

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FAY ELEMENTARY** SCHOOL

2022-23

37-68338-6039762
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: Gray, Ana
Contact Person: Gray, Ana
Position: Vice Principal
Telephone Number: 619-624-2600
Address: 4080 52nd St, Fay Elementary, San Diego, CA, 92105
E-mail Address: agray1@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: October 25, 2022

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Fay Elementary PHONE: (619) 624-2600 FAX: (619) 624-2690
 SITE CONTACT PERSON: Ana Gray E-MAIL ADDRESS: agray1@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/22/22</u> |
| <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 checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/26/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/27/22

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.

Ana Gray
Type/Print Name of School Principal

Conor Shine
Type/Print Name of SSC Chairperson

Silvia Ramos
Type/Print Name of ELAC Representative

Monika Hazel
Type/Print Name of Area Superintendent

Ana Gray 10/7/22
Signature of School Principal / Date

CF Shine 10/7/22
Signature of SSC Chairperson / Date

Silvia Ramos 10/7/22
Signature of ELAC Representative / Date

Monika Hazel 10/11/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of Fay Elementary's Title 1, CSI School wide Program, and Additional Targeted Support and Intervention Plan. The staff at Fay Elementary strives for excellence in meeting the needs of all students. School programs are strategically developed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Fay work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. Fay Elementary has been certificated as a High Reliability School in the area of Safe, Supportive and Collaborative Environment. We thrive to create an environment where all students thrive and succeed.

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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Fay, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In the 2021-2022 educational partners met and gave input on budgetary decisions that provided input for the 2022-2023 SPSA. Educational partners continued to give input in the 2022-2023 school year and were involved in the budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, ILT and staff meetings held throughout the year.

SSC met to review and approve FY23 Budget: 02/15/22

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Annual Title 1 Parent Meeting was held: 9/16/22
 SSC met, gave input and approved CSI budget on: 9/13/22
 ELAC met and gave input on SPSA on: 9/22/22
 SSC developed the School Parent Compact and Parent Involvement Policy: 9/27/22
 SSC met to analyze data, and provide input and approve SPSA on: 9/27/22

In the 2021-2022 Parents and staff were surveyed regarding spending priorities. Input was received from ELAC, SGT and SSC committees in September 2022. SPSA is printed in both English and Spanish and is available in the front office for review by parents and community members. Other languages are made available upon request. For the 2022-2023 School Year, SSC and SGT members may choose to join in person or via Zoom.

RESOURCE INEQUITIES

SBAC results for Fay Elementary, 2021 school year, reflect the reality that student achievement in both English language Arts and Mathematics has decreased for all students. There was a decrease in Mathematics, (10% Proficient) and a decrease in English Language Arts (24% Proficient) for the 2021 school year. Results in both ELA and Math for significant subgroups of students (African American, English Learners, Hispanic/Latino and Students with Disabilities) also decreased with achievement for students in two subgroups (EL and SWD) significantly lower than results school wide. English Learners report proficiency levels in ELA 2% and Math at 1%. Students with Disabilities report proficiency levels of 4% and 0% in ELA and Math respectively. Major Title I and LCFF expenditures include an Associate Principal, Resource Teacher and District Counselor.

English Language Arts		Mathematics	
Year	% P/A	Year	% P/A
14-15	28%	14-15	18%
15-16	34%	15-16	24%
16-17	33%	16-17	31%
17-18	33%	17-18	28%
18-19	29%	18-19	31%
19-20	No testing	19-20	No testing
21-22	23%	21-22	10%

Most recent California Dashboard (2019) data qualifies Fay Elementary for CSI support under the category of Chronic Absenteeism (red). The Dashboard reports 15.9% of all students at Fay Elementary are chronically absent. The population of students who are Homeless, SWD and Hispanic all have rates above 20%. All other areas - Suspensions, English Language Arts, Mathematics and English Learner Progress - require goals and supports as the indicators are below (orange) as well. The subgroups African American, Hispanic or Latino, Students with Disabilities

and Socioeconomically Disadvantaged are represented in almost all areas and require goals as well. Proficiency levels for the subgroups in ELA are as follows: African American (11%), Hispanic or Latino (20%), Students with Disabilities (4%) and Socioeconomically Disadvantaged (22%). Proficiency levels for the subgroups in Mathematics are as follows: African American (2%), Hispanic or Latino (7%), Students with Disabilities (0%) and Socioeconomically Disadvantaged (9%).

Major expenditures of CSI funds include two twelve hour per week tutors for Tier 2 instruction in reading and math, Task Force training with Marzano Associates to continue the work on improved school climate and to begin the work around effective teaching in every classroom, hourly pay for Teacher Professional Development in the areas of ELA, Math and support for Multilingual Learners to support Tier 1 and Tier 2 instruction, and hourly pay for the Attendance Team to support students who are chronically absent.

Results from the California Healthy Kids Survey (CHK) show that staff and students have concerns about the safety and security of students and the campus. The school will continue the implementation of Restorative Practices and mindfulness in the classrooms.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Ana Gray	Principal
Nina Yin	Classroom Teacher
Christine Boatman	Classroom Teacher
Conor Shine	Classroom Teacher
Magda Kavina Benitez Escobar	Parent
Maria Cruz	Parent
Gwenn Lewis	Classroom Teacher
Whittney Crotty	Parent
Brittany Bogan	Parent
Rosa Bolanos	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The Chronic Absenteeism and Suspension rate at Fay Elementary School are both areas of concern to be addressed in the SPSA for the 2022-2023 school year.

In the most recent report from SDUSD, Hoonuit Dashboard the out of school suspension rate was 1.6% Out of School Suspension Rate (Incidents) and 1.4% Average Out of Suspension Days. Our new goal is to decrease the number of Out of School Suspension Rate from 1.6% to 1.0% and the Average Out of Suspension Days from 1.4% to 1.0%.

In the 2021-2022, school year the chronic absenteeism rate was 61%, an increase of 45.1%. We recognize and acknowledge that COVID impacted our students attending school, with strict health requirements that led to an increase of illness related absence codes. Due to these health requirements siblings were also impacted and required to stay home if someone in the family had any symptoms of Covid-19.

In the 2021-2022 school the following interventions were implemented by the attendance clerk and school nurse:

- weekly monitoring of students with excessive absences
- intervention tracking and weekly calls to families to provide resources
- increased intervention incentives for students to motivate them to attend school.

- Home visits conducted by our attendance team as needed to verify students' residence to support them in attending school.
- encourage school attendance through individual and classroom incentives "Attendance Battles" as part of a Positive Behavior Intervention System.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID implications and lack consistent staff we were unable to monitor the effectiveness of the interventions implemented to support attendance.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2022-23 school year:

A focus on reducing chronic absenteeism will be supported with the implementation of extra hourly pay for the attendance team. They will work to expedite the operational components needed to improve chronic absenteeism. Run attendance reports, send out letters, and make phone calls to families and other duties. This support will include providing partner agencies information and referrals for additional support. Daily mindfulness lessons will be available to all students through the *Inner Explorer* program.

Fay teachers were trained in Restorative Justice Practice (RJP) in the 2020-2021 school year. This year we continue this work. Restorative Practices is an approach that has been successful in addressing misbehaviors before, during, and after it occurs. It addresses the harm that is done and students use strategies presented to come to a mutual agreements to respect one another and repair the relationship that may have been harmed. Restorative practices build social and emotional skills for the school community.

Progress will be measured by monitoring attendance and suspension rates. Fay Teachers are also being trained in the Leader in Me Program which calls for a principle- based approach to leadership and life skills. It sets out for students to understand and manage emotions, set and achieve positive goals and feel and show empathy for others. The goal of the training is to increase student leadership, student engagement and increase positive student behavior and as a result decrease incidents and suspensions.

In the 2022-2023 school the following interventions have been put in place additional support from Family Services Assistance provided by district: weekly monitoring of students with excessive absences, intervention tracking and weekly calls to families to provide resources, and increase intervention incentives for students to motivate to attend school. In addition, home visits are conducted by our attendance team as needed to verify students' residence to support them in attending school. Other interventions to encourage school attendance is individual incentives, classroom

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"Attendance Battles" as part of a Positive Behavior Intervention System. In addition, to daily praising of attendance, "Perfect Attendance Assemblies" will be held three times a year.

***Identified Need**

The Chronic Absenteeism and Suspension rate at Fay Elementary School are both areas of concern to be addressed in the SPSA for the 22-23 SY. In the most recent report from the California Dashboard (2019) Fay Elementary had a chronically absence rate of 15.9%; a 3.4% increase from the previous year. Five student groups were represented in the lowest-performing group. The 2019 Dashboard also showed that 2.4% of students had been suspended at least once that school year, an increase of 1% from the previous year. Six student subgroups were represented here.

In the 2021-2022 school year the chronic absenteeism rate according to local measures was 61%, an increase of 45.1%. We recognize and acknowledge that COVID impacted our students attending school, with strict health requirements that led to increase of illness related absence codes. Due to these health requirements siblings were also impacted and required to stay home if someone in family had any symptoms of Covid-19.

Identified baseline percentages listed are based on 2019 CA Dashboard Measures

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	the number of chronically absent students will be reduced through outreach and support to families	15.9%	10.9%	Attendance	annually
June 2023	TK-5	the number of students suspended at least once will be reduced through teacher professional development around Restorative Justice Practices	1.4%	1.0%	Suspension	annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Tk-5	Black or African American	decrease the number of chronically absent students	26%	21%	Other (Describe in Objective)	annually
June 2023	TK-5	English Learner	decrease the number of chronically absent students	14.9%	9.9%	Other (Describe in Objective)	annually

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June 2023	TK-5	Hispanic or Latino	decrease the number of chronically absent students	20.9%	15.9%	Other (Describe in Objective)	annually
June 2023	TK-5	Socioeconomically Disadvantaged	decrease the number of chronically absent students	15.7%	10.7%	Other (Describe in Objective)	annually
June 2023	TK-5	Students with Disabilities	decrease the number of chronically absent students	26.9%	21.9%	Other (Describe in Objective)	annually
June 2023	TK-5	Black or African American	decrease the % of students suspended by 50%	3.9%	1.95%	Other (Describe in Objective)	annually
June 2023	TK-5	Hispanic or Latino	decrease the % of students suspended by 50%	2.1%	.7%	Other (Describe in Objective)	annually
June 2023	TK-5	Students with Disabilities	decrease the % of students suspended by 50%	4.3%	2.15%	Other (Describe in Objective)	annually
June 2023	TK-5	Two or More Races	decrease the % of students suspended by 50%	7%	3.5%	Other (Describe in Objective)	annually
June 2023	Tk-5	Homeless/Foster	decrease the number of chronically absent students	27.6%	22.6%	Other (Describe in Objective)	annually
June 2023	Tk-5	English Learner	Decrease the % of students suspended by 50%	1.7%	85%	Other (Describe in Objective)	annually
June 2023	Tk-5	Asian	Decrease the % of students suspended by 50%	Baseline	0.0%	Other (Describe in Objective)	annually

Supporting Black Youth - Additional Goals

- ✓ 1. Fay's School Site Governance Team and School Site Council will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The SGT/SSC will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Fay is to maintain or increase the percentage of diverse educators and staff from the current year to the following

year, including analysis of classified vs. certificated staff. Fay's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

- ✓ 3. In the 2022-23 school year, Fay will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Fay will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Fay's SGT/SSC will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Fay will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Fay will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Family Outreach and Support

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

All students and families will benefit from this work.

***Strategy/Activity - Description**

The rate of chronic absenteeism will be reduced through outreach and support provided to families by the School Counselor, School Nurse and Office Staff. Outreach through phone calls, emails and home visits will be provided to families of students who display chronic absenteeism. Community and social supports will be coordinated as needed for families. Fay's District Counselor will coordinate support through the Crawford Community Center as well.

A task Force Team comprised of the Principal, Associate Principal and 8 other staff members will continue training with Marzano Associates in pursuit of having Fay Elementary named a High Reliability School in all Levels 1.5. The work in 2021-22 focused on creating a Safe, Supportive and Collaborative school climate (Marzano Level I) and Fay was accredited in the 2021-2022. In the 2022-23 school year we will focus on certification for Level 2: Effective Teaching in Every Classroom.

Teachers will continue training in Restorative Justice Practices in order to reduce the number of suspensions. Teaching staff will include daily check-ins and restorative circles in their classrooms.

Daily Mindfulness lessons will be provided to all students through the *Inner Explorer* program.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015324	Vice Principal	0.53000	\$62,861.71	\$88,484.67	0153-09800-00-1309-2700-0000-01000-3999	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		AP will be supporting implementation of best practices by working with students in developing learning goals, coaching and supporting teachers in the classroom.
F015325	Inschool Resource	0.63000	\$62,317.08	\$89,769.17	0153-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		RT will be supporting implementation of best practices by working with students in developing learning goals in the classroom.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The strategies and activities to support student achievement for the 2021-22 school year included:

- Focus on Professional Learning Communities (PLCs)
- Emphasis on daily small group instruction and student monitoring. All grade levels focused on small group instruction, with monitoring of student data to determine best instructional strategies to raise student achievement.
- AP supported ELLs by providing additional small group instruction
- AP coached teachers regarding best practices for ELA standards based instruction by engaging in classroom observations and providing teacher feedback.
- Resource Teacher led small group intervention pull out for ELA in grades 1 and 3 to support student reading development.
- Counselor, AP and attendance clerk supported families who were chronically absent with home visits and community services.
- Participation as a Focus School in the district's *Literacy Acceleration Plan* (LAP) provided further literacy training through monthly PDs and lesson studies. In addition, grades UTK-2 received literacy training provided by Okapi publishing. *Bullseye Education* observation and feedback tool was utilized by the administrators to monitor instructional practice.

Due to COVID implications and high student and staff absenteeism student achievement decreased in both ELA and Math for the 2021-22 school year. Strategy implementation was negatively impacted by lack of staffing. PLCs and PDs were routinely cancelled and the RT, Counselor, AP were unable to consistently implement strategies.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to COVID implications and high student and staff absenteeism strategy implementation was negatively impacted by lack of staffing. PLCs and PDs were routinely cancelled and the RT, Counselor, AP were unable to consistently implement instructional strategies.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Visiting Teachers from SDUSD Visual and Performing Arts Department will provide class coverage to allow for teachers to participate in Professional Learning Communities 5 hours monthly.

Data analysis and planning to improve student achievement will take place.

Data indicators will be monitored from the following assessment used by our teachers:

Fountas and Pinnell reading assessments in UTK-2 each semester.

DRA reading assessments in grades 3-5 each semester.

Reading skills through FAST aReading each semester in grades 3-5.

Grade Level smart goals every 6-8 weeks for all grade levels.

Yearly ELPAC

Yearly CAASPP

Teachers will focus on CA ELA and Math Standards and the Critical Concepts and adjust instruction based on assessed need.

Coaching and training will continue with 2.5 FTE of Resource Teacher support. Monitoring of classroom instruction will occur regularly by the Principal and Associate Principal with the use of *Bullseye Education* observation and monitoring tool. Title I and LCFF funding reflect the expenditure for a bilingual Resource Teacher and an Associate Principal. CSI funding supports Benchmark supplemental materials and *Bullseye Education* feedback tool.

***Identified Need - English Language Arts**

SBAC results for Fay Elementary, 2015-2019, reflect the reality that student achievement English language Arts has remained relatively flat for all students over the past four years with a slight decrease in English Language Arts (28.6% Proficient) for the 2019 SY.

SBAC results for Fay Elementary, 2021-2022 reflect an additional decrease in English Language Arts from 29% to 24% met and achieved standard. Results in both ELA for all subgroups of students (Asian, Black, Hispanic, Multi, English Learners, and Students with Disabilities) also decreased.

