THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT FOSTER ELEMENTARY SCHOOL

2022-23

37-68338-6039598
CDS Code

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

Principal: Saunders, Leah
Contact Person: Saunders, Leah
Position: Principal
Telephone Number: 619-582-2728
Address: 6550 51st St, Foster Elementary, San Diego, CA, 92120-2712
E-mail Address: lsaunders@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: _January 24, 2023_

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME:____Foster Elementary_____ PHONE:_____619.510.4100_____ FAX:____619-583-6812_____

SITE CONTACT PERSON:__Leah Saunders_____ E-MAIL ADDRESS:___LSaunders@sandi.net_____

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

    X☐ 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:

☒   English Learner Advisory Committee (ELAC)   Date of presentation: 2/14 and 2/21/2022_____

☐   Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐   Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☒   Site Governance Team (SGT)   Date of presentation: 2/14 and 3/7/2022 _____

☐   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: 2/21/2022_____

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.

Leah Saunders
Type/Print Name of School Principal   Signature of School Principal / Date 10/4/22

Lana Webb
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson / Date 10/4/22

Donna KingMahdi
Type/Print Name of ELAC Representative   Signature of ELAC Representative / Date 10/4/22

Monika Hazel
Type/Print Name of Area Superintendent   Signature of Area Superintendent / Date 10/6/22

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 a Title 1 School wide Program and ATSI (Additional Targeted Support Improvement) school.

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

LCAP Goal 1: 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

2021-2022 Year Meetings:
9-20-2021 SSC Bylaws Reviewed, 1st Tina Lakin, 2nd Donna King Mhadi,
9-24-2021 ELAC Vote for ELAC to combine with SSC for 2021-2022 1st Fawn Nguyen, 2nd Donna King Mhadi, Share BUDGET
9-29-2021 SSC, ELAC and SGT: Vote to combine with ELAC for 2021-2022 School Year, 1st Thornton, 2nd King Mhadi Review SBB and SPSA for approval, 1st Morris, 2nd Carlock, Vote to accept compact and involvement policies and share with community,1st Morris, 2nd Carlock First meetings with new officers
10-18-2021 SSC, ELAC, and SGT: Vote to approve new officers: 1st Data Peterson, 2nd Wendy McDonald: Approve Safety plan and Site Emergency Response Plan: 1st Tina Lakin, 2nd Lana Webb
12-13-2021 SSC and ELAC Needs Assessment and Review of LCFF and Title 1 Funds: No action needed
2-14-2022 SSC, ELAC, and SGT: Approve SBB Title 1, 30100 budget approval 1st Leo Alarcon, 2nd Lana Webb: Approve 30103 Budget 1st Tina Lakin 1nd Donna King Mhadi, Approve 30106 1st Lisa Morris, 2nd Donna King Mhadi, Approve Budget Transfers: 1st Lana Webb, 2nd Leo Alarcon
2-21-2022 SSC, ELAC, and SGT: Approve SBB Title 1, 30100 budget approval 1st Rebecca Oliver, 2nd Lana Webb: Approve 30103 Budget 1st Tina Lakin 1nd Donna King Mhadi, Approve 30106 1st Wendy McDonald, 2nd Lana Webb,
3-14-2022 SSC and ELAC: Budget update with approved expenditures. (No transfers needed approval) for needs assessment
4-25-2022 SSC and ELAC: Transfer of funds approval to balance year end budget 1st Bryan Pridmore, 2nd Donna King Mahdi

5-16-2022 School Site Council, ELAC and SGT Combined: Approval of budget transfers, 2022-2023 SPSA and approve compact and involvement policies for 2022-2023

PTA Board and Community to be shared in Sept 2022 at Back to School Night

Annual Title 1 presentation at classroom Back to School Night, 9/14 and 9/15/2023

School Parent Compact and Parent Involvement Policy distributed via School Messenger on 5/22/2022 and 9/25/2022 SCHOOL MESSENGER

RESOURCE INEQUITIES

In addition to increasing ELA and MATH scores, the school wide focus is on chronic absenteeism and suspension rates.

