Dev Vist Tchr		\$6,585.43	09800-1192	Money to pay Visiting Teachers to release classroom teachers so that they can participate in Professional Development	Effective. Our teachers were able to come out of the classroom and participate in Professional Development, collaborate and plan together to improve instruction.		None
Non Clsrn Tchr Hrly		\$4,142.58	09800-1957	Money to pay teachers for before school and after school tutoring for targeted students.	This was an effective strategy because it allowed teachers to provide Tier 3 instruction to our most Struggling students.		Increase funding of possible
Clerical OTBS Hrly		\$1,000.54	09800-2451	Money to pay clerical staff	The clerical staff were critical in the		

Toler Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				hourly for extra time for support of academic programs	planning and scheduling of Visiting Teachers, teachers who tutored and Time Keeping.		None Needed
Supplies		\$5,500.00	09800-4301	Money to purchase supplemental supplies to support instruction	Our student need a variety of resources that support reading and instruction.		Allocation of more funding to purchase supplemental supplies to support instruction.
Software License		\$2,000.00	09800-5841	Purchase of software licenses for reading interventions	Effective as it provided online leveled reading texts for all students to access both in school and at home.		None
Interprogram Svcs/Paper		\$1,500.00	09800-5733	Money to purchase paper for copier machine to support student instruction	Effective. We needed to copy writing paper and journals for our younger students.		None

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Toler Elementary
Title I SPSA Assessment and Evaluation Summary for 2020-21

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

1. The district or a Title I school allocates Title I funds to support the computer technician. Is this position based on the comprehensive needs assessment? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

2. The district or a Title I school allocates Title I funds for books and materials. Are they based on the comprehensive needs assessments? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
Area Goal 1: By June 2020 Decrease Chronic Student Absenteeism From 12.5% to 9.5% .	Attendance Team Teacher Monitoring Meetings Office clerical pay for overtime.	Attendance Team Overtime for office staff	We did not implement home visits as planned.	We reduced absenteeism by 1.2 % We will modify this goal to include goals for our SWD and students of Two or More Races.
Area Goal 2: By June 2020 TK-5 students will M/E standards going from 60% - 65% on ELA CAASPP	Small group instruction, Pullout for re-teaching and intervention	ALL	Pacing	This goal was not evaluated due to school closures in 2020 and no CAASPP data.
Area Goal 3: By June 2020 3-5 students will M/E standards going from 63% - 68% on Math CAASPP	Small group instruction, Pullout for re-teaching and intervention	All	Pacing –grade levels not covering same curriculum in same time frame	This goal was not evaluated due to school closures in 2020 and no CAASPP data.

Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. Must be evidence-based intervention designed to improve academic achievement	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
Area Goal 4: By June 2020 100% of Gr 3 -5 students eligible for Reclassification will reclassify.	DRA, running records, Book Clubs, Guided Reading, Balanced Literacy	Goal was met	Our LTEL and some SPED are not reclassifying	Focus on LTEL and SWD for reclassification
Area Goal 5: By June 2020 20% of our Gr 3-5 SWD will M/E grade level standards using Fountas and Pinnel levels	Gen Ed and SAI teachers collaboration together , Guided Reading, Balanced Literacy Specialized Academic Instruction in Literacy	Some instruction	Focusing on only meeting grade level standards	Change goal to measure success in meeting IEP goals rather than M/E grade level standards

Conclusion: Our SPSA Assessment Evaluation results indicated that we need to take a deeper look at chronic absenteeism. There are definitely areas where we will need to improve. For instance, we will need to focus on our Students with Disabilities and get at the root causes of their chronic absenteeism. Every grade level needs to be on the same page in regard to pacing of curriculum. We need a relentless focus on our LTEL and Student With Disabilities in order for them to progress.