- Data indicates that 48.4% of 31 Asian students met/exceeded
- Data indicates that 11.1% of 36 Black students met/exceeded
- Data indicates that 20.3% of 133 Hispanic students met/exceeded
- Data indicates that 33.3% of 12 Multi students met/exceeded
- Data indicates that 2.2% of 90 EL students met/exceeded
- Data indicates that 4% of 25 students with disabilities met/exceeded

California Dashboard data qualifies Fay Elementary for CSI support under the category of Chronic Absenteeism (red). The Dashboard reports 15.9% of all students at Fay Elementary are chronically absent. The population of students who are Homeless, SWD and Hispanic all have rates above 20%. All other areas - Suspensions, English Language Arts, Mathematics and English Learner Progress - require goals and supports as the indicators are below (orange) as well. The subgroups African American, Hispanic or Latino, Students with Disabilities and Socioeconomically Disadvantaged are represented in almost all areas and require goals as well. Proficiency levels for the subgroups in ELA are as follows: African

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American (30.2%), Hispanic or Latino (20.2%), Students with Disabilities (4.5%) and Socioeconomically Disadvantaged (28.4%). Proficiency levels for the subgroups in Mathematics are as follows: African American (27.3%), Hispanic or Latino (27.8%), Students with Disabilities (9.1%) and Socioeconomically Disadvantaged (31.2%).

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase % of students who meet and exceed standards on ELA SBAC	20.3%	30%	CAASPP ELA	annual
June 2023	5th	Increase % of students who meet and exceed standards on ELA SBAC	24.4%	34%	CAASPP ELA	annual
June 2023	3rd	Increase % of students who meet and exceed standards on iReady.	19%	29%	Other (Describe in Objective)	three times a year
June 2023	5th	Increase % of students who meet and exceed standards on iReady.	18%	28%	Other (Describe in Objective)	three times a year
June 2023	3-5	Increase % of students who meet and exceed standards.	24%	34%	CAASPP ELA	annual

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Black or African American	Increase % of students who meet and exceed standards.	baseline	38%	CAASPP ELA	annual
June 2023	5th	Black or African American	Increase % of students who meet and exceed standards.	15%	25%	CAASPP ELA	annual
June 2023	3rd	English Learner	Increase % of students who meet and exceed standards.	4%	14%	CAASPP ELA	annual

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June 2023	5th	English Learner	Increase % of students who meet and exceed standards.	3%	13%	CAASPP ELA	annual
June 2023	3rd	Hispanic or Latino	Increase % of students who meet and exceed standards.	13%	23%	CAASPP ELA	annual
June 2023	5th	Hispanic or Latino	Increase % of students who meet and exceed standards.	22%	32%	CAASPP ELA	annual
June 2023	all students grades 3-5th	Students with Disabilities	Increase % of students who meet and exceed standards.	4%	14%	CAASPP ELA	annual
June 2023	all students grades 3-5	Socioeconomically Disadvantaged	Increase % of students who meet and exceed standards.	23%	33%	CAASPP ELA	annual
June 2023	all students grades 3-5	Black or African American	Increase % of students who meet and exceed standards on iReady areading.	18%	28%	FAST aReading	three times a year
June 2023	all students grades 3-5	English Learner	Increase % of students who meet and exceed standards on iReady areading.	4%	14%	FAST aReading	three times a year
June 2023	all students grades 3-5	Hispanic or Latino	Increase % of students who meet and exceed standards on iReady areading.	29%	39%	FAST aReading	three times a year
June 2023	all students grades 3-5	Students with Disabilities	Increase % of students who meet and exceed standards on iReady areading.	4%	17%	FAST aReading	three times a year

***Identified Need - Math**

The results of 2021-2022 SBAC results shows a significant decrease in the number of students meeting and exceeding grade level standards in Mathematics. Grades 3-5 percentage of students meeting or exceeding standard was 9.5% a decrease from 2019 of 21.5%.

Results in Math for all subgroups of students (Asian, Black, Hispanic, Multi, English Learners, and Students with Disabilities) also decreased.

- 28.1% of 32 Asian students met/exceeded
- 2.4% of 42 Black students met/exceeded
- 6.7% of 135 Hispanic students met/exceeded
- 7.1% of 14 Multi students met/exceeded
- 1% of 102 EL students met/exceeded
- 0% of 25 students with Disabilities met/exceeded

In the Spring 2021, DEMI mathematics results revealed gaps in all three areas-Knowledge, Application, and Communication. Evidence of Strength and Proficiency fell below the district scores school wide.

In the Grades of 3-5, in the area of Knowledge 49% of students demonstrated Evidence of Proficiency/Strength. In the area of Application 42% of students demonstrated Evidence of Proficiency/Strength. In the area of Communication 34% of students demonstrated Evidence of Proficiency/Strength.

This data confirms the need for a focus in all areas of mathematics, but especially in the area of communication. Our goal is to raise achievement from 34 % to 44 %. This information further informs our strategic work in supporting students in specific and purposeful ways. Including small group instruction and development of language for our multilingual learners. Additionally, teachers will increase the use of exit slips with their classes to more closely monitor and check for student understanding.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase % of students who meet and exceed standard on the Math SBAC	13%	28%	CAASPP Math	annual
June 2023	5th	Increase % of students who meet and exceed standard on the Math SBAC	5%	20%	CAASPP Math	annual
June 2023	3rd	Increase % of students who meet and exceed standard on the Math iReady.	18%	33%	Other (Describe in Objective)	annual
June 2023	5th	Increase % of students who meet and exceed standard on the Math iReady.	11%	26%	Other (Describe in Objective)	annual

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June 2023	3-5	Increase % of students who meet and exceeded standard on the Math SBAC	10%	25%	CAASPP Math	annual	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Black or African American	Increase % of students who meet and exceed standard on the Math SBAC	0%	15%	CAASPP Math	annual
June 2023	5th	Black or African American	Increase % of students who meet and exceed standard on the Math SBAC	0%	15%	CAASPP Math	annual
June 2023	3rd	English Learner	Increase % of students who meet and exceed standard on the Math SBAC	3%	18%	CAASPP Math	annual
June 2023	5th	English Learner	Increase % of students who meet and exceed standard on the Math SBAC	0%	15%	CAASPP Math	annual
June 2023	3rd	Hispanic or Latino	Increase % of students who meet and exceed standard on the Math SBAC	9%	24%	CAASPP Math	annual
June 2023	5th	Hispanic or Latino	Increase % of students who meet and exceed standard on the Math SBAC	4%	19%	CAASPP Math	annual
June 2023	3,4,5	Students with Disabilities	Increase % of students who meet and exceed standard on the Math SBAC	0%	15%	CAASPP Math	annual

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June 2023	3,4,5	Socioeconomically Disadvantaged	Increase % of students who meet and exceed standard on the Math SBAC	9%	24%	CAASPP Math	annual
June 2023	3,4,5 grades	Black or African American	Will increase proficiency on the Math Demi	knowledge 11 application 15 communication 21 *out of 29 students	knowledge 16 application 20 communication 26 *out of 41 students	Other (Describe in Objective)	yearly
June 2023	3,4,5 grades	English Learner	Will increase proficiency on the Math Demi	knowledge 35 application 13 communication 54 *90 students	knowledge 45 application 23 communication 64 *out of 188 English Learner	Other (Describe in Objective)	yearly
June 2023	3,4,5 grades	Hispanic or Latino	Will increase proficiency on the Math Demi	knowledge 49 application 22 communication 60 *108 students	knowledge 59 application 32 communication 70 *out of 128 students	Other (Describe in Objective)	yearly
June 2023	3,4,5 grades	Students with Disabilities	Will increase proficiency on the Math Demi	knowledge 1 application 18 communication 5 *23 students	knowledge 3 application 20 communication 7 *18 students	Other (Describe in Objective)	yearly
June 2023	3,4,5 grades	Two or More Races	Will increase proficiency on the Math Demi	knowledge 6 application 0 communication 4 *7 students	knowledge 3 application 1 communication 2*4 students	Other (Describe in Objective)	yearly

***Identified Need - English Learners**

Multilingual Learners continue to significantly underperform in both the areas of ELA and Mathematics. Only 2.2% of students met or exceeded standards in ELA and 1% of students met grade level standards in mathematics.

Reclassification:
 In 2021-2022 17 students in K-5 were reclassified. There are a total 52 students who have a Level 3, overall performance on the Summative ELPAC results from 2021-2022.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Increase the percentage of students who reclassify to fluent English Proficient.	6%	11%	Summative ELPAC	annual
June 2023	3-5	LTEL	Decrease the percentage of students who are at-risk of becoming a Long Term English Learner (LTEL).	21%	16%	Reclassification Rates	annually
June 2023	K-5	English Learner	Increase the percentage of students who increase proficiency by 1 or more performance levels on the ELPAC summative assessments.	30%	35%	Summative ELPAC	annually

***Identified Need - Graduation/Promotion Rate**

Only 24% of our students in grades 3 – 5 are meeting or exceeding the standard in reading on the annual SBAC reading state assessment. Reaching reading level proficiency by third grade is an extremely important indicator of high school graduation. It is important that we ensure all students at Fay are reading at grade level by third grade.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase % of students who meet and exceed standards on ELA SBAC	20%	30%	Grade 3 ELA Reading	annual
June 2023	5th	Increase % of students who meet and exceed standards on ELA SBAC	24%	34%	Grade 5 ELA Reading	annual

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*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Black or African American	Will meet or exceed standards in ELA on the SBAC exam.	0	10%	Grade 3 ELA Reading	annual
June 2023	5th	Black or African American	Will meet or exceed standards in ELA on the SBAC exam.	15%	25%	Grade 5 ELA Reading	annual
June 2023	3rd	English Learner	Will meet or exceed standards in ELA on the SBAC exam.	4%	14%	Grade 3 ELA Reading	annual
June 2023	5th	English Learner	Will meet or exceed standards in ELA on the SBAC exam.	3%	13%	Grade 5 ELA Reading	annual
June 2023	3rd	Hispanic or Latino	Will meet or exceed standards in ELA on the SBAC exam.	14%	24%	Grade 3 ELA Reading	annual
June 2023	5th	Hispanic or Latino	Will meet or exceed standards in ELA on the SBAC exam.	22%	32%	Grade 5 ELA Reading	annual
June 2023	3rd	Students with Disabilities	Will meet or exceed standards in ELA on the SBAC exam.	baseline	+10%	Grade 3 ELA Reading	annual
June 2023	5th	Students with Disabilities	Will meet or exceed standards in ELA on the SBAC exam.	0	10%	Grade 5 ELA Reading	annual
June 2023	3rd	Socioeconomically Disadvantaged	Will meet or exceed standards in ELA on the SBAC exam.	19%	29%	Grade 3 ELA Reading	annual
June 2023	5th	Socioeconomically Disadvantaged	Will meet or exceed standards in ELA on the SBAC exam.	26%	36%	Grade 5 ELA Reading	annual

RTI-Resource Teacher/ Hourly Intervention Teacher

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

All students will be served by this strategy including English Language Learners, African American, and Hispanic, Students with Disabilities, Homeless and Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Resource Teacher will work directly with students to increase student achievement in Language Arts and Mathematics. Resource Teacher will support teachers in learning and implementing best teaching strategies to raise student achievement. Resource Teacher will work with administration to monitor, collect and analyze assessments to inform teachers of growth of student achievement. Resource Teacher will engage in presenting Parent Literacy and Math Workshops teaching strategies to raise student achievement. Resource teacher will be responsible for data monitoring of student growth and will present information to educational partners in Parent Informational Meetings.

Resource Teachers Duties:

- Monitoring of student growth will be done by Fountas and Pinnel Reading levels from beginning, middle and end of the year assessments.
- RTI- Tier II support- Provide small group supplemental literacy and math support to struggling students (ELs, stagnant students, high risk students, cusp students)
- Consult with administration, support staff, ILT on PD to support student instruction
- Locate/gather resources for student support and instruction
- Create and prepare teacher made assessments in Illuminate
- Consult with and plan instruction on a weekly basis (literacy) with teachers
- Support teachers during weekly collaboration/planning time
- Trimester planning support for CCSS (Kinder – 5th grade)
- Support teachers in assessing incoming kindergarten students in the spring/summer for purposeful placement
- Consult with admin, teachers, SPED team to discuss specific students
- Model literacy and writing lessons for teachers and students
- Support teachers with literacy and writing lesson studies

Instructional materials to support Resource Teacher/ Literacy Intervention Teacher work will include but is not limited to the following: small whiteboards, markers, writing paper, index cards/rings, magnetic letters, lined paper, journals, chart paper, sentence strips, pencils, highlighter strips, and math manipulatives.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015326	Inschool Resource Tchr	0.37000	\$36,598.92	\$52,721.56	0153-30100-00-1109-1000-	Title I Basic Program	[no data]		RT will work in small group intervention in ELA and Math to

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					1110-01000-0000				support student achievement. Focusing on reading and math learning strategies.
N015320	Supplies		\$34,408.00	\$34,408.00	0153-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies to support ELA and Math such as journals, white boards, markers, sentence strips, etc.

Imagine Learning

*Students to be served by this Strategy/Activity

All English Learners will benefit from this strategy/activity, specifically the following subgroups English Learners, Hispanic students, students with disabilities, homeless and students who are considered Socioeconomically Disadvantaged. Currently for the 2022-2023 school year we have 49% of our population are English Learners.

*Strategy/Activity - Description

Imagine Learning

All English Learners will benefit from this strategy/activity, specifically the following subgroups English Learners, Hispanic students, students with disabilities, homeless and students who are considered Socioeconomically Disadvantaged. Currently for the 2022-2023 school year we have 49% of our population are English Learners. Teachers will be responsible for monitoring student growth and collecting data to present to educational partners. Administration will work directly with teachers to ensure implementation of program and use the Bullseye program to give consistent feedback to teachers.

The Imagine Learning Program will support with literacy skills.

- Students learn to read grade-level texts independently and communicate ideas effectively.
- Adaptive instruction, multidisciplinary content, and real-world connections make learning meaningful and relevant.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0153BX	Software License		\$12,700.00	\$12,700.00	0153-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Imagine Learning will support students with literacy skills-reading comprehension and decoding skills.

Library Support

*Students to be served by this Strategy/Activity

All students will benefit from this support.

***Strategy/Activity - Description**

A library assistant will be available for book checkout and research four days per week to assist students in selecting just right books based on their reading and interest levels.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015327	Library Asst	0.07500	\$2,259.53	\$3,101.38	0153-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Library asst. to support students in selecting just right books to support their reading skills.

***Additional Supports for this Strategy/Activity**

Professional Development and Collaborative PLCs

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

All students will be served by this strategy including English Language Learners, African American, Hispanic, Students with Disabilities, Homeless and socioeconomically disadvantaged.

***Strategy/Activity - Description**

Professional Learning Communities and Grade Level Collaboration

Teachers to continue work in planning instruction, analyzing student work and assessments to guide practice. This work will take place during grade level PLCs with support of administration team and resource teacher. Using the DuFour model of asking themselves four questions to plan instruction, assess student progress, and respond instructionally.

What do we expect our students to learn?

- Guaranteed aligned curriculum across grade levels and vertically from one grade to the next.
- *Common Core, learning targets, standards in student work and rigor*

How will we know they have learned it?

- Use our assessments, observations and data to monitor student learning.
- *Common assessments, quick checks for understanding, formative assessments, summative assessments, results analysis*

How will we respond when some students do not learn?

- Teachers collaborate to understand student learning needs and respond
- *Re-teaching, classroom interventions, specialist or tutor interventions, home connections*

How will we extend and enrich learning for students who have demonstrated proficiency?

- Acceleration and/or enrichment
- *Whole class or in Small groups, individual differentiation, student choices*

Collaborative time for Ed Specialists and Gen Ed Teachers

Teachers will take a more active role in the development of IEP goals, working with Ed Specialists prior to IEP meetings.