Attendance

Chronic absenteeism is currently at 34% - meaning these students are missing 10% or more of the instructional days enrolled. The 2019 California Dashboard indicates ORANGE for all students, socio-economically disadvantaged, white, and two or more races sub groups. RED for Black/African American, Students with Disabilities, and English Learner sub groups.

2021-22 Chronic Absence Data:

All students: 34%

Black/African American Subgroup; 37%

ELL Subgroup: 26%

Special Education 29%

Suspensions

Suspension rate was at 2.8% in 2018 and declined to 1.6% for 2019. A decrease of 1.2%. However, our Black/African American sub group reflects RED on the 2019 California Dashboard. Total suspensions for the 2021-22 school year was 3 students: >1% for all students 2.8% of our African American sub group.

English Language Arts

FAST Reading Data for 2021-22 in ELA:

3rd grade - 44% Proficient

4th grade - 62% Proficient

5th grade - 48% Proficient

Overall - 51% Proficient

ELL Subgroup- 46% Proficient

Black/African American Subgroup- 36% Proficient

MATH

2020-2021 End of year DEMI Data (taken at home during distance learning)

3rd Grade- Knowledge 96% Proficient; Application 92% Proficient; Communication 32% Proficient

4th Grade- Knowledge 59% Proficient; Application 81% Proficient; Communication 47% Proficient

5th Grade-Knowledge 71% Proficient; Application 89% Proficient; Communication 55% Proficient

All Students (159): Knowledge 73% Proficient; Application 87% Proficient; Communication 45% Proficient

2021-2022 DEMI Data Fall/Spring

3rd Grade-(68)

Fall: Knowledge 46% Proficient; Application 53% Proficient; Communication; 12% Proficient

Spring: Knowledge 71% Proficient; Application 53% Proficient; Communication; 21% Proficient

4th Grade- (54)

Fall: Knowledge 31% Proficient; Application 58% Proficient; Communication; 29% Proficient

Spring: Knowledge 59% Proficient; Application 81% Proficient; Communication; 47% Proficient

5th Grade (55)

Fall: Knowledge 61% Proficient; Application 89% Proficient; Communication; 55% Proficient

Spring: Knowledge 71% Proficient; Application 89% Proficient; Communication; 55% Proficient

Overall: 3-5th (177)

Fall: Knowledge; 46% Proficient; Application 53% Proficient; Communication; 12% Proficient

Spring: Knowledge; 72% Proficient; Application 56% Proficient; Communication; 39% Proficient

Black/African American Subgroup (20)

Fall: Knowledge: 29% Proficient; Application 50% Proficient; Communication; 21% Proficient

Spring: Knowledge; 50% Proficient; Application 25% Proficient; Communication; 20% Proficient

SWD Subgroup (27)

Fall: Knowledge: 16% Proficient; Application 37% Proficient; Communication; 20% Proficient

Spring: Knowledge; 52% Proficient; Application 37% Proficient; Communication; 15% Proficient

ELL Subgroup: (34)

Fall: Knowledge: 32% Proficient; Application 52% Proficient; Communication; 21% Proficient

Spring: Knowledge; 71% Proficient; Application 56% Proficient; Communication; 38% Proficient

The most recent information for Low Income sub group was from 2019 (122) is 49% Proficient in ELA and 46.7% Proficient in MATH.

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

To address the inequities between subgroups, Foster Elementary will provide access to special programs and materials supported by our .4 counselor, .5 psychologist, ELA resource teacher, guidance aide, and support staff including 2.2 education specialists for our Mild/Mod community of learners, 2 Education specialists for our Mod/Severe community of learners and 1 Education specialist for our Medically Fragile community of learners. The whole staff has been trained on restorative practices and Foster Elementary School is a No Place for Hate school. We are a diverse and inclusive school with highly trained teachers. We use our staff development and PLC time to plan data driven instruction to meet the targeted needs of our diverse learning community.