Ed Specialists will work with classroom teachers and paraprofessionals to modify instructional and behavioral demands for each student.

Focus on Tier I and Tier II instruction in classrooms, prior to referral to RtI supports. Assistant Principal will monitor interventions to provide data prior to SST. Resource Teachers, teaching assistants, and hourly intervention teacher will provide Tier 2 support will provide data for consideration to the SST process. Use of the *i-Ready* program will support diagnostic assessments, instructional lessons and monitoring of progress in ELA and Mathematics.

Continual training around expectations, language and proactive strategies to support students. Change in attitudes towards students outside the Sphere of Success is imperative.

Principal and Associate Principal will use the Bullseye Education Program to provide frequent and consistent feedback to staff.

Instructional materials to support interventions, including highlight tape, headphones, additional books, copy paper, and chart paper will be purchased. Visiting teachers will be in attendance to release teachers to attend Professional Learning Communities.

Marzano Professional Learning and Implementation

Fay Staff has made a commitment for Fay Elementary to become a High Reliability School. In the 2021-2022 school year Fay ES was certificated for being a Safe, Supportive and Collaborative Culture which is Level 1 of becoming a High Reliability School. As Fay enters the 2022-2023 school year we begin the work of Level 2 which address factors that relate to developing and maintain Effective Teaching Instruction in every classroom. This is a central feature of effective schooling-the quality of teaching in classrooms. Support is provided to teachers to continually enhance their skills through reflection and professional growth plans. Teachers are provided with professional development that is related to their instructional growth goals. Teachers have opportunities to observe and collaborate around effective teaching.

Principal, Associate Principal and eight teachers will be engage in four release days for Professional Learning and will be responsible to share and monitor implementation of learning with their colleagues. Visiting teachers will be provided to engage in this work.

Visual and Performance Arts Visiting Teachers

In the 2020-2021 school year, several Professional Learning Community (PLC) meetings were cancelled due to the shortage of Visiting Teachers. This year 2022-2023 the teachers decided that they would like to have the program of SDUSD Visual and Performing Arts (VAPA)/Arts Education Program (AEP) return to the site. This program provides instructional instruction of the arts in the areas of dance, theatre, music and art. The VAPA/AEP program have their own contracted visiting teachers that will be coming to the school site for our Fay teachers to be release and engage in

Professional Learning Community meetings. During these PLC meetings teachers will work in collaboration in data monitoring, plan interventions, next steps and develop SMART goals to raise student achievement.

Hourly Literacy Intervention Teacher

Hourly Literacy Intervention Teacher will work directly with students in small group instruction as part of the Tier 2 intervention support. Literacy Intervention Teacher will provide services for students in math and reading. The Literacy Intervention Teacher will be responsible for assessing students' literacy level, determine what factors are causing delays, and design and implement a plan to help students learn efficiently. The Literacy Intervention Teacher will be responsible for student monitoring and will present information to educational partners. Literacy Acceleration Teacher will work in collaboration with General Education Teacher to support student achievement. Administration will work with Literacy Intervention Teacher to monitor student achievement.

Additional PLC

Teachers will meet in collaboration outside of contract hours to continue work in PLCs.

Instructional materials to support Resource Teacher/ Literacy Intervention Teacher work will include but is not limited to the following: small whiteboards, markers, writing paper, index cards/rings, magnetic letters, lined paper, journals, chart paper, sentence strips, pencils, highlighter strips, and math manipulatives.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0153BW	Interprogram Svcs/VAPA		\$26,380.00	\$26,380.00	0153-30100-00-5738-1000-1110-01000-0000	Title I Basic Program	[no data]		VAPA-Classroom teachers will be released to meet for PLCs for data monitoring, collaboration on next steps to raise student achievement. VAPA VT teachers will provide coverage for teachers.
N0153BY	Retired Clsrm Teacher Hrly		\$39,576.00	\$48,999.05	0153-31820-23-1189-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Retired teacher to support in conducting RTI small groups during the day. Hourly paid retired teacher. Substitute teacher to work in conducting RTI small groups during the day.
N0153BZ	Prof&Curriclm Dev Vist Tchr		\$22,534.00	\$27,899.34	0153-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Release time for teachers to attend PD opportunities and PLCs- all subjects. Professional Development - Language Arts and Language Development. Task force team (Principal, AP, + eight staff members),

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									will attend Marzano HRS PD focused on Effective Teaching for 4 days.
N0153C0	Supplies		\$21,150.00	\$21,150.00	0153-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Purchase of classroom supplies to support instructional programs (ELA, Math, and ELD), classroom environment, and reading materials.
N0153C3	NonClstrm Prof&Curriclm DevHrly		\$21,807.00	\$26,999.25	0153-31820-23-1971-2140-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Hourly rate for teachers to attend Professional Learning and/or meet for additional PLC time/ outside of their work day.

I-Ready

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/ activity in the area of Mathematics and Literacy specifically the following subgroups: African American, English Learners, and Hispanic, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged. Monitoring of student academic achievement will take place by Principal and Associate Principal.

*Strategy/Activity - Description

I-ready will continue to be used in the 2022-2023 school year. The *i-Ready* program offers adaptive, diagnostic assessments three times each school year. Assessments lead to individualized instructional lessons for each student assessed based on ability and need. Online lessons are monitored in order to measure progress toward goals. Instruction is offered in both English Language Arts and Mathematics. Data guides teacher lesson design for whole group, small group and individual instruction. Data provided by the program will be analyzed by teachers in biweekly PLCs.

Parent informational meetings and trainings will focus on understanding I-Ready and Common Core Mathematics standards and practice and how parents can best support students. It is our goal to empower parents to support their child's academic achievement. With the use of Title 1 funds, take-home math materials are given to parents after parent trainings to continue the connection of academic learning between home and school. (School Years: 21-22 &22-23)

Benchmark Adelante and Advance

*Students to be served by this Strategy/Activity

All English language Learners will benefit from this work.

*Strategy/Activity - Description

In order to facilitate grade level planning and coordinated assessments, the school will continue the implementation of Benchmark *Adelante* and *Advance* ELA curriculum across all grade levels and programs. PD and materials provided through the district's *Literacy Acceleration Plan* will supplement the Benchmark curriculum. All teachers will receive support in the implementation of the curriculum, common

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assessments, analysis and planning through PLC work. The Resource Teacher will continue to support the work of PLCs in analysis and reflection of the work. RT also conducts small group and individual reading instruction for ELL students.

Administrators will continually monitor classroom instruction with the use of the *Bullseye Education* program to ensure consistency in content and pacing.

Additional instructional materials to support implementation of the *Literacy Acceleration Plan*, including headphones, chart paper, and additional books.

Benchmark Phonics- Phonemic Awareness Program- Teachers will use this program to support students as Tier 2 intervention to develop phonemic awareness.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015358	Software License		\$4,000.00	\$4,000.00	0153-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Phonemic awareness program to help students in developing phonemic awareness and improve their reading.

Conferences/ Professional Development

*Students to be served by this Strategy/Activity

All students will be served by this strategy including English Language Learners, African American, Hispanic, Students with Disabilities, Homeless and socioeconomically disadvantaged.

*Strategy/Activity - Description

Teachers will have the opportunity to develop and sharpen skills, network with colleagues and increase professional development in Language Arts and Language Development including but not limited to Benchmark Adelante/Advance educational conferences. Teachers will be responsible for attending conferences and presenting to colleagues on site. Teachers will be responsible for implementation of learning and providing data monitoring of instructional strategy/activity to administration.

Administrators will continually monitor classroom instruction with the use of the *Bullseye Education* program to ensure consistency in content and pacing.

*Proposed Expenditures for this Strategy/Activity

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ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0153-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0153BZ	Teachers will attend conferences to capacitate them in Language Arts and Language Development.

After School Literacy and Math Tutoring

*Students to be served by this Strategy/Activity

All students identified for Tier 2 support at the school will benefit from this strategy/ activity in the area of Mathematics and Literacy. The students in the following subgroups: African American, English Learners, Hispanic, students with disabilities, homeless, and students who are considered Socioeconomically Disadvantaged will benefit from this intervention.

Data monitoring of student academic achievement will take place by teachers, Principal and Associate Principal and will be discussed during Professional Learning Communities. Upon a completion of a 6-8 week cycle of tutoring, students not demonstrating growth will be brought up to the Instructional Study Team to decide next steps.

*Strategy/Activity - Description

Fay teachers will support students who have identified as needing additional academic support by providing after school tutoring in the content areas of Mathematics an English Language Arts. Small group support instruction will be given to students who have been identified as needing Tier 2 support. After school tutoring offers a unique and individualized learning experience to increase understanding of in-class learning. It improves academic performances as well as personal growth.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N015337	Classroom Teacher Hrly		\$15,000.00	\$18,571.50	0153-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Teachers will provide after school tutoring as a Tier 2 intervention in literacy and math.

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N01538P	Supplies		\$1,122.00	\$1,122.00	0153-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies to support ELA and Math tutoring: journals, highlighters, markers, whiteboards, etc.
N0153C4	Classroom Teacher Hrly		\$10,500.00	\$13,000.05	0153-31820-23-1157-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers will provide after school tutoring as a Tier 2 intervention in literacy and math.

PLC-Formative Loop Math Program

*Students to be served by this Strategy/Activity

All students will be served by this strategy including English Language Learners, African American, Hispanic, Students with Disabilities, Homeless and socioeconomically disadvantaged.

*Strategy/Activity - Description

Formative Loop

Data provided by the program will be analyzed by teachers in biweekly PLCs.

Numerical fluency is the foundation of a student’s problem solving comprehension. Formative Loop is a unique math fluency program that assesses and supports personalized learning for the classroom where each student masters skills at their own pace. Teachers and administrators login to the website to track progress, and the system prints out assessments for the individual student each day. Teachers login to the website to track progress, and print out a math practice individualized for each student. Not just facts, but a sequence of foundational skills that are grade level and aligned to the California Common Core Standards supporting higher-level learning. This intervention has shown dramatic results in state assessments and overall confidence in mathematical capabilities. The web based program is teacher friendly and provides formative data for teachers regarding a student’s area of growth and can generate personalized supplemental support and homework for each student. In a short amount of time, students become more engaged and motivated to demonstrate proficiency and advance to higher levels of mathematical competency. It identifies areas of growth and intervention for each student. This data creates a sense of urgency and transparency regarding student expected learning outcomes. Formative Loop is a web based program that has significantly proven to do more than raise Math scores at schools nationwide that are using it, it has provided the opportunity for students to develop a love of Math.

Data guides teacher lesson design for whole group, small group and individual instruction. Data provided by the program will be analyzed by teachers in biweekly PLCs.

The Resource Teacher, Assistant Principal and hourly intervention teacher will meet with students individually and in small groups to provide Mathematics interventions. Additional instructional materials to support implementation of Math interventions, including dice, white boards, markers, copy paper and educational software.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01536L	Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0153-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper to be used to print math guided lessons connected to the Formative Loop math program.
	Software License				0153-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0153BX	Tier 2 math intervention to support student learning in acquiring basic math skills.

Associate Principal

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

All students will be served by this strategy including English Language Learners, African American, Hispanic, Students with Disabilities, Homeless and socioeconomically disadvantaged.

***Strategy/Activity - Description**

Associate Principal will work directly with students to increase student achievement in Language Arts and Mathematics. Associate Principal will support teachers in learning and implementing best teaching strategies to raise student achievement. Associate Principal will work with Principal to monitor, collect and analyze assessments to inform teachers of growth of student achievement. Associate Principal will engage in presenting Parent Literacy and Math Workshops teaching strategies to raise student achievement.

Associate Principal's Duties:

Student Support and Teacher Professional Growth

- RTI- Tier II support- Provide supplemental literacy and math support to struggling students (ELs, stagnant students, high risk students, cusp students)
- Help plan, prepare and conduct professional development for staff
- Consult with administration, support staff, ILT on PD to support student instruction
- Locate/gather resources for student support and instruction
- Create and prepare teacher made assessments in Illuminate
- Consult with and plan instruction on a weekly basis (literacy) with teachers

Fay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Support teachers during weekly collaboration/planning time
- Trimester planning support for CCSS (Kinder – 5th grade)
- Assist teachers assess incoming kindergarten students in the spring/summer for purposeful placement
- Consult with admin, teachers, SPED team to discuss specific students
- Model literacy and writing lessons for teachers
- Assist teachers with filling out learning contracts for students when necessary
- Provide leadership to the instructional program, including development of curriculum
- Plan, organize, and implement a school-wide program for the supervision and control of pupils.

Parent Support

- Assist in coordination of parent in-services (Common Core Standards, Parent-Teacher Conferences, etc.)
- Confer with pupils, parents, teachers, law enforcement officers, and representatives of social welfare agencies to resolve serious pupil academic, attendance, and behavior problems.
- Attend and present at ELAC meetings

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F015328	Vice Principal	0.47000	\$55,745.29	\$78,467.55	0153-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]		AP will support with Tier 2 instruction in literacy and math. Will also provide PD and coach teachers. Implement restorative practices and work with principal in data monitoring to ensure student growth.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Parent participation decreased in the 2021-2022 school year. COVID restrictions did not allow for parents to come on campus. The following data shows low parent participation due to challenges with zoom and at home parent internet access:

10/8/21 Family Friday = 12 participants

11/12/21 Family Friday= 6 participants

2/4/22 Family Friday= 7 participants

5/13/22 Coffee with the Principal=6 participants

This analysis shows a great need to increase parent engagement with school events.

In the 2021-2022 school year, the California School Parent Survey shows positive feedback from parent input (230 respondents) including but not limited to the following:

Parental Involvement

School promptly responds to my phone calls, messages or e-mails: 92% agree/strongly agree

School encourages me to be an active partner with the school in educating my child: 92% agree/strongly agree

School actively seeks the input of parents before making decisions: 91% agree/strongly agree

2021-22 Classroom Parent/Teacher conference attendance also decreased from previous years to 78%

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Fay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Due to strict COVID illness and quarantine requirements parents were not allowed on campus and all school events were done via zoom. This dramatically decreased our parent engagement during the 2021-22 school year.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Due to updated COVID protocols for the 2022-23 school year parents will now be welcome on the school campus to attend events, conferences and volunteer in classrooms. We will increase our efforts by communicating through our weekly Friday Message and by employing the outreach support of our counselor, associate principal, district personal and office staff.

*Identified Need

In the 2020-2021 school year restrictions due to COVID continued to limit in-person interactions with parents and opportunities for family and community members to join activities on campus. We had very low parent attendance and participation with all our online zoom events including Family Friday, Coffee with the Principal, ELAC meetings and parent/teacher conferences.

In the 2022-2023 school year COVID restrictions have changed and parents are now allowed back on campus. We will continue electronic outreach to families as well as returning to hard copy announcements and invitations for those families without reliable internet access. Home visits will be used as needed, led by our district counselor and Principal.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	ELAC	Increase number of parents attending monthly ELAC meetings measured by attendance reports	5	15	Other - Describe in objective
June 2023	Other (Describe in Objective)	All parents will participate in a parent-teacher conference in person or by phone.	78%	95%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parents attending monthly meetings (Family Fridays and Coffees With the Principal) from an average of 6-12 parents to 40-50 parents per session.	.2%	10%	Meeting Attendance

Strategy/Activity 1 - Student and Family Outreach

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

Families of all students will benefit from this work.