Foster Elementary Fall Enrollment Data 2015-2021 https://drive.google.com/file/d/1FgD6wFmqBv-4whAv71nh0XhFqbcdK84I/view?usp=sharing

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Leah Saunders	Principal
Lana Webb	Classroom Teacher
Dana Peterson	Parent/Community Member
Lisa Morris	Classroom Teacher
Chevonne Amick	Parent
Bryan Pridmore	Parent
Erica Lynn	Classroom Teacher
Tina Lakin	Other School Personnel
Leonardo Alarcon	Parent/Community Member
Wendy McDonald	Teacher
Donna King Mhadi	Classified Staff/ELAC Chair
Megan Evenary	Parent/Community Member
Fawn Nguyen	EL Parent/Community Member
Rebecca Oliver	Parent/Community Member

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 goal for the 2021-22 school year was to decrease chronic absenteeism and suspension rates.
Absenteeism - (Brick and Mortar) The attendance program at Foster was focused on every student being at school - every day, all day (Bell to Bell). Incentives were provided weekly and monthly to students to motivate them to be at school every day. Information continuously was provided to parents and the community identifying when a student should stay home from school and when a student should come to school. Empathy calls and communication were implemented to support families with the transition back to full time in person instruction. Support from guidance assistant, counselor, attendance clerk, and Principal were provided for students and families who missed more than 10% of instructional time and students were added to the watch list and monitored and supported.
Suspensions - All staff were trained extensively over the past three years on Trauma Informed Care and in Restorative Justice Practices. Students were taught conflict resolution strategies to peacefully work out/through their issues with the support of adults on campus to facilitate.
Despite best efforts described above due to COVID illness and quarantine implications attendance goals were not met.

Attendance
Chronic absenteeism is currently at 34% - meaning these students are missing 10% or more of the instructional days enrolled. The 2019 California Dashboard indicates ORANGE for all students, socio-economically disadvantaged, white, and two or more races sub groups. RED for Black/African American, Students with Disabilities, and English Learner sub groups.   2021-22 Chronic Absence Data: All students: 34%   Black/African American Subgroup; 37%   ELL Subgroup: 26%   Special Education 29%   June 2019 suspension data according to the California Dashboard in 2018 was at 2.8% and dropped to 1.6% for 2019. Although the goal for 2019 was 1.0%, it did decrease 1.2%. There were 0 suspensions in the 2020-2021 school year. Total suspensions for the 2021-2022 school year was 3 students: >1% for all students and 2.8% of our black/African American sub group.
*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).   Most strategies described were implemented however there was a lack of consistency due to COVID illness and mandatory quarantines as designated staff were often absent or covering classroom due to lack of visiting teachers.
*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.   In support of increasing attendance, our attendance clerk, principal, counselor, family services assistant and guidance aide will work together for the 2022-23 school year to reach out to students and families who are approaching 10% of absences to date with empathy calls. We will work to identify barriers to attendance and remove them. Because of the need to quarantine at times, teachers will provide study contracts to make up missed classwork and encourage regular attendance.
*Identified Need
2021-22 Chronic Absence Data: All students: 34%   Black/African American Subgroup; 37%   ELL Subgroup: 26%

Special Education 29%

June 2019 suspension data according to the California Dashboard in 2018 was at 2.8% and dropped to 1.6% for 2019. Although the goal for 2019 was 1.0%, it did decrease 1.2%. There were 0 suspensions in the 2020-2021 school year. Total suspensions for the 2021-2022 school year was 3 students: >1% for all students and 2.8% of our black/African American sub group.

California Healthy Kids Survey data for the 2021-22 school year highlights a decrease in the percentage of students who report having a positive caring relationship (49%) and meaningful participation (35%)

Our data for our CORE Social-Emotional Survey will serve as baseline data for the 2021-22 school year: Students reported this data during distance learning. The 2021-2022 survey was after a return to campus and full time Brick and Mortar attendance.