***Strategy/Activity - Description**

Fay Elementary will continue with parent meetings through our monthly committees - ELAC, SGT and SSC - monthly parent meetings such as Coffee With the Principal and Family Fridays, and Parent trainings. To best meet the needs of our parents there is a variety of meeting times from in person or zoom. These meeting are led by the Principal and Vice Principal. We employ translation devices and interpreters available by phone for the many families that speak a language other than English or Spanish. Our district counselor also arranges a number of parent meetings monthly in collaboration with other Crawford Cluster schools for families whose home language is other than English or Spanish, including Swahili, Somali, Karin and Vietnamese.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01534Z	Inservice supplies		\$1,750.00	\$1,750.00	0153-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments provided to parents during parent mtgs.: coffee, cookies, etc.
N015343	Tech Professional OTBS Hrly		\$500.00	\$685.05	0153-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Asst. to provide translation services during after hour parent meetings.
N01534Z	Supplies		\$642.00	\$642.00	0153-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parents to use during mtgs. such as markers, pens, binders, math manipulatives, etc.
N01535Y	Other Nonclsrn PARAS Hrly		\$500.00	\$685.05	0153-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Tech to provide childcare during parent meetings.

Family Outreach and Support

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

All students and families will benefit from this work.

***Strategy/Activity - Description**

Decrease of Absenteeism

The rate of chronic absenteeism will be reduced through outreach and support provided to families by the District Support Personnel, School Counselor, School Nurse and office staff. Outreach through phone calls, emails and home visits will be provided to families of students who display chronic absenteeism. Community and social supports will be coordinated as needed for families.

SAY San Diego will be providing support to our students through onsite mental health services including but not limited to group therapy, individual therapy, and case management for families. Fay will continue to receive services through our SchoolLink partner, Cornerstone for outside referrals and support. In addition, we will be partnering with a family support liaison in order to monitor and provide intervention for our more chronically absent students and provide appropriate referrals and support at school or in the community.

An additional support we have at Fay is also through SAY San Diego and the Crawford Community Connection. This will be a pilot program in which a case manager will be assigned to our school to provide services, supports, and educational opportunities for parents.

Reduction of Suspensions

Teachers will continue training in Restorative Justice Practices begun in the 2021-2022 last school year in order to reduce the number of suspensions. In addition, implementation of the program "Leader in Me" will take place to build leadership and self-accountability reducing the number of suspensions. Additional supervision of students will take place by noon duty after lunch to monitor hallways and restrooms decreasing suspension by increasing supervision.

Parent Informational Meetings

Evening Parent Informational Meetings will include academic presentations in Language Arts, Math and Social Emotional Learning. Parents will receive Literacy and Math tools to use at home to support academic achievement including books and manipulatives. Presentations for Social Emotional Learning will include topics such as Zones of Regulation, Mindfulness and Seven Habits of Leader in Me Program. Translation will be provided.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0153BV	Supplies		\$2,757.00	\$2,757.00	0153-30106-00-4301-1000-	Title I Supplmnt	[no data]		Parents to receive instructional supplies to help them support their

Fay Elementary

 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1110-01000-0000	Prog Imprvmt			child at home: pencils, sheet protectors, markers.
N0153C1	Clerical OTBS Hrly		\$3,284.00	\$4,499.41	0153-31820-23-2451-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Office staff will make weekly phone calls to parents with chronically absent students, to offer support services that help reduce chronic absenteeism.
N0153C2	Tech Professional OTBS Hrly		\$729.00	\$998.81	0153-31820-23-2455-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Tech to provide translation services to parents during parent meetings held after school hours.

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

Fay Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 225,412
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 156,246
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 563,791

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)	\$ 92,526
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 92,526

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)	\$ 89,607
[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): \$ 89,607

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 563,791

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Fay Elementary	09800 LCFF Intervention Support	Vice Principal	1309 Vice-Principal	Vice-Principal	0.53	\$62,861.71
Fay Elementary			3000 Benefits		0	\$25,622.96
Fay Elementary		Vice Principal Total			0.53	\$88,484.67
Fay Elementary		(blank)	4301 Supplies	Supplies	0	\$1,122.00
Fay Elementary		(blank) Total			0	\$1,122.00
Fay Elementary	09800 LCFF Intervention Support Total				0.53	\$89,606.67
Fay Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.37	\$36,598.92
Fay Elementary			3000 Benefits		0	\$16,122.64
Fay Elementary		Inschool Resource Tchr Total			0.37	\$52,721.56
Fay Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.075	\$2,259.53
Fay Elementary			3000 Benefits		0	\$841.85
Fay Elementary		Library Asst Total			0.075	\$3,101.38
Fay Elementary		Vice Principal	1309 Vice-Principal	Vice-Principal	0.47	\$55,745.29
Fay Elementary			3000 Benefits		0	\$22,722.26
Fay Elementary		Vice Principal Total			0.47	\$78,467.55
Fay Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$15,000.00
Fay Elementary			3000 Benefits		0	\$3,571.50
Fay Elementary			4301 Supplies	Supplies	0	\$34,408.00
Fay Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$4,000.00
Fay Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$26,380.00
Fay Elementary			5841 Software License	Software License	0	\$4,000.00
Fay Elementary		(blank) Total			0	\$87,359.50
Fay Elementary	30100 Title I Basic Program Total				0.915	\$221,649.99
Fay Elementary	30103 Title I Parent Involvement	(blank)	2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$500.00
Fay Elementary			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	0	\$500.00
Fay Elementary			3000 Benefits		0	\$370.10
Fay Elementary			4301 Supplies	Supplies	0	\$642.00
Fay Elementary			4304 Inservice supplies	Inservice supplies	0	\$1,750.00
Fay Elementary		(blank) Total			0	\$3,762.10
Fay Elementary	30103 Title I Parent Involvement Total				0	\$3,762.10
Fay Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.63	\$62,317.08
Fay Elementary			3000 Benefits		0	\$27,452.09
Fay Elementary		Inschool Resource Tchr Total			0.63	\$89,769.17
Fay Elementary		(blank)	4301 Supplies	Supplies	0	\$2,757.00
Fay Elementary		(blank) Total			0	\$2,757.00
Fay Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.63	\$92,526.17
Fay Elementary	31820 ESSA Schl Imp (CSI) Funding	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$10,500.00
Fay Elementary			1189 Retired Clsrn Teacher Hrly	Retired Clsrn Teacher Hrly	0	\$39,576.00
Fay Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$22,534.00
Fay Elementary			1971 NonClsrn Prof&Curriclm DevHrly	NonClsrn Prof&Curriclm DevHrly	0	\$21,807.00
Fay Elementary			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$3,284.00
Fay Elementary			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	0	\$729.00
Fay Elementary			3000 Benefits		0	\$23,965.91
Fay Elementary			4301 Supplies	Supplies	0	\$21,150.00
Fay Elementary			5841 Software License	Software License	0	\$12,700.00
Fay Elementary		(blank) Total			0	\$156,245.91
Fay Elementary	31820 ESSA Schl Imp (CSI) Funding Total				0	\$156,245.91

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Fay Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Fay Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Fay Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Parents elected to SGT, SSC and ELAC Committees provide input to the policy. It has distributed the policy to parents of Title I students. Policy is discussed with parents at Family Friday or Coffee With the Principal meetings and distributed electronically through the Fay Elementary website.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Fay Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Fay Elementary will hold a Title 1 Parent meeting each school year in September or October. Translation services will be provided for all parent meetings. Policy is shared and distributed via weekly school messenger to parents and on the school website.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Fay Elementary has monthly parent meetings such as Coffee with the Principal, Family Friday, and advisory committees such as the English Language Advisory Committee, School Site Council, and/or School Governance Team. Meetings are held in the morning and afternoons both in person and via zoom. Bi-monthly cluster meetings are held in the evening. Translation services are available for all meetings. Principal, Associate Principal, Counselor and front office staff often conduct home visits in order to meet the needs of Fay Families. Fay families are encouraged to participate in different events that take place in school such as the “No Place for Hate Walk” and “Read Across America”.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Monthly informational meetings are held at Fay Elementary. This school year 2022-2023 the Annual Title 1 Parent meeting will be held in person. Parent input will be collected and shared with the School Site Council. These informational meetings include the presentation and collection of feedback for the school parent and family engagement policy and the schoolwide program plan.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

The presentation of the Title 1 program is presented at the beginning of the school year in September. Parent input is collected. An electronic version is shared with parents via school messenger, school's website and Class Dojo.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Parents attend Back to School Night where an explanation of curriculum and grade level expectations are presented by teachers. Throughout the year ongoing assessments take place and results are shared with parents via parent conferences and data about student progress is shared with School Site Council and School Site Governance committees three times a year.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents are invited to have active participation by communicating with their child's teacher both in person or via electronically to set up an appointment for any educational questions or concerns that may arise during the school year. Informational meetings of different committees take place monthly where an open forum is allocated for parent questions or concerns. These meetings average approximately 3-4 parent meetings a month.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Parent comments and concerns are included in the School Plan for Student Achievement Annual Assessment. The policy will be adopted in September 2022 for the 2022-2023 school year. The school will distribute the policy to all parents of students participating in the Title 1 program on or before October 2022.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic

achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Parent workshops will take place throughout the year to build parent understanding of different assessments tools of the following but not limited to: Math and Literacy Common Core Standards, Literacy Reading Behaviors, Parent Portal, ELPAC state assessment, CAASPP state assessment, Question to ask During Parent Conferences, and Literacy and Math I-Ready assessments.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Parent workshops will take place throughout the school year to give parents the academic tools necessary to support their child to improve in their academic success. These workshops include but are not limited to: Okapi reading behaviors from Level A to level Z. Gain an understanding of how to support students with reading, writing, listening and speaking skills. Parents will have an opportunity to identify what parent content they would like to participate and learn from by completing an interest google form.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Staff training and professional development is provided to support building strong relationships with families. Staff have received training ensuring Fay Elementary has a safe, supportive and collaborative culture.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Information sent home is translated into parents' first language as listed on Powerschool every week with an update of school events and meetings. The use of class Dojo also provided the opportunities for all parent announcements to be translated in their first language. In order to build relationships with parents, all staff are trained how to use a translation line and a translator in order to communicate with parents.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Parents are encouraged to participate in all activities throughout the school year. Fay Elementary works closely with to offer community resources to parents as needed. Parents may request specific information on ongoing programs at Fay Elementary or in the community. The staff at Fay makes a priority to meet the needs of our families.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Fay Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

A Parent Room has been established for training, meetings and volunteer opportunities. Childcare is provided for parents to be able to participate in training. Parents are encouraged to share suggestions of what parent training they would like to be engaged and learn from.

At Fay Elementary Information for parents is distributed electronically and by hard copy. All communication is translated. Translators are available for in person or phone conversation. Parents are encouraged to visit the front office and share their questions or concerns with office staff. Office staff is trained how to screen the needs of the parent to the appropriate person including administration, general education teachers or education specialists.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Fay Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Fay teachers receive training in the use of guaranteed viable curriculum in both literacy and math. In addition, teachers receive training in meeting the needs of our English language learners and provide daily integrated and designated English Language Development. Parents are encouraged to volunteer in the classroom. Parents are encouraged to attend parent meetings to ask questions or share concerns. Parent workshops take place throughout the year to educate parents on grade level standards, reading and math strategies, and parent conference questions to have knowledge of grade level expectations.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

Parents will be invited to attend Back to School Night to meet their child's teacher. Communication between the teacher and family is an important goal here at Fay Elementary. Parents are encouraged to make appointments with teachers as they seem fit prior to parent conferences that take place twice a year.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Teachers use electronic portfolios to communicate student progress throughout the year and teachers use Class Dojo to communicate progress with parents. Parents are able to access the Parent Portal to check student progress and make an appointment to discuss with the teacher.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents are encouraged to volunteer and participate in school activities including in the classroom. All volunteers must fill out a volunteer application and adhere to any COVID regulations as mandated by SDUSD.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

A free translation system is available for all teachers and parents to use in person or via the phone. Weekly school announcements are sent via school messenger which translates messages to parents' first language.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found

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

Additional data for schools can be found in:

- Illuminate
- California Dashboard

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

Fay Elementary (San Diego, CA)

San Diego Unified

[Return to Search](#)

Reporting Year: 2019 ▾

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Orange	Orange
English Learners	Red	Orange	None	None	Red	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Red	Yellow	None	None	None	None
Socioeconomically Disadvantaged	Red	Orange	None	None	Orange	Orange
Students with Disabilities	Red	Orange	None	None	Red	Red
African American	Green	Orange	None	None	Yellow	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Yellow	Orange	None	None	Yellow	Green
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	Red	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Blue	None	None	None	None
Two or More Races	None	Red	None	None	None	None



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	315	34.3	318	33.3	309	33.0	283	28.6	220	24.1	-10.2	-4.5	334	24.3	330	30.9	314	28.3	287	31.0	231	9.5	-14.8	-21.5
Female	160	37.5	162	34.6	161	34.2	133	37.6	122	28.7	-8.8	-8.9	167	23.4	165	27.3	163	27.0	135	28.9	127	9.4	-14.0	-19.5
Male	155	31.0	156	32.1	148	31.8	150	20.7	98	18.4	-12.6	-2.3	167	25.1	165	34.5	151	29.8	152	32.9	104	9.6	-15.5	-23.3
African American	42	38.1	50	24.0	55	32.7	44	29.5	36	11.1	-27.0	-18.4	50	28.0	53	22.6	57	17.5	45	26.7	42	2.4	-25.6	-24.3
Asian	23	39.1	28	25.0	25	20.0	56	51.8	31	48.4	9.3	-3.4	27	25.9	29	24.1	25	8.0	56	44.6	32	28.1	2.2	-16.5
Filipino	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	0	-	0	-	-	-
Hispanic	196	29.6	190	33.7	176	29.5	168	20.2	133	20.3	-9.3	0.1	201	18.4	193	32.6	178	27.0	169	27.8	135	6.7	-11.7	-21.1
Native American	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Pacific Islander	2	-	2	-	0	-	0	-	0	-	-	-	2	-	2	-	0	-	0	-	0	-	-	-
White	3	-	4	-	9	-	3	-	7	-	-	-	5	-	9	-	9	-	3	-	7	-	-	-
Multiracial	13	46.2	8	-	8	-	12	33.3	12	33.3	-12.9	0.0	13	23.1	8	-	8	-	14	28.6	14	7.1	-16.0	-21.5
English Learner	157	14.0	146	9.6	164	12.8	151	8.6	90	2.2	-11.8	-6.4	176	13.6	160	13.1	169	14.2	154	14.9	102	1.0	-12.6	-13.9
English-Speaking	158	54.4	172	53.5	145	55.9	132	51.5	130	39.2	-15.2	-12.3	158	36.1	170	47.6	145	44.8	133	49.6	129	16.3	-19.8	-33.3
Reclassified†	51	74.5	97	60.8	73	63.0	65	55.4	42	61.9	-12.6	6.5	51	56.9	96	53.1	73	52.1	65	56.9	42	21.4	-35.5	-35.5
Initially Eng. Speaking	107	44.9	75	44.0	72	48.6	67	47.8	88	28.4	-16.5	-19.4	107	26.2	74	40.5	72	37.5	68	42.6	87	13.8	-12.4	-28.8
Econ. Disadv.*	309	33.7	309	33.0	302	32.5	278	28.4	202	22.8	-10.9	-5.6	326	23.6	319	31.3	307	28.0	282	31.2	212	9.0	-14.6	-22.2
Non-Econ. Disadv.	6	-	9	-	7	-	5	-	18	38.9	-	-	8	-	11	18.2	7	-	5	-	19	15.8	-	-
Gifted	64	68.8	53	71.7	33	78.8	25	64.0	4	-	-	-	64	56.3	53	67.9	33	69.7	25	68.0	4	-	-	-
Not Gifted	251	25.5	265	25.7	276	27.5	258	25.2	216	23.1	-2.4	-2.1	270	16.7	277	23.8	281	23.5	262	27.5	227	9.3	-7.4	-18.2
With Disabilities	31	3.2	33	6.1	35	5.7	43	4.7	25	4.0	0.8	-0.7	31	3.2	33	9.1	35	11.4	43	9.3	25	0.0	-3.2	-9.3
WO Disabilities	284	37.7	285	36.5	274	36.5	240	32.9	195	26.7	-11.0	-6.2	303	26.4	297	33.3	279	30.5	244	34.8	206	10.7	-15.7	-24.1
Homeless	31	35.5	28	25.0	25	24.0	31	25.8	20	15.0	-20.5	-10.8	31	29.0	29	34.5	25	16.0	33	18.2	15	6.7	-22.3	-11.5
Foster	0	-	1	-	2	-	1	-	0	-	-	-	0	-	1	-	2	-	1	-	0	-	-	-
Military	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	101	34.7	110	40.0	89	31.5	0	-	74	20.3	-14.4	-	110	30.9	116	43.1	91	35.2	91	39.6	79	12.7	-18.2	-26.9
Female	52	36.5	55	41.8	48	27.1	0	-	40	27.5	-9.0	-	54	29.6	57	42.1	50	30.0	38	36.8	40	12.5	-17.1	-24.3
Male	49	32.7	55	38.2	41	36.6	0	-	34	11.8	-20.9	-	56	32.1	59	44.1	41	41.5	53	41.5	39	12.8	-19.3	-28.7
African American	16	50.0	17	35.3	16	37.5	0	-	8	-	-	-	19	36.8	21	28.6	16	25.0	14	42.9	11	0.0	-36.8	-42.9
Asian	7	-	9	-	10	20.0	0	-	14	42.9	-	-	9	-	9	-	10	10.0	16	75.0	15	33.3	-	-41.7
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	61	29.5	65	40.0	51	27.5	0	-	44	13.6	-15.9	-	63	25.4	66	48.5	52	36.5	55	32.7	45	8.9	-16.5	-23.8
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	1	-	0	-	3	-	-	-	3	-	3	-	1	-	2	-	3	-	-	-
Multiracial	5	-	2	-	3	-	0	-	4	-	-	-	5	-	2	-	3	-	4	-	4	-	-	-
English Learner	62	19.4	65	16.9	62	16.1	0	-	28	3.6	-15.8	-	71	19.7	71	23.9	64	25.0	50	22.0	33	3.0	-16.7	-19.0
English-Speaking	39	59.0	45	73.3	27	66.7	0	-	46	30.4	-28.6	-	39	51.3	45	73.3	27	59.3	41	61.0	46	19.6	-31.7	-41.4
Reclassified†	12	83.3	19	94.7	6	-	0	-	7	-	-	-	12	91.7	19	89.5	6	-	23	73.9	7	-	-	-
Initially Eng. Speaking	27	48.1	26	57.7	21	71.4	0	-	39	25.6	-22.5	-	27	33.3	26	61.5	21	52.4	18	44.4	39	15.4	-17.9	-29.0
Econ. Disadv.*	98	32.7	108	38.9	89	31.5	0	-	70	18.6	-14.1	-	107	29.0	113	44.2	91	35.2	90	40.0	73	12.3	-16.7	-27.7
Non-Econ. Disadv.	3	-	2	-	7	-	0	-	4	-	-	-	3	-	3	-	7	-	1	-	6	-	-	-
Gifted	20	70.0	14	78.6	2	-	0	-	4	-	-	-	20	65.0	14	85.7	2	-	10	80.0	4	-	-	-
Not Gifted	81	25.9	96	34.4	87	29.9	0	-	74	20.3	-5.6	-	90	23.3	102	37.3	89	33.7	81	34.6	79	12.7	-10.6	-21.9
With Disabilities	8	-	9	-	12	0.0	0	-	5	-	-	-	8	-	9	-	12	8.3	10	10.0	5	-	-	-
WO Disabilities	93	36.6	101	42.6	77	36.4	0	-	69	21.7	-14.9	-	102	32.4	107	43.9	79	39.2	81	43.2	74	13.5	-18.9	-29.7
Homeless	10	40.0	12	16.7	6	-	0	-	7	-	-	-	10	40.0	13	38.5	6	-	9	-	7	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	113	32.7	103	21.4	114	38.6	0	-	68	27.9	-4.8	-	119	28.6	104	21.2	116	29.3	88	27.3	68	11.8	-16.8	-15.5
Female	58	36.2	50	22.0	59	37.3	0	-	39	30.8	-5.4	-	60	30.0	49	16.3	59	23.7	43	25.6	39	17.9	-12.1	-7.7
Male	55	29.1	53	20.8	55	40.0	0	-	29	24.1	-5.0	-	59	27.1	55	25.5	57	35.1	45	28.9	29	3.4	-23.7	-25.5
African American	14	21.4	18	16.7	20	40.0	0	-	15	6.7	-14.7	-	18	22.2	16	18.8	21	19.0	11	18.2	13	7.7	-14.5	-10.5
Asian	13	53.8	9	-	7	-	0	-	9	-	-	-	14	42.9	10	10.0	7	-	20	35.0	9	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	67	29.9	61	23.0	65	38.5	0	-	39	25.6	-4.3	-	68	22.1	61	21.3	66	28.8	54	24.1	40	7.5	-14.6	-16.6
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
White	0	-	2	-	3	-	0	-	1	-	-	-	0	-	4	-	3	-	0	-	1	-	-	-
Multiracial	4	-	3	-	3	-	0	-	4	-	-	-	4	-	3	-	3	-	3	-	5	-	-	-
English Learner	61	14.8	47	0.0	61	16.4	0	-	29	0.0	-14.8	-	67	14.9	50	2.0	63	11.1	62	14.5	30	0.0	-14.9	-14.5
English-Speaking	52	53.8	56	39.3	53	64.2	0	-	39	48.7	-5.1	-	52	46.2	54	38.9	53	50.9	26	57.7	38	21.1	-25.1	-36.6
Reclassified†	12	75.0	34	50.0	25	80.0	0	-	15	60.0	-15.0	-	12	91.7	33	48.5	25	56.0	7	-	15	26.7	-65.0	-
Initially Eng. Speaking	40	47.5	22	22.7	28	50.0	0	-	24	41.7	-5.8	-	40	32.5	21	23.8	28	46.4	19	47.4	23	17.4	-15.1	-30.0
Econ. Disadv.*	112	32.1	98	21.4	111	37.8	0	-	62	24.2	-7.9	-	118	28.8	99	21.2	113	29.2	87	26.4	63	11.1	-17.7	-15.3
Non-Econ. Disadv.	1	-	5	-	3	-	0	-	6	-	-	-	1	-	5	-	3	-	1	-	5	-	-	-
Gifted	24	66.7	18	55.6	13	84.6	0	-	4	-	-	-	24	62.5	18	61.1	13	76.9	2	-	4	-	-	-
Not Gifted	89	23.6	85	14.1	101	32.7	0	-	68	27.9	4.3	-	95	20.0	86	12.8	103	23.3	86	25.6	68	11.8	-8.2	-13.8
With Disabilities	31	3.2	9	-	14	14.3	0	-	6	-	-	-	11	0.0	9	-	14	21.4	18	5.6	6	-	-	-
WO Disabilities	102	36.3	94	23.4	100	42.0	0	-	62	29.0	-7.3	-	108	31.5	95	23.2	102	30.4	70	32.9	62	12.9	-18.6	-20.0
Homeless	13	30.8	5	-	14	14.3	0	-	7	-	-	-	13	23.1	5	-	14	7.1	9	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fay
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	101	35.6	105	38.1	106	28.3	0	-	78	24.4	-11.2	-	105	12.4	110	27.3	107	21.5	108	26.9	84	4.8	-7.6	-22.1
Female	50	40.0	57	38.6	54	37.0	0	-	43	27.9	-12.1	-	53	9.4	59	22.0	54	27.8	54	25.9	48	0.0	-9.4	-25.9
Male	51	31.4	48	37.5	52	19.2	0	-	35	20.0	-11.4	-	52	15.4	51	33.3	53	15.1	54	27.8	36	11.1	-4.3	-16.7
African American	12	41.7	15	20.0	19	21.1	0	-	13	15.4	-26.3	-	13	23.1	16	18.8	20	10.0	20	20.0	18	0.0	-23.1	-20.0
Asian	3	-	10	50.0	8	-	0	-	8	-	-	-	4	-	10	40.0	8	-	20	30.0	8	-	-	-
Filipino	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Hispanic	68	29.4	64	37.5	60	21.7	0	-	50	22.0	-7.4	-	70	8.6	66	27.3	60	16.7	60	26.7	50	4.0	-4.6	-22.7
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
White	2	-	0	-	5	-	0	-	3	-	-	-	2	-	2	-	5	-	1	-	3	-	-	-
Multiracial	4	-	3	-	2	-	0	-	4	-	-	-	4	-	3	-	2	-	7	-	5	-	-	-
English Learner	34	2.9	34	8.8	41	2.4	0	-	33	3.0	0.1	-	38	0.0	39	7.7	42	2.4	42	7.1	39	0.0	0.0	-7.1
English-Speaking	67	52.2	71	52.1	65	44.6	0	-	45	40.0	-12.2	-	67	19.4	71	38.0	65	33.8	66	39.4	45	8.9	-10.5	-30.5
Reclassified†	27	70.4	44	54.5	42	54.8	0	-	20	65.0	-5.4	-	27	25.9	44	40.9	42	45.2	35	40.0	20	10.0	-15.9	-30.0
Initially Eng. Speaking	40	40.0	27	48.1	23	26.1	0	-	25	20.0	-20.0	-	40	15.0	27	33.3	23	13.0	31	38.7	25	8.0	-7.0	-30.7
Econ. Disadv.*	99	36.4	103	37.9	102	27.5	0	-	70	25.7	-10.7	-	101	11.9	107	27.1	103	20.4	105	27.6	76	3.9	-8.0	-23.7
Non-Econ. Disadv.	6	-	2	-	4	-	0	-	8	-	-	-	4	-	3	-	4	-	3	-	8	-	-	-
Gifted	20	70.0	21	81.0	18	72.2	0	-	4	-	-	-	20	40.0	21	61.9	18	61.1	13	53.8	4	-	-	-
Not Gifted	81	27.2	84	27.4	88	19.3	0	-	74	21.6	-5.6	-	85	5.9	89	19.1	89	13.5	95	23.2	80	3.8	-2.1	-19.4
With Disabilities	31	3.2	15	6.7	9	-	0	-	14	0.0	-3.2	-	12	0.0	15	0.0	9	-	15	13.3	14	0.0	0.0	-13.3
WO Disabilities	89	40.4	90	43.3	97	30.9	0	-	64	29.7	-10.7	-	93	14.0	95	31.6	98	23.5	93	29.0	70	5.7	-8.3	-23.3
Homeless	8	-	11	36.4	5	-	0	-	6	-	-	-	8	-	11	36.4	5	-	15	6.7	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: FAY ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Family Outreach and Support

***Strategy/Activity - Description**

The rate of chronic absenteeism will be reduced through outreach and support provided to families by the counselor intern, School Counselor, School Nurse and Attendance Clerk. Outreach through phone calls, emails and home visits will be provided to families of students who display chronic absenteeism. Community and social support will be coordinated as needed for families. Fay's District Counselor will coordinate support through the Crawford Community Center as well.

A task Force Team composed of the Principal and 11 other staff members will continue training with Marzano Associates in pursuit of having Fay Elementary named a High Performing School. The work focused on creating a Safe, Supportive and Collaborative school climate (Marzano Level I) will continue in the 21-22 SY.

Teachers will continue training in Restorative Justice Practices begun last SY in order to reduce the number of suspensions. Teaching staff will include daily check-ins and restorative circles in their classrooms.

Daily Mindfulness lessons will be provided to all students through the *Inner Explorer* program.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Nurse Hourly		\$11,981.00	30100-1290	Nurse to support with home visits and parent outreach to help in reducing chronic absenteeism and suspension.	Nursing Hourly made additional phone calls and home visits to decrease chronic absenteeism of students.	<p>Lack of a monitoring tool was in place to collect data.</p> <p>Qualitative data shows an increase in chronic absenteeism despite the efforts made by the additional phone class home.</p> <p>In 20-21 we had 35.15% of our student population who qualified as chronically absent in the 21-22 school year; that percentage increased by 20.6% to 55.6%. However, in the 20-21 school year there was a significant decrease in the percentage of students who were chronically absent with unexcused absences from 30.23% to 14.63%.</p>	Nursing Hourly will no longer be used, follow up of absenteeism is still vital and will be done by office staff. Expenditure will not take place in the 22-23 school year.

Clerical OTBS Hourly		\$13,309.00	30100-2451	Attendance clerk to support with home visits and parent outreach to help in reducing chronic absenteeism and suspension.	Attendance Asst. made additional phone calls and home visits to decrease chronic absenteeism of students.	<p>Lack of a monitoring tool was in place to collect data. Qualitative data shows the following: An average of 40 additional phone calls a week were made to parents of students who had chronic absenteeism.</p> <p>Qualitative data shows an increase in chronic absenteeism despite the efforts made by the additional phone class home.</p> <p>In 20-21 we had 35.15% of our student population who qualified as chronically absent in the 21-22 school year; that percentage increased by 20.6% to 55.6%. However, in the 20-21 school year there was a significant decrease in the percentage of students who were chronically absent with unexcused absences from 30.23% to 14.63%.</p>	<p>Modification: Office Staff will be attending to making phone calls to students with chronic absenteeism and sharing services with parents as needed to support students coming to school. A google document has been created for office staff to log in phone class and monitor chronic absenteeism.</p>
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<p>Contracted Svcs Less Than \$25K</p>		<p>\$22,680.00</p>	<p>31820-5853</p>	<p>Counseling Intern to support with counseling of students and parent outreach to help in reducing chronic absenteeism and suspension.</p>	<p>Counseling Intern met weekly with students to support social emotional needs to decrease behavior that may lead to suspensions.</p>	<p>Lack of monitoring system in place to collect week by week data. Counseling Interim serviced students for 36 weeks of the school year. Each week she serviced approximately 11 students.</p> <p>Suspensions show: for the year 2020-2021 a rate of In school- Suspension Rate of .2% and an Average In-School Suspension Days of 1.0. An Out of School Suspension Rate of 0%. In comparison of the 2021-2022 school year saw a decrease of In-School Suspension Rate of 0%. A decrease of Average In-School Suspension Days of 0%. There was an increase of Out-of-School Suspension Rate of 1.6% from 0% to the year before. Data shows overall a decrease of In-School Suspensions, but a rise on offend able offenses that called</p>	<p>Although this strategy was effective, the service company used was no longer available to service Fay students.</p> <p>Modification: A 1.0 School Counselor, SDUSD School Based Mental Health Program Clinician, SDUSD Family Services Assistant, and Fay personnel will create an attendance team to continue this work of reduction of absenteeism and suspensions.</p>
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						for out school suspensions. It should be noted that return to school for students in the year 2020-201 was a return from COVID where we saw a rise of Social Emotional Needs as students acclimated to returning to school from COVID.	
Prof & Curriculum Dev Vist Tchr		\$12,557.00	31820-1192	VTs to allow the Task Force to work with Marzano and Associates focusing on a safe, collaborative, and supportive environment.	Marzano task force met to discuss and implement strategies to ensure a Safe, Supportive and Collaborative Culture to create an environment where students are ready for learning.	Marzano task force including Principal, VP and 9 staff members met 7 times throughout the year to work in collaboration to create a plan for Fay to become a Safe, Supportive and Collaborative Culture. In 2021-2022 Fay Elementary was accredited for Year 1, High Reliability School in the area of Safe, Supportive and Collaborative School.	Modifications: Expenditure will be less in the 22-23 school year due to the number of times staff will be meeting from 7 times to 4 times.