% of Students reporting favorably in Spring of 2022:

Culture/Climate: 41.5% (-18% from 2021)

Growth Mindset 75.5% (-4% from 2021)

Self-Management 68.9% (1% from 2021)

Self-Efficacy 60.4% (-7% from 2021)

Social Awareness 60.4% (14% from 2021)

English Learners reported 5-13% less favorable in all areas except Culture and climate where they were 3% more favorable.

Black/African Subgroup reported 29% more favorable in Culture/Climate, 15% more favorable in Growth Mindset, equal in self-management and self-efficacy, but 20% less favorable in social awareness.

SPED subgroup reported 1-10% more favorable in all areas except self-efficacy where they were 7% less favorable.

SEL learning is part of the instructional practices in every classroom at Foster. Teachers begin their day with morning meetings, hold restorative circles, and our counselor is presenting Second Step Lessons in all classrooms.

Professional Development Focus for 2022-2023: PBIS (Positive Behavioral Interventions and Supports) as well as the development of our MTSS (Multi-tiered system of supports) in the areas of behavior and academics. All staff will collaborate along with community team members to continue to build our school wide matrix. Teachers will collect behavioral and academic data to use in their PLCs to make data driven decisions accessing our MTSS in support of all learners. We will also be launching our student leadership program and be training 4th and 5th grader student leaders in restorative leadership. These students will be leading circles and lessons in K-3 classrooms.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Reduce the number of students who are chronically absent	34%	10%	Chronic Absenteeism	monthly
June 2023	UTK-5	Increase % of students reporting "favorable culture/climate" on CHKS	41.5% Favorable Culture/Climate	60% Favorable Culture/Climate	Other (Describe in Objective)	End of Year

		survey by support student with conflict resolution, social issues, peer pressure, and friendship				
June 2023	UTK-5	Maintain school suspension rate by implementing school wide discipline plan and develop PBIS Behavioral Expectation Matrix	Less than 1%	Less than 1%	Suspension	End of Year
June 2023	5	Increase % of students reporting a positive caring relationship on the CHKS Survey	49	69%	CAL-SCHLS (CHKS)	Annual
June 2023	5	Increase % of students reporting a positive meaningful participation on the CHKS Survey	35	55%	CAL-SCHLS (CHKS)	Annual

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Black or African American	Decrease suspension rates	6.3% (from 2019)	1.0%	Suspension	Trimester
June 2023	UTK-5	Black or African American	Decrease chronic absenteeism	37%	10.0%	Chronic Absenteeism	Monthly
June 2023	UTK-5	Students with Disabilities	Decrease chronic absenteeism	29%	10%	Chronic Absenteeism	Monthly
June 2023	UTK-5	English Learner	Decrease chronic absenteeism	26%	10%	Chronic Absenteeism	Monthly
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	19.0% (data from 2020)	10%	Chronic Absenteeism	Monthly
June 2023	UTK-5	Hispanic or Latino	Decrease chronic absenteeism	47%	10%	Chronic Absenteeism	Monthly
June 2023	UTK-5	White	Decrease chronic absenteeism	25%	10%	Chronic Absenteeism	Monthly

June 2023	UTK-5	Two or More Races	Decrease chronic absenteeism	23%	10%	Chronic Absenteeism	Monthly

Supporting Black Youth - Additional Goals

✓ 1. Foster Elementary′s Site Equity Team and/or pre-determined school committee 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 Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Foster Elementary 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. Foster'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, Foster Elementary 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. Foster Elementary 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. Foster Elementary′s Site Equity Team and/or pre-identified school committee 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. Foster Elementary 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. Foster Elementary will increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Foster Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Social Emotional Support

*Students to be served by this Strategy/Activity

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

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

*Strategy/Activity - Description

The School Counselor will be increased from .2 to .4 and will continue to support individual students on an "as needed" basis in the areas of social and emotional wellbeing, conflict resolution, peer mediation, and friendship. Counselor will also begin Second Step curriculum with four Kindergarten classes for the 2021-22 school year. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all students academically, socially, and emotionally so they can be successful at school.