Goal 2 - English Language Arts

Benchmark Training for Advance and Adelante

*Strategy/Activity - Description

In order to facilitate grade level planning and coordinated assessments, the staff will receive professional development through district trainers as a part of the *Literacy Acceleration Plan*. All teachers will receive support from SDUSD and Okapi curriculum trainers in the implementation of the curriculum, common assessments, analysis and planning through PLC work. The Resource Teachers will continue to support the work of PLCs in analysis and reflection of the work. Administrators will continually monitor classroom instruction with the use of *Bullseye Education* software to ensure consistency in content and pacing. Additional instructional materials, to support implementation of the *Literacy Acceleration Plan*, including headphones, chart paper, additional books, copy paper and educational software programs.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$26,449.00	30100-4301	Instructional supplies to support implementation of	Instructional supplies supported the implementation of	Supplies were used to support student achievement.	No Modifications at this time.

				literacy acceleration plan. (i.e. headphones, additional books, chart paper, highlighting tape, etc.)	Literacy Support Plan to increase students reading levels in grades 1 and 2.	<p>Quantitative data from teacher Fountas and Pinnell Teacher Reported Level Analysis from 21-22 Shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data from Fountas and Pinnell of Teacher Reported Reading Levels shows student growth in grade 2 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 2nd grade</p>
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						<p>data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 58 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving out of the Below Grade Level Band.</p>	
Interprogram Svcs/Paper		\$8,000.00	30100-5733	Copy paper to make copies of worksheets for students to use during instruction.	Purchase of copy paper was needed in order to make copies to support Student practice to achieve mastery in reading and math.	<p>Purchase of paper provided the opportunity for teachers to run math/literacy copies to support student learning. Expenditure supported 22 classrooms for a total of 547 students at Fay Elementary.</p>	<p>Modifications: No modifications at this time. Expenditure will continue.</p>
Software License	--	--	30100-5841	Raz-Kids and Reading A-Z to support students with reading and comprehension skills.	Raz- Kids and Reading A-Z supported students with reading and comprehension skills throughout the year.	<p>Utilizing Raz-Kids reading program supported students as a Tier 2 intervention, where all students had universal access to their own Guided Reading level in the program.</p>	<p>Modifications: Implementation of the program needs to be more consistent in grade levels. Some teachers used the software license more than others.</p>

						<p>Raz- Kids was used by students for an average of 1,265 hours of usage at Fay Elementary in the primary grades. There were 127 levels completed throughout the grades. Data indicates a majority of our students need English Language Arts.</p> <p>Quantitative data of Fountas and Pinnell Teacher Reading Input</p> <p>Shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth</p>
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						<p>in grade 2 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 2nd grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 58 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving out of the Below Grade Level Band.</p>
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i-Ready

***Strategy/Activity - Description**

The *i-Ready* program offers adaptive, diagnostic assessments three times each school year. Assessments lead to individualized instructional lessons for each student assessed based on ability and need. Online lessons are monitored in order to measure progress towards goals. Instruction is offered in both English Language Arts and Mathematics. Data guides teacher lesson design for whole group, small group and individual instruction. Data provided by the program will be analyzed by teachers in biweekly PLCs.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof & Curriculum Dev Visit Tchr		\$40,735.40	30100-1192	VT to cover classrooms allowing grade level PLCs biweekly.	Teachers met in PLCs to discuss student achievement, data monitoring and worked in collaboration to determine next steps.	Teachers met during grade level meetings, during Prep time and during PLC to discuss student needs and next steps. This strategy was dependent on availability of Visiting Teachers. In the 21-22 School there was a shortage of subs. due to COVID. Many PLC's were canceled during the day. Teachers began to meet after school hours to continue PLC work. Qualitative Data of Fountas and Pinnell	Modifications: In the 22-23, SDUSD Visual and Performing Arts visiting teachers have been contracted. SDUSD visiting teachers are contracted to provide services throughout the year.

						<p>Teacher Reported Reading Levels: 1st Grade showed an increase of reading levels from 19% growth in Meeting/Exceeding from the beginning of the school to the end of school year (14% to 33%). 2nd Grade showed an increase of reading levels of 9% growth Meeting /Exceeding From the beginning of the school to the end of school year (32% to 41%). 3rd Grade showed an increase of reading levels of 15% growth Meeting/Exceeding from the beginning of the school to the end of school year (31 % to 46%). 4th Grade showed an increase of reading levels of 12% growth Meeting/ Exceeding from the beginning of the school to the end of school year (28% to 40%). 5th Grade showed an increase of reading levels of 8% Meeting/</p>	
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						Exceeding growth from the beginning of the school to the end of school year (4% to 12%).	
Software License		\$22,864.50	31820-5841	iReady is a computer adaptive program which provides ongoing assessment, monitoring, and individualized instruction to students and ELA and Math.	iReady as an intervention program is used as a secondary tool for support.	<p>Inconsistent use of iReady showed minimal growth in all grade levels. Qualitative Data of 21-22 shows the following: Kinder had a growth of 28% in i-Ready reading Meeting/Exceeding standard from 14% to 29%. 1st grade had a growth of 27% in i-Ready reading Meeting/Exceeding standard from 4% to 31%. 2nd grade had a growth of 17% in i-Ready reading Meeting/Exceeding standard from 10% to 27%. 3rd had a growth of 22% in i-Ready reading Meeting/Exceeding standard from 16% to 38%.</p>	<p>Modification: Increased accountability. Teachers and Administrators work in collaboration to analyze data and present to Educational partners in but not limited to: SSC, SGT and Parent Informational Meeting.</p>

						<p>4th grade had a growth of 1% in i-Ready reading Meeting/Exceeding standard from 18% to 19%.</p> <p>5th grade had a growth of 5% in i-Ready reading Meeting/Exceeding standard from 9% to 14%.</p> <p>Kinder had a growth of 34% in i-Ready math Meeting/Exceeding standard from 7% to 41%.</p> <p>1st had a growth of 23% in i-Ready math Meeting/Exceeding standard from 4% to 27%.</p> <p>2nd grade had a growth of 15% in i-Ready math Meeting/Exceeding standard from 4% to 19%.</p> <p>3rd grade had a growth of 14% in i-Ready math Meeting/Exceeding standard from 4% to 18%.</p>	
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						<p>4th grade had a growth of 10% in i-Ready math Meeting/Exceeding standard from 8% to 18%.</p> <p>5th had a growth of 5% in i-Ready math Meeting/Exceeding standard from 6% to 11%.</p> <p>Data overall shows growth but not significant enough to impact 21-22 SBAC results.</p>	
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Strategy/Activity 1

***Strategy/Activity - Description**

The Resource Teachers, Vice Principal, teaching assistants, and tutors from Professional Tutors of America (PTA) will meet with students individually and in small groups to provide reading interventions.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr	0.28000	\$37,726.58	30100-1109	RT provides individual and small group instruction to support students in ELA and Math.	Resource teacher provided Tier 2 support to students individually and in small group.	Resource teacher worked with students in the area of English Language Arts (reading). Quantitative data shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations. Quantitative data shows student growth	Modifications for 22-23 school will be for Resource teacher to work with students in the area of math and English Language Arts (reading).

						<p>in grade 3 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 3rd grade data shows 58% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 89 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 4 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 4th grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 50 % of students were approaching, meeting or exceeding grade level reading expectations.</p>	
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						Significant change can really be seen moving out of the Below Grade Level Band.	
Vice Principal -	0.40000	\$62,456.59	30100-1309	VP will provide individual and small group instruction to support students in ELA and Math.	Vice Principal provided feedback to teachers and monitored practice. Vice Principal attended PLC's throughout the year and supported teachers in best practice. Supported students by working in the classroom to support student growth specifically working with English Language Learners. Vice Principal supported teachers in their Professional Learning communities (PLC) with Data analysis and planning for Tier 1 Instruction. PLC's used the data from ongoing assessments in I-Ready to inform instruction, intervention and small group foci.	Monitoring Tool was not used consistently throughout the year. Reading levels increased throughout the year, not significant enough to show gains in the 21-22 SBAC results. 21-22 Teacher Reported Reading Levels Support for English Learners in the area of Reclassification has increased with support of the Vice Principal. In the 19-20 school year 11 students were reclassified, in the 20-21 school year 17 students were reclassified. In the 21-22 school year 25 students were reclassified. A steady increase of students being reclassified has occurred.	Modification: Vice Principal is to fill out google form with dates of when student services are being provided.

						Return from COVID reflected a learning loss and a need for social emotional learning support for our students. A significant amount of Vice- Principal's time supported in this area.	
Other Nonclsrn PARAS Hrly		\$8,000.00	31820-2955	Small group and individual support of students in reading, provided by paraprofessionals.	Attempt of additional small group instruction was provided by paraprofessionals	No monitor tool was put in place to collect data. Due to work schedule conflicts of Paraprofessional minimal amount of support took place.	Expenditure was not exhausted by the end of 21-22 school year. This expenditure will not be renewed for the 22-23 school year.
Contracted Svcs > \$25K		\$76,800.00	31820-5100	Professional Tutors of America- will provide individual and small group support to students in both ELA and Math.	Two tutors provided tutoring services throughout the year. Tutors met with 6 groups a day per tutor. Groups met for 30 min. daily four times a week for 4 hrs.	Quantitative data of Fountas and Pinnell Teacher Reading Input shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.	Modifications: This expenditure will not occur in the 22-23 school year.

						<p>Quantitative data shows student growth in grade 2 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 2nd grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 58 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving out of the Below Grade Level Band.</p>	
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Library Support

***Strategy/Activity - Description**

A library assistant will be available for book checkout and research four days per week.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and	What is not working	Modifications based on
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					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Library Asst	0.07500	\$2,902.04	30100-2231	Library assistant will be available for book check out and student research for 4 days per week.	Library assistant provided technology (computer check out and ordering) support and checked out support of library books for all students at Fay Elementary. Primary students grades UTK-3 went to the library weekly, while grades 4-5 went to the library bi-weekly.	We would like the library assistant to take a more proactive place to do Read Aloud and Shared Readings. We would also like the Library Assistant to have reading incentives throughout the year.	Modifications: Library Asst. to keep a record of services provided both for library/computer check out and repairs. Focus on supporting more with literacy- Read Aloud and incentives for Reading.

Goal 3 - Mathematics

Professional Development and Collaborative PLCs

*Strategy/Activity - Description

Teachers to continue work in planning instruction, analyzing student work and assessments to guide practice. This work will take place during grade level PLCs with support of admin team and resource teacher. Staff will continue the work from the previous SY, asking students to solve problems in

multiple ways and to explain their thinking, while adding the more consistent use of exit slips to check for and monitor student understanding more closely.

Administrator uses of the *Bullseye Education* program will provide more frequent and consistent feedback to staff.

Parent informational meetings and trainings will focus on understanding Common Core Mathematics standards and practice and how parents can best support students. Title I funds were spent at the close of the 20-21 SY to purchase take-home math manipulative tools for parents.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
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Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	VT to cover classrooms allowing grade level PLCs biweekly.	Teachers met in PLCs to discuss student achievement, data monitoring and worked in collaboration to determine next steps.	Teachers met during grade level meetings, during Prep time and during PLC to discuss student needs and next steps. This strategy was dependent on	
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availability of Visiting Teachers. In the 21-22 School there was a shortage of subs. due to COVID. Many PLC's were canceled during the day. Teachers began to meet after school hours to continue PLC work. Qualitative Data of Fountas and Pinnell Teacher Reported Reading Levels: 1st Grade showed an increase of reading levels from 19% growth in Meeting/Exceeding from the beginning of the school to the end of school year (14% to 33%). 2nd Grade showed an increase of reading levels of 9% growth Meeting /Exceeding From the beginning of the school to the end of school year (32% to 41%). 3rd Grade showed an increase of reading levels of 15% growth Meeting/Exceeding from the beginning of the school to the end of school year (31 % to 46%).

4th Grade showed an increase of reading levels of 12% growth Meeting/Exceeding from the beginning of the school to the end of school year (28% to 40%).
5th Grade showed an increase of reading levels of 8% Meeting/Exceeding growth from the beginning of the school to the end of school year (4% to 12%).

i-Ready

***Strategy/Activity - Description**

The *i-Ready* program offers adaptive, diagnostic assessments three times each school year. Assessments lead to individualized instructional lessons for each student assessed based on ability and need. Online lessons are monitored in order to measure progress toward goals. Instruction is offered in both English Language Arts and Mathematics. Data guides teacher lesson design for whole group, small group and individual instruction.

Data provided by the program will be analyzed by teachers in biweekly PLCs.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	31820-5841	iReady is a computer adaptive program which provides ongoing assessment, monitoring, and individualized instruction to students and ELA and Math.	iReady as an intervention program is used as a secondary tool for support.	Inconsistent use of iReady showed minimal growth in all grade levels. Qualitative Data of 21-22 shows the following: Kinder had a growth of 28% in i-Ready reading Meeting/Exceeding standard from 14% to 29%. 1st grade had a growth of 27% in i-Ready reading Meeting/Exceeding standard from 4% to 31%. 2nd grade had a growth of 17% in i-Ready reading Meeting/Exceeding standard from 10% to 27%. 3rd had a growth of 22% in i-Ready reading Meeting/Exceeding	Modification: Increased accountability. Teachers and Administrators work in collaboration to analyze data and present to Educational partners in but not limited to: SSC, SGT and Parent Informational Meeting.

						<p>standard from 16% to 38%. 4th grade had a growth of 1% in i-Ready reading Meeting/Exceeding standard from 18% to 19%. 5th grade had a growth of 5% in i-Ready reading Meeting/Exceeding standard from 9% to 14%. Kinder had a growth of 34% in i-Ready math Meeting/Exceeding standard from 7% to 41%. 1st had a growth of 23% in i-Ready math Meeting/Exceeding standard from 4% to 27%. 2nd grade had a growth of 15% in i-Ready math Meeting/Exceeding standard from 4% to 19%. 3rd grade had a growth of 14% in i-Ready math Meeting/Exceeding standard from 4% to 18%.</p>
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						<p>4th grade had a growth of 10% in i-Ready math Meeting/Exceeding standard from 8% to 18%.</p> <p>5th had a growth of 5% in i-Ready math Meeting/Exceeding standard from 6% to 11%.</p> <p>Data overall shows growth but not significant enough to impact 21-22 SBAC results.</p>	
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Response to Intervention (RtI)

***Strategy/Activity - Description**

The Resource Teacher, Vice Principal and tutors from Professional Tutors of America (PTA) will meet with students individually and in small groups to provide Mathematics interventions. Additional instructional materials to support implementation of Math interventions, including dice, white boards, markers, copy paper and educational software.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$5,952.00	30106-4301	Instructional supplies to support student small groups. (i.e. whiteboards, math manipulatives, highlighters, etc.)	Purchase of instructional supplies provided the opportunity for teachers to run math/literacy copies to support student learning.	Expenditure supported 22 classrooms for a total of 547 students at Fay Elementary.	Purchase of instructional supplies provided the opportunity for teachers to run math/literacy copies to support student learning.
Software License		\$4,000.00	30100-5841	Raz-Kids and Reading A-Z to support students with reading and comprehension skills.	Raz- Kids and Reading A-Z supported students with reading and comprehension skills throughout the year.	Utilizing Raz-Kids reading program supported students as a Tier 2 intervention, where all students had universal access to their own Guided Reading level in the program.	Raz- Kids was used by students for an average of 1,265 hours of usage at Fay Elementary in the primary grades. There were 127 levels completed throughout the grades. Data indicates a majority of our students need English Language Arts.
Contracted Svcs > \$25K	--	--	31820-5100	Professional Tutors of America- will provide individual and small group support to	Two tutors provided tutoring services throughout the year.	Quantitative data of Fountas and Pinnell Teacher Reading Input	Modifications: This expenditure will not

				students in both ELA and Math.	Tutors met with 6 groups a day per tutor. Groups met for 30 min. daily four times a week for 4 hrs.	Shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations. Quantitative data shows student growth in grade 2 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 2nd grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 58 % of students were approaching, meeting or exceeding	occur in the 22-23 school year.
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						grade level reading expectations. Significant change can really be seen moving out of the Below Grade Level Band.	
Vice Principal	--	--	30100-1309	VP will provide individual and small group instruction to support students in ELA and Math.	Vice Principal provided feedback to teachers and monitored practice. Vice Principal attended PLC's throughout the year and supported teachers in best practice. Supported students by working in the classroom to support student growth specifically working with English Language Learners. Vice Principal supported teachers in their Professional Learning communities (PLC) with Data analysis and planning for Tier 1 Instruction. PLC's used the data from ongoing assessments in I-Ready to inform instruction, intervention and small group foci.	Monitoring Tool was not used consistently throughout the year. Reading levels increased throughout the year, not significant enough to show gains in the 21-22 SBAC results. 21-22 Teacher Reported Reading Levels Support for English Learners in the area of Reclassification has increased with support of the Vice Principal. In the 19-20 school year 11 students were reclassified, in the 20-21 school year 17 students were reclassified. In the 21-22 school year 25 students were reclassified. A steady increase of students being reclassified has occurred.	Modification: Vice Principal is to fill out google form with dates of when student services are being provided.

						Return from COVID reflected a learning loss and a need for social emotional learning support for our students. A significant amount of Vice- Principal's time supported in this area.	
Inschool Resource Tchr	--	--	30100-1109	RT provides individual and small group instruction to support students in ELA and Math.	Resource teacher provided Tier 2 support to students individually and in small group.	Resource teacher worked with students in the area of English Language Arts (reading). Quantitative data shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations. Quantitative data shows student growth	Modifications for 22-23 school will be for Resource teacher to work with students in the area of math and English Language Arts (reading).

						<p>in grade 3 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 3rd grade data shows 58% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 89 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 4 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 4th grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 50 % of students were approaching, meeting or exceeding grade level reading expectations.</p>	
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						Significant change can really be seen moving out of the Below Grade Level Band.	
Interprogram Svc/Paper	--	--	30100-5733	Copy paper to make copies of worksheets for students to use during instruction.	Purchase of copy paper was needed in order to make copies to support Student practice to achieve mastery in reading and math.	Purchase of paper provided the opportunity for teachers to run math/literacy copies to support student learning. Expenditure supported 22 classrooms for a total of 547 students at Fay Elementary.	Modifications: No immediate modification will take place and expenditure will continue.

Goal 4- Supporting English Learners

Benchmark Adelante and Advance

*Strategy/Activity - Description

In order to facilitate grade level planning and coordinated assessments, the school will continue the implementation of Benchmark *Adelante* and *Advance* ELA curriculum across all grade levels and programs. PD and materials provided through the district's *Literacy Acceleration Plan* will supplement the Benchmark curriculum. All teachers will receive support in the implementation of the curriculum, common assessments, analysis and planning through PLC work. The Resource Teacher will continue to support the work of PLCs in analysis and reflection of the work. RT also conducts small group and individual reading instruction for ELL students. Administrators will continually monitor classroom instruction with the use of the *Bullseye Education* program to ensure consistency in content and pacing. Additional instructional materials to support implementation of the *Literacy Acceleration Plan*, including headphones, chart paper, and additional books.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Inschool Resource Tchr	0.72000	\$97,011.24	30106-1109	RT will support the work of PLCs and analysis of student achievement. Will also support with small group language development groups.	Resource teacher provided Tier 2 support to students individually and in small group.	<p>Resource teacher worked with students in the area of English Language Arts (reading). Quantitative data shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 3 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 3rd grade data shows 58% of students approaching, meeting, exceeding in the beginning of the school year. By cycle</p>	<p>Modifications for 22-23 school will be for Resource teacher to work with students in the area of math and English Language Arts (reading). Qualitative data is be be collected more frequently and presented to SSC and SGT.</p>
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7, 89 % of students were approaching, meeting or exceeding grade level reading expectations.

Quantitative data shows student growth in grade 4 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 4th grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 50 % of students were approaching, meeting or exceeding grade level reading expectations.

[Significant change can really be seen moving out of the Below Grade Level Band](#)

iReady

*Strategy/Activity - Description

The *i-Ready* program offers adaptive, diagnostic assessments three times each school year. Assessments lead to individualized instructional lessons for each student assessed based on ability and need. Online lessons are monitored in order to measure progress toward goals. Instruction is offered in both English Language Arts and Mathematics. Data guides teacher lesson design for whole group, small group and individual instruction. Data provided by the program will be analyzed by teachers in biweekly PLCs.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	31820-5841	iReady is a computer adaptive program which provides ongoing assessment, monitoring, and individualized instruction to students and ELA and Math.	iReady as an intervention program is used as a secondary tool for support.	Inconsistent use of iReady showed minimal growth in all grade levels. Qualitative Data of 21-22 shows the following: Kinder had a growth of 28% in i-Ready reading Meeting/Exceeding standard from 14% to 29%. 1st grade had a growth of 27% in i-Ready reading	Modification: Increased accountability. Teachers and Administrators work in collaboration to analyze data and present to Educational partners in but not limited to: SSC, SGT and Parent Informational Meeting.

						<p>Meeting/Exceeding standard from 4% to 31%. 2nd grade had a growth of 17% in i-Ready reading Meeting/Exceeding standard from 10% to 27%. 3rd had a growth of 22% in i-Ready reading Meeting/Exceeding standard from 16% to 38%. 4th grade had a growth of 1% in i-Ready reading Meeting/Exceeding standard from 18% to 19%. 5th grade had a growth of 5% in i-Ready reading Meeting/Exceeding standard from 9% to 14%. Kinder had a growth of 34% in i-Ready math Meeting/Exceeding standard from 7% to 41%. 1st had a growth of 23% in i-Ready math Meeting/Exceeding standard from 4% to 27%.</p>
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						<p>2nd grade had a growth of 15% in i-Ready math Meeting/Exceeding standard from 4% to 19%.</p> <p>3rd grade had a growth of 14% in i-Ready math Meeting/Exceeding standard from 4% to 18%.</p> <p>4th grade had a growth of 10% in i-Ready math Meeting/Exceeding standard from 8% to 18%.</p> <p>5th had a growth of 5% in i-Ready math Meeting/Exceeding standard from 6% to 11%.</p> <p>Data overall shows growth but not significant enough to impact 21-22 SBAC results.</p>	
Prof&Curriclm Dev Visit Tchr	--	--	30100-1192	VT to cover classrooms allowing grade level PLCs biweekly.	Teachers met in PLCs to discuss student achievement, data monitoring and worked in	Teachers met during grade level meetings, during Prep time and during PLC to discuss	Modifications: In the 22-23, SDUSD Visual and Performing Arts visiting teachers have been contracted.

					collaboration to determine next steps.	<p>student needs and next steps.</p> <p>This strategy was dependent on availability of Visiting Teachers. In the 21-22 School there was a shortage of subs. due to COVID. Many PLC's were canceled during the day. Teachers began to meet after school hours to continue PLC work.</p> <p>Qualitative Data of Fountas and Pinnell Teacher Reported Reading Levels:</p> <p>1st Grade showed an increase of reading levels from 19% growth in Meeting/Exceeding from the beginning of the school to the end of school year (14% to 33%).</p> <p>2nd Grade showed an increase of reading levels of 9% growth Meeting /Exceeding From the beginning of the school to the end of school year (32% to 41%).</p> <p>3rd Grade showed an increase of reading levels of 15% growth Meeting/Exceeding</p>	<p>Expectations is SDUSD visiting teachers are contracted to provide services throughout the year.</p>
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						<p>from the beginning of the school to the end of school year (31 % to 46%).</p> <p>4th Grade showed an increase of reading levels of 12% growth Meeting/ Exceeding from the beginning of the school to the end of school year (28% to 40%).</p> <p>5th Grade showed an increase of reading levels of 8% Meeting/ Exceeding growth from the beginning of the school to the end of school year (4% to 12%).</p>	
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Goal 5 - Supporting Students with Disabilities

Collaborative time for Ed Specialists and Gen Ed Teachers

*Strategy/Activity - Description

Teachers will take a more active role in the development of IEP goals, working with Ed Specialists prior to IEP meetings.

Ed Specialists will work with classroom teachers and paraprofessionals to modify instructional and behavioral demands for each student.

Focus on Tier I and Tier II instruction in classrooms, prior to referral to RtI supports. Vice Principal will monitor interventions to provide data prior to SST. Resource Teachers, teaching assistants, and PTA tutors who provide Tier 2 support will provide data for consideration to the SST process. Use of the *i-Ready* program will support diagnostic assessments, instructional lessons and monitoring of progress in ELA and Mathematics. Instructional materials to support interventions, including highlight tape, headphones, additional books, and chart paper.

Continual training around expectations, language and proactive strategies to support students. Change in attitudes towards students outside the Sphere of Success is imperative.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

PullOut/Push in Hrly		\$3,300.77	30100-1159	Additional small group support to assist students with interventions in reading, math, and language development.	Expenditures were used for the Resource Teacher to provide individual and small group instruction to support students in ELA and Math.	<p>Resource teacher provided Tier 2 support to students individually and in small groups in literacy but not in math.</p> <p>Resource teacher worked with students in the area of English Language Arts (reading). Quantitative data shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 3 from Cycle 1 to Cycle 7 of teacher entered F&P Reading</p>	<p>Modifications: Resource teacher to continue Tier 2 intervention in Language Arts and Math this year.</p>
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						<p>results. Significant growth occurred in closing the reading academic learning. In 3rd grade data shows 58% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 89 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 4 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 4th grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 50 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving</p>
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						out of the Below Grade Level Band.	
Supplies		\$8,579.50	31820-4301	Instructional materials to support intervention efforts. (i.e. headphones, highlighting tape, just right books, etc.)	Purchase of instructional supplies provided the opportunity for teachers to run math/literacy copies to support student learning.	Expenditure supported 22 classrooms for a total of 547 students at Fay Elementary. Purchase of instructional supplies provided the opportunity for teachers to run math/literacy copies to support student learning.	Modification: No immediate modification is needed. Expenditure will continue.
Software License	--	--	31820-5841	iReady is a computer adaptive program which provides ongoing assessment, monitoring, and individualized instruction to students and ELA and Math.	iReady as an intervention program is used as a secondary tool for support.	Inconsistent use of iReady showed minimal growth in all grade levels. Qualitative Data of iReady 21-22 shows the following: Kinder had a growth of 28% in i-Ready reading Meeting/Exceeding standard from 14% to 29%. 1st grade had a growth of 27% in i-Ready reading Meeting/Exceeding standard from 4% to 31%. 2nd grade had a growth of 17% in i-Ready reading Meeting/Exceeding	Modification: Increased accountability. Teachers and Administrators work in collaboration to analyze data and present to Educational partners in but not limited to: SSC,SGT and Parent Informational Meeting.

						<p>standard from 10% to 27%. 3rd had a growth of 22% in i-Ready reading Meeting/Exceeding standard from 16% to 38%. 4th grade had a growth of 1% in i-Ready reading Meeting/Exceeding standard from 18% to 19%. 5th grade had a growth of 5% in i-Ready reading Meeting/Exceeding standard from 9% to 14%. Kinder had a growth of 34% in i-Ready math Meeting/Exceeding standard from 7% to 41%. 1st had a growth of 23% in i-Ready math Meeting/Exceeding standard from 4% to 27%. 2nd grade had a growth of 15% in i-Ready math Meeting/Exceeding standard from 4% to 19%.</p>
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						<p>3rd grade had a growth of 14% in i-Ready math Meeting/Exceeding standard from 4% to 18%.</p> <p>4th grade had a growth of 10% in i-Ready math Meeting/Exceeding standard from 8% to 18%.</p> <p>5th had a growth of 5% in i-Ready math Meeting/Exceeding standard from 6% to 11%.</p> <p>Data overall shows growth but not significant enough to impact 21-22 SBAC results.</p>	
Prof&Curriclm Dev Visit Tchr	--	--	30100-1192	VT to cover classrooms allowing grade level PLCs biweekly.	Teachers met in PLCs to discuss student achievement, data monitoring and worked in collaboration to determine next steps.	Teachers met during grade level meetings, during Prep time and during PLC to discuss student needs and next steps. This strategy was dependent on availability of Visiting Teachers. In the 21-22 School there was a shortage of subs. due to COVID. Many PLC's	Modifications: In the 22-23, SDUSD Visual and Performing Arts visiting teachers have been contracted. Expectations is SDUSD visiting teachers are contracted to provide services throughout the year.

						<p>were canceled during the day. Teachers began to meet after school hours to continue PLC work.</p> <p>Qualitative Data of Fountas and Pinnell Teacher Reported Reading Levels:</p> <p>1st Grade showed an increase of reading levels from 19% growth in Meeting/Exceeding from the beginning of the school to the end of school year (14% to 33%).</p> <p>2nd Grade showed an increase of reading levels of 9% growth Meeting /Exceeding From the beginning of the school to the end of school year (32% to 41%).</p> <p>3rd Grade showed an increase of reading levels of 15% growth Meeting/Exceeding from the beginning of the school to the end of school year (31 % to 46%).</p> <p>4th Grade showed an increase of reading levels of 12% growth Meeting/</p>	
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						Exceeding from the beginning of the school to the end of school year (28% to 40%). 5th Grade showed an increase of reading levels of 8% Meeting/ Exceeding growth from the beginning of the school to the end of school year (4% to 12%).	
Inschool Resource Tchr	--	--	30106-1109	RT will support the work of PLCs and analysis of student achievement. Will also support with small group language development, math, and ELA groups.	Resource teacher provided Tier 2 support to students individually and in small group.	Resource teacher worked with students in the area of English Language Arts (reading). Quantitative data shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding	Modifications for 22-23 school will be for Resource teacher to work with students in the area of math and English Language Arts (reading).

						<p>grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 3 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 3rd grade data shows 58% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 89 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 4 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 4th grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle</p>
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						<p>7, 50 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving out of the Below Grade Level Band.</p>	
Contracted Svcs > \$25K	--	--	31820-5100	Professional Tutors of America- will provide individual and small group support to students in both ELA and Math.	Two tutors provided tutoring services throughout the year. Tutors met with 6 groups a day per tutor. Groups met for 30 min. daily four times a week for 4 hrs.	<p>Quantitative data of Fountas and Pinnell Teacher Reading Input shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.</p>	Modifications: This expenditure will not occur in the 22-23 school year.

						<p>Quantitative data shows student growth in grade 2 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 2nd grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 58 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving out of the Below Grade Level Band.</p>
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i-Ready

***Strategy/Activity - Description**

The i-Ready program offers adaptive, diagnostic assessments three times each school year. Assessments lead to individualized instructional lessons for each student assessed based on ability and need. Online lessons are monitored in order to measure progress toward goals. Instruction is offered in both English Language Arts and Mathematics. Data guides teacher lesson design for whole group, small group and individual instruction. Data provided by the program will be analyzed by teachers in biweekly PLCs.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	31820-5841	iReady is a computer adaptive program which provides ongoing assessment, monitoring, and individualized instruction to students and ELA and Math.	iReady as an intervention program is used as a secondary tool for support.	Inconsistent use of iReady showed minimal growth in all grade levels. Qualitative Data of 21-22 shows the following: Kinder had a growth of 28% in i-Ready reading Meeting/Exceeding standard from 14% to 29%. 1st grade had a growth of 27% in i-Ready reading Meeting/Exceeding standard from 4% to 31%.	Modification: Increased accountability. Teachers and Administrators work in collaboration to analyze data and present to Educational partners in but not limited to: SSC, SGT and Parent Informational Meeting.