The School Counselor will facilitate training of 4th and 5th grade student leaders in the area of Restorative Leadership. 4th and 5th grade student leaders will be partnered with UTK-3rd grade classes to facilitate class circles.

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

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

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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

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 goal for the 2021-22 school year was to increase academic achievement in the area of ELA and Mathematics school wide actions included:

a. ELA:

School-wide daily guided reading groups were implemented and led by every classroom teacher. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive curriculum. Students started each day with class meetings and participated in restorative circles to build empathy and connectedness to peers and their school. Foster Elementary is a No Place for Hate school and students participated in school-wide lessons throughout the year that were tied to literature and helped build community. Students had weekly library time where our library media clerk read SEL stories that included topics such as kindness, inclusiveness, forgiveness, and restorative practices.

ELA Data from 2021-2022 School year: We utilized Fountas and Pinnell Benchmark System K-2 and DRA 3-5 in addition to the FAST reading assessment (3-5th) to assess our current literacy performance in addition to Spring 2022 CAASPP data.

FAST Reading Data for 2021-22 in ELA:
3rd grade- 44% Proficient;
4th grade - 62% Proficient;
5th grade - 48% Proficient;
Overall Proficient is 55% (low risk or advanced)
ELL Subgroup- 46% Proficient
Black/African American Subgroup- 36% Proficient

DRA Data
2021: 3rd Grade: 68% below grade level, 32% at grade level
2022: 3rd Grade: 56% below grade level; 41% at grade level; 3% above grade level

Spring 2022 CAASPP ELA
An analysis of 2022 spring data shows a significant 16% decrease in the overall percent of students school wide who met and exceeded standards
Overall met and exceeded=36%
3rd grade 24% met and exceeded
4th grade 37% met and exceeded
5th grade 50% met and exceeded
ELL Subgroup- 9% met and exceeded
Black/African American Subgroup- 9% met and exceeded
Students with Disabilities-13% met and exceeded

-b. Math:

Students participated in daily "number talks" in practicing solving math problems and building mathematical reasoning skills. Math communication was an identified area of need for the 2021-2022 school year. We used District Adopted Math Curriculum from Pearson. Students had supplemental supports from envision online component as well as our school-wide adopted Happy Numbers.

2021-2022 DEMI Data Fall/Spring
3rd Grade-
Fall: Knowledge 46% Proficient; Application 53% Proficient; Communication; 12% Proficient
Spring: Knowledge 71% Proficient; Application 53% Proficient; Communication; 21% Proficient
4th Grade-
Fall: Knowledge 31% Proficient; Application 58% Proficient; Communication; 29% Proficient
Spring: Knowledge 59% Proficient; Application 81% Proficient; Communication; 47% Proficient
5th Grade- Fall
Fall: Knowledge 61% Proficient; Application 89% Proficient; Communication; 55% Proficient
Spring: Knowledge 71% Proficient; Application 89% Proficient; Communication; 55% Proficient
Overall: 3-5th
Fall: Knowledge; 46% Proficient; Application 53% Proficient; Communication; 12% Proficient
Spring: Knowledge; 72% Proficient; Application 56% Proficient; Communication; 39% Proficient
Black/African American Subgroup
Fall: Knowledge: 29% Proficient; Application 50% Proficient; Communication; 21% Proficient
Spring: Knowledge; 50% Proficient; Application 25% Proficient; Communication; 20% Proficient