						<p>2nd grade had a growth of 17% in i-Ready reading Meeting/Exceeding standard from 10% to 27%.</p> <p>3rd had a growth of 22% in i-Ready reading Meeting/Exceeding standard from 16% to 38%.</p> <p>4th grade had a growth of 1% in i-Ready reading Meeting/Exceeding standard from 18% to 19%.</p> <p>5th grade had a growth of 5% in i-Ready reading Meeting/Exceeding standard from 9% to 14%.</p> <p>Kinder had a growth of 34% in i-Ready math Meeting/Exceeding standard from 7% to 41%.</p> <p>1st had a growth of 23% in i-Ready math Meeting/Exceeding standard from 4% to 27%.</p> <p>2nd grade had a growth of 15% in i-Ready math</p>	
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						<p>Meeting/Exceeding standard from 4% to 19%.</p> <p>3rd grade had a growth of 14% in i-Ready math Meeting/Exceeding standard from 4% to 18%.</p> <p>4th grade had a growth of 10% in i-Ready math Meeting/Exceeding standard from 8% to 18%.</p> <p>5th had a growth of 5% in i-Ready math Meeting/Exceeding standard from 6% to 11%.</p> <p>Data overall shows growth but not significant enough to impact 21-22 SBAC results.</p>	
Prof&Curriclm Dev Visit Tchr	--	--	30100-1192	VT to cover classrooms allowing grade level PLCs biweekly.	Teachers met in PLCs to discuss student achievement, data monitoring and worked in collaboration to determine next steps.	Teachers met during grade level meetings, during Prep time and during PLC to discuss student needs and next steps. This strategy was dependent on	Modifications: In the 22-23, SDUSD Visual and Performing Arts visiting teachers have been contracted. Expectations is SDUSD visiting teachers are contracted to provide

						<p>availability of Visiting Teachers. In the 21-22 School there was a shortage of subs. due to COVID. Many PLC's were canceled during the day. Teachers began to meet after school hours to continue PLC work.</p> <p>Qualitative Data of Fountas and Pinnell Teacher Reported Reading Levels:</p> <p>1st Grade showed an increase of reading levels from 19% growth in Meeting/Exceeding from the beginning of the school to the end of school year (14% to 33%).</p> <p>2nd Grade showed an increase of reading levels of 9% growth Meeting /Exceeding From the beginning of the school to the end of school year (32% to 41%).</p> <p>3rd Grade showed an increase of reading levels of 15% growth Meeting/Exceeding from the beginning of the school to the end of school year (31 % to 46%).</p>	<p>services throughout the year.</p>
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						<p>4th Grade showed an increase of reading levels of 12% growth Meeting/ Exceeding from the beginning of the school to the end of school year (28% to 40%).</p> <p>5th Grade showed an increase of reading levels of 8% Meeting/ Exceeding growth from the beginning of the school to the end of school year (4% to 12%).</p>	
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Goal 7 - Family Engagement

Student and Family Outreach

*Strategy/Activity - Description

Fay Elementary will continue with parent meetings through our monthly committees - ELAC, SGT and SSC - monthly parent meetings such as Coffee With the Principal and Family Fridays, and Parent Institute for Quality Education (PIQE) parent trainings. Currently, all meetings are held via zoom and led jointly by the Principal and Vice Principal; we will return to in-person meetings when able. We employ translation devices and interpreters available by phone for the many families that speak a language other than English or Spanish. Our district counselor also arranges a number of parent meetings monthly in collaboration with other Crawford Cluster schools for families whose home language is other than English or Spanish, including Swahili, Somali, Karin and Vietnamese.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$819.00	30103-4301	Supplies for parents to use during parent meetings or SSC	Expenditure was exhausted due to meetings taking place	Expenditure was exhausted due to meetings taking place	Modifications: Expenditures will resume in the 2022-

				meetings. (i.e. paper, binders, pens, pencils, etc.)	on line due to COVID restrictions.	on line due to COVID restrictions.	2023 school year as COVID restrictions now allow other people on campus other than "essential visitors."
Other Nonclsrn PARAS Hrly		\$665.45	30103-2955	Paras to support with daycare during parent meetings.	Expenditure was exhausted due to meetings taking place on line due to COVID restrictions.	Expenditure was exhausted due to meetings taking place on line due to COVID restrictions.	Modifications: Expenditures will resume in the 2022-2023 school year as COVID restrictions now allow other people on campus other than "essential visitors."
Inservice supplies		\$1,500.00	30103-4304	Light refreshments for parents during parent meetings. (i.e. snacks, coffee, napkins, etc.)	Expenditure was exhausted due to meetings taking place on line due to COVID restrictions.	Expenditure was exhausted due to meetings taking place on line due to COVID restrictions.	Modifications: Expenditures will resume in the 2022-2023 school year as COVID restrictions now allow other people on campus other than "essential visitors."

Tech Professional OTBS Hrly		\$665.45	30103-2455	Interpreters for parent meetings.	Office staff and Para's provided limited interpretation during the Fall School Year 20-21 parent due to COVID. Conferences and provided full in person interpretation during the 20-21 Spring Parent Conferences.	Multilingual Learners: The percentage of students who have a second language other than English in the 21-22 school year was 57%. (274 out of 490 students were EL's)Parents were offered the opportunity to use the translation services as needed.	No Modification will take place. Multilingual Learners: The percentage of students who have a second language other than English in the 22-23 school year is 50%. (247 out of 495 students are EL's)Parents will be offered the opportunity to use the translation services as needed.
Contracted Svcs Less Than \$25K		\$6,000.00	30100-5853	(PIQE) Parent Institute for Quality Education- Focuses on training parents to advocate for their students in the school system.	PIQE was offered to all parents at Fay Elementary.	25 parents attended the workshop consistently and received certificates of completion. Although parents had asked for parent workshops, attendance was not seen consistently. Workshop was offered in Spanish and English during the evenings via zoom.	Modifications: Expenditure will not take place for the 22-23 school year.
Vice Principal	--	--	30100-1309	VP to conduct parent meetings via zoom at least monthly to increase parent involvement.	VP conducted parent meetings via zoom including ELAC, Coffee with the Principal and Family Friday.	Sign in sheets indicate the following attendance for Coffee with the Principal Indicate the following attendance:	Modification: In the 21-22 school year we returned in person and parents are able to return in person.

					Very little parent participation via zoom occurred. An average to 3-8 parents attended parent workshops during the 21-22 school year.	Family Friday indicate the following attendance:	
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Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

All teachers will be trained and coached in Literacy instruction through Professional Development offered by SDUSD and by Okapi trainers. Additional small group and individual instruction provided by teaching assistants.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
PullOut/Push in Hrly		\$8,300.44	30106-1159	Additional small group support to assist students improve reading and math skills.	Expenditures were used for the Resource Teacher to provide individual and small group instruction to support students in ELA and Math.	Resource teacher provided Tier 2 support to students individually and in small groups in literacy but not in math.	Modifications: Resource teacher to continue Tier 2 intervention in Language Arts and Math this year.

						<p>Resource teacher worked with students in the area of English Language Arts (reading). Quantitative data shows student growth in grade 1 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 1st grade data shows 28% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 47 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Quantitative data shows student growth in grade 3 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 3rd grade data shows 58% of students approaching, meeting,</p>	
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						<p>exceeding in the beginning of the school year. By cycle 7, 89 % of students were approaching, meeting or exceeding grade level reading expectations. Quantitative data shows student growth in grade 4 from Cycle 1 to Cycle 7 of teacher entered F&P Reading results. Significant growth occurred in closing the reading academic learning. In 4th grade data shows 41% of students approaching, meeting, exceeding in the beginning of the school year. By cycle 7, 50 % of students were approaching, meeting or exceeding grade level reading expectations.</p> <p>Significant change can really be seen moving out of the Below Grade Level Band.</p>	
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Planning for 2022-23 School Year

***Strategy/Activity - Description**

Administrators and teaching staff will meet the week following the close of school in June 2022 to plan curriculum and instruction for the 2022-2023 SY.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$14,695.90	30100-1157	Teachers will get together for curriculum writing for the new school year 2021-22.	Teachers worked in collaboration to discuss results of end of year assessments including results of 2021-2022 SBAC and ELPAC results. Teachers engaged in reading Marzano Year 2, "Effective Teaching in Every Classroom." Teachers determined the first two cycles of	Teachers attended professional development and completed a chart of the first 6-12 weeks area of concentration for focuses of "Effective Teaching in Every Classroom."	Expenditure funds were not exhausted by the end of school year 2021-2022.

					best teaching practices to begin the 2022-2023 school year.		
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Goal 6 - Supporting Black Youth

Family Outreach and Support

*Strategy/Activity - Description

The rate of chronic absenteeism will be reduced through outreach and support provided to families by the counselor intern, School Counselor, School Nurse and Attendance Clerk. Outreach through phone calls, emails and home visits will be provided to families of students who display chronic absenteeism. Community and social supports will be coordinated as needed for families. Fay's District Counselor will coordinate support through the Crawford Community Center as well.

Teachers will continue training in Restorative Justice Practices begun last SY in order to reduce the number of suspensions.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Nurse Hrly	--	--	30100-1290	Nurse to support with home visits and parent outreach to help in reducing chronic	Nursing Hrly. Made additional phone calls and home visits to decrease chronic	Lack of a monitoring tool was in place to collect data.	Nursing Hourly will no longer be used, follow up of absenteeism is

				absenteeism and suspension.	absenteeism of students.		still vital and will be done by office staff.
Clerical OTBS Hrly	--	--	30100-2451	Attendance clerk to support with home visits and parent outreach to help in reducing chronic absenteeism and suspension.	Attendance Asst. made additional phone calls and home visits to decrease chronic absenteeism of students.	<p>Lack of a monitoring tool was in place to collect data. Qualitative data shows the following: An average of 40 additional phone calls a week were made to parents of students who had chronic absenteeism.</p> <p>Qualitative data shows an increase in chronic absenteeism despite the efforts made by the additional phone class home.</p> <p>In 20-21 we had 35.15% of our student population who qualified as chronically absent in the 21-22 school year; that percentage increased by 20.6% to 55.6%. However, in the 20-21 school year there was a significant decrease in the percentage of students who were chronically absent with unexcused</p>	<p>Modification: Office Staff will be attending to making phone calls to students with chronic absenteeism and sharing services with parents as needed to support students coming to school. A google document has been created for office staff to log in phone class and monitor chronic absenteeism.</p>

						absences from 30.23% to 14.63 %.	
Contracted Svcs Less Than \$25K	--	--	31820-5853	Counseling Intern to support with counseling of students and parent outreach to help in reducing chronic absenteeism and suspension.	Counseling Intern met weekly with students to support social emotional needs to decrease behavior that may lead to suspensions.	Lack of monitoring system in place to collect week by week data. Counseling Interim serviced students for 36 weeks of the school year. Each week she serviced approximately 11 students.	Although this strategy was effective, the service company used was no longer available to service Fay students. Modification: A 1.0 School Counselor, SDUSD School Based Mental Health Program Clinician, SDUSD Family Services Assistant, and Fay personnel will create an attendance team to continue this work of reduction of absenteeism and suspensions.



Fay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: **FAY ELEMENTARY**

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: **09800**

SCHOOL YEAR: **2021-22**

Goal 4- Supporting English Learners

Benchmark Adelante and Advance

***Strategy/Activity - Description**

In order to facilitate grade level planning and coordinated assessments, the school will continue the implementation of Benchmark *Adelante* and *Advance* ELA curriculum across all grade levels and programs. PD and materials provided through the district's *Literacy Acceleration Plan* will supplement the Benchmark curriculum. All teachers will receive support in the implementation of the curriculum, common assessments, analysis and planning through PLC work. The Resource Teacher will continue to support the work of PLCs in analysis and reflection of the work. RT also conducts small group and individual reading instruction for ELL students. Administrators will continually monitor classroom instruction with the use of the *Bullseye Education* program to ensure consistency in content and pacing. Additional instructional materials to support implementation of the *Literacy Acceleration Plan*, including headphones, chart paper, and additional books.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Fay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Vice Principal	0.60000	\$93,684.89	09800-1309	VP will support classroom instruction by monitoring practice and providing feedback.	Vice Principal provided feedback to teachers and monitored practice. Vice Principal attended PLC's throughout the year and supported teachers in best practice. Supported students by working in the classroom to support student growth specifically working with English Language Learners. Vice Principal supported teachers in their Professional Learning communities (PLC) with Data	Monitoring Tool was not used consistently throughout the year. Reading levels increased throughout the year, not significant enough to show gains in the 21-22 SBAC results. 21-22 Teacher Reported Reading Levels Support for English Learners in the area of Reclassification has increased with support of the Vice Principal. In the 19-20 school year 11 students were reclassified, in the 20-21 school year 17	Modification: Vice Principal is to fill out google form with dates of when student services are being provided.

Fay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					analysis and planning for Tier 1 Instruction. PLC's used the data from ongoing assessments in I-Ready to inform instruction, intervention and small group foci.	students were reclassified. In the 21-22 school year 25 students were reclassified. A steady increase of students being reclassified has occurred. Return from COVID reflected a learning loss and a need for social emotional learning support for our students. A significant amount of Vice-Principal's time supported in this area.	
Supplies		\$8,995.00	09800-4301	Instructional supplies to support implementation of literacy acceleration plan. (i.e. headphones, additional books, chart paper,	Purchase of instructional supplies were used to support students. Teachers and students participating in	Use of materials took place to support student achievement.	

Fay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				highlighting tape, etc.)	the Literacy Acceleration Program benefited from the purchase of instructional materials		
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Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1 - Collaborative time for Ed Specialists and Gen Ed Teachers

***Strategy/Activity - Description**

Teachers will take a more active role in the development of IEP goals, working with Ed Specialists prior to IEP meetings. Ed Specialists will work with classroom teachers and paraprofessionals to modify instructional and behavioral demands for each student. Focus on Tier I and Tier II instruction in classrooms, prior to referral to RtI support. Vice Principal will monitor interventions to provide data prior to SST. Resource Teachers, teaching assistants, and PTA tutors who provide Tier 2 support will provide data for consideration to the SST process. Use of the *i-Ready* program will support diagnostic assessments, instructional lessons and monitoring of progress in ELA and Mathematics. Instructional materials to support interventions, including highlight tape, headphones, additional books, and chart paper. Continual training around expectations, language and proactive strategies to support students. Change in attitudes towards students outside the Sphere of Success is imperative.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.
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Fay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Vice Principal	--	--	09800-1309	VP will support classroom instruction by monitoring practice and providing feedback.	Vice Principal provided feedback to teachers and monitored practice. Vice Principal attended PLC's throughout the year and supported teachers in best practice. Supported students by working in the classroom to support student growth specifically working with English Language Learners. Vice Principal supported teachers in their Professional Learning communities (PLC) with Data	Monitoring Tool was not used consistently throughout the year. Reading levels increased throughout the year, not significant enough to show gains in the 21-22 SBAC results. 21-22 Teacher Reported Reading Levels Support for English Learners in the area of Reclassification has increased with support of the Vice Principal. In the 19-20 school year 11 students were reclassified, in the 20-21 school year 17	Modification: Vice Principal is to fill out google form with dates of when student services are being provided.

Fay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>analysis and planning for Tier 1 Instruction. PLC's used the data from ongoing assessments in I-Ready to inform instruction, intervention and small group foci.</p>	<p>students were reclassified. In the 21-22 school year 25 students were reclassified. A steady increase of students being reclassified has occurred.</p> <p>Return from COVID reflected a learning loss and a need for social emotional learning support for our students. A significant amount of Vice-Principal's time supported in this area.</p>	
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