Spring 2022 CAASPP Math
An analysis of 2022 spring data shows a significant 21% decrease in the overall percent of students school wide who met and exceeded standards
Overall met and exceeded=26%
3rd grade 23% met and exceeded
4th grade 25% met and exceeded
5th grade 30% met and exceeded
ELL Subgroup- 12% met and exceeded
Black/African American Subgroup- 0% met and exceeded
Students with Disabilities-10% met and exceeded

c. English Language Learners:
FAST: 46% Proficient or Exceeding Standards
Math DEMI:
Fall: Knowledge: 32% Proficient; Application 52% Proficient; Communication; 21% Proficient
Spring: Knowledge; 71% Proficient; Application 56% Proficient; Communication; 38% Proficient

d. Students with Disabilities
FAST: 32% Proficient or Exceeding Standards
Math DEMI:
Fall: Knowledge: 16% Proficient; Application 37% Proficient; Communication; 20% Proficient
Spring: Knowledge; 52% Proficient; Application 37% Proficient; Communication; 15% Proficient
e. Graduation/Promotion: Foster's biggest gap and concerns were identified in the area of chronic absenteeism. This year was a ful return to in-person instruction and we had many families who were greatly affected by illness, challenges with work schedules and day care, and a discomfort with having students in school during COVID exposures.

2. Access to Broad and Challenging Curriculum
a. ELA: All students were in school-wide daily guided reading groups led by the classroom teachers and our additional allocation reading support teacher. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive curriculum.
b. Math: Students participated in daily "number talks" in practicing solving math problems and building mathematical reasoning skills. Math communication was an identified area of need for the 2021-2022 school year. We used District Adopted Math Curriculum from Pearson. Students had supplemental supports from envision online component as well as our school-wide adopted Happy Numbers.
c. English Language Learners benefited from the instructional practice of "number talks" increased achievement in the areas of accessing math knowledge and communication. English language learners participated in daily ELD small group instruction and newcomers were included in small group ELD lessons with our Resident Visiting Teacher to supplement and frontload vocabulary for classroom lessons.
d. Students with Disabilities: SWD were supported in class with supplemental supports and also participated in small pullout groups as identified on their IEPs. To help identify students who were not making adequate progress, teachers worked together in weekly PLCs to analyze data and design instruction for remediation and acceleration. Our counselor ran SST meetings for students identified as being at promise (formerly "at risk") and interventions and supplemental supports were put in place.
e. Graduation/Promotion: In the area of attendance, our counselor worked to identify families who were chronically absent or on track to become chronically absent and worked to identify barriers to consistent attendance. Bus passes, alarm clocks and attendance incentives were given as well as SEL check-ins with our counselor and guidance aide for students who were struggling with school attendance.

3. Accelerating Student Learning With High Expectations for All
a. ELA: School-wide daily guided reading groups were done and led by the classroom teachers. Intervention groups and additional supports for struggling students were provided by our resident visiting teacher and our additional reading support intervention teacher. Teachers met in PLCs weekly

to analyze reading progress data and adjust groups. Students who did not make adequate progress over 6 weeks of data were referred to our Student Study Team to help identify barriers, design new interventions and supports, or possibly refer for further assessments. Data was reported monthly on a school-wide shared google document to help track performance.

b. Math: We used District Adopted Math Curriculum from Pearson. Students had supplemental supports from envision online component as well as our school-wide adopted Happy Numbers.

c. English Language Learners: Students participated in ESL groups daily with their teachers using our adopted Benchmark curriculum. Our Resident Visiting Teacher also provided daily instruction to our newcomers and provided frontloading for vocabulary to help students be successful in accessing curriculum in their classrooms.

d. Students with Disabilities: Students on IEPs were served with supplemental supports and small group instruction with their educational specialist as identified on IEPs. Teachers also provided double-dose and extra support groups as determined by weekly PLC data and planning meetings.

e. Graduation/Promotion: : In the area of attendance, our counselor worked to identify families who were chronically absent or on track to become chronically absent and worked to identify barriers to consistent attendance. Bus passes, alarm clocks and attendance incentives were given as well as SEL check-ins with our counselor and guidance aide for students who were struggling with school attendance.

*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).

Math: Additional support was provided by our Resident Visiting Teacher for 3-5th grades. This helped bridge the gap for many learners who needed extra work with re-teaching foundational skills that were missed during distance learning.

ELA: Teachers were able to run small reading groups and have intervention groups with the support of our additional support teacher. This 6 week intervention cycle was key in driving the PLC cycle and data collection cycle for our struggling readers. Our plan next year is to continue with the small intervention groups for all students with the support of our Villa Musica music education.

SWD: Additional supports were provided by our Resident Visiting Teacher and our additional reading intervention support teacher. Next year, we will have Villa Musica in place so that teachers can continue to support intervention groups to accelerate achievement.   Students were able to mainstream and access general education curriculum with their typical peers with the return to instruction in person. Some of our greatest challenges this year were because of the learning loss from distance learning. Teachers started additional support and intervention groups after school to help bridge the learning loss affects from the pandemic.

Graduation/Promotion Rate: Due to quarantines and illness (for students and their families) the urgency to be in school on time and everyday decreased with our families. We also were unable to be consistent with supports due to lack of staffing.

*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. Implementation of daily Guided Reading Groups for all below grade level students in grades TK through 5. Continue with the same PD and weekly PLC meetings to engage in data analysis, MTSS, and planning instruction based on student performance. Implementation of one Interim Assessment Block IAB assessment through CAASPP each trimester to support student preparation and success for the CAASPP ELA. This year our PLCs will be focusing on increasing accountability and academic rigor through data driven instruction, specifically during guided reading instruction. PLCs will also be monitoring attendance data and communicating with parents to help identify barriers to attendance. We will work together with the counselor and guidance aide to design practices to remove these barriers.
*Identified Need - English Language Arts
2020-2021 FAST Reading Data: (Taken at home during Distance Learning) 3rd grade- 43% Proficient: 4th grade -54% Proficient; 5th grade- 59% Proficient; Overall Proficient is 55% (low risk or advanced) African American sub group (34) is 36% proficient in ELA. ELL sub group (41) is 46% proficient in ELA. 2021-2022 FAST Reading Data Spring 2022 : (Taken in school) FAST Reading Data for 2021-22 in ELA: 3rd grade- 44% Proficient; 4th grade - 62% Proficient; 5th grade - 48% Proficient; Overall Proficient is 55% (low risk or advanced) ELL Subgroup- 46% Proficient Black/African American Subgroup- 36% Proficient We are using Fountas and Pinnell Benchmark System and DRA (Direct Reading Assessment) in addition to the FAST reading assessment (3-5th) to assess our current literacy performance and instructional baseline in absence of CAASPP data. DRA Data 2021: 3rd Grade: 68% below grade level, 32% at grade level 2022: 3rd Grade: 56% below grade level; 41% at grade level; 3% above grade level 2021: 4th Grade: 56% below grade level; 28% at grade level; 15.7% above grade level

2022: 4th Grade: 46% below grade level; 30% at grade level; 24% above grade level

2021: 5th Grade: 61% below grade level; 12% at grade level; 27% above grade level

2022: 5th Grade: 46% below grade level; 30% at grade level; 24% above grade level

DRA data is collected monthly and reviewed by grade level PLCs to design targeted instruction. DRA data used for 2021 was collected at the return to in person instruction in 2021 and 2022 was collected in the month of April 2022.

Spring 2022 CAASPP ELA

An analysis of 2022 spring data shows a significant 16% decrease in the overall percent of students school wide who met and exceeded standards

Overall met and exceeded=36%

3rd grade 24% met and exceeded

4th grade 37% met and exceeded

5th grade 50% met and exceeded

ELL Subgroup- 9% met and exceeded

Black/African American Subgroup- 9% met and exceeded

Students with Disabilities-13% met and exceeded

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3	Increase % of students who meet and exceed standards on the ELA SBAC	24%	34%	CAASPP ELA	Annually
June 2023	4	Increase % of students who meet and exceed standards on the ELA SBAC	37%	47%	CAASPP ELA	Annually
June 2023	5	Will meet or exceed	50%	60%	CAASPP ELA	Annually
June 2023	3-5	Will meet or exceed	36%	46%	CAASPP ELA	Annually
June 2023	3	Increase percentage of students reading at or above grade level as measured by DRA	44%	70%	DRA 2	Trimester
June 2023	4	Increase percentage of students reading at or above grade level as measured by DRA	54%	70%	DRA 2	Trimester
June 2023	5	Increase percentage of students reading at or above	39%	65%	DRA 2	Trimester

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
			grade level as measured by DRA				
June 2023	3		Increase percentage of students reading at or above grade level as measured by FAST	44%	70%	FAST aReading	Trimester
June 2023	4		Increase percentage of students reading at or above grade level as measured by FAST	62%	80%	FAST aReading	Trimester
June 2023	5		Increase percentage of students reading at or above grade level as measured by FAST	48%	75%	FAST aReading	Trimester

*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	3-5	English Learner	Will meet or exceed standards on CAASPP	9	20	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Will meet or exceed standards on CAASPP	13	23	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Will meet or exceed standards on CAASPP	28	38	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Will meet or exceed standards on CAASPP	30	40	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Will meet or exceed standards on CAASPP	9	20	CAASPP ELA	Annually
June 2023	3-5	English Learner	Will meet or exceed standards on FAST	59%	70%	FAST aReading	Trimester

June 2023	3-5	Students with Disabilities	Will meet or exceed standards on FAST	32%	45%	FAST aReading	Trimester
June 2023	3-5	Black or African American	Will meet or exceed standards on FAST	62%	75%	FAST aReading	Trimester
June 2023	3-5	Hispanic or Latino	Will meet or exceed standards on FAST	64%	75%	FAST aReading	Trimester

*Identified Need - Math

MATH
2020-2021 End of year DEMI Data (taken at home during distance learning)
3rd Grade- Knowledge 96% Proficient; Application 92% Proficient; Communication 32% Proficient
4th Grade- Knowledge 59% Proficient; Application 81% Proficient; Communication 47% Proficient
5th Grade-Knowledge 71% Proficient; Application 89% Proficient; Communication 55% Proficient
All Students (159): Knowledge 73% Proficient; Application 87% Proficient; Communication 45% Proficient
2021-2022 DEMI Data Fall/Spring
3rd Grade-
Fall: Knowledge 46% Proficient; Application 53% Proficient; Communication; 12% Proficient
Spring: Knowledge 71% Proficient; Application 53% Proficient; Communication; 21% Proficient
4th Grade-
Fall: Knowledge 31% Proficient; Application 58% Proficient; Communication; 29% Proficient
Spring: Knowledge 59% Proficient; Application 81% Proficient; Communication; 47% Proficient
5th Grade- Fall
Fall: Knowledge 61% Proficient; Application 89% Proficient; Communication; 55% Proficient
Spring: Knowledge 71% Proficient; Application 89% Proficient; Communication; 55% Proficient
Overall: 3-5th
Fall: Knowledge; 46% Proficient; Application 53% Proficient; Communication; 12% Proficient
Spring: Knowledge; 72% Proficient; Application 56% Proficient; Communication; 39% Proficient
Black/African American Subgroup
Fall: Knowledge: 29% Proficient; Application 50% Proficient; Communication; 21% Proficient
Spring: Knowledge; 50% Proficient; Application 25% Proficient; Communication; 20% Proficient
SWD Subgroup
Fall: Knowledge: 16% Proficient; Application 37% Proficient; Communication; 20% Proficient
Spring: Knowledge; 52% Proficient; Application 37% Proficient; Communication; 15% Proficient
ELL Subgroup:
Fall: Knowledge: 32% Proficient; Application 52% Proficient; Communication; 21% Proficient
Spring: Knowledge; 71% Proficient; Application 56% Proficient; Communication; 38% Proficient

The most recent information for Low Income sub group was from 2019 (122) 46.7% Proficient in MATH.

Spring 2022 CAASPP Math
An analysis of 2022 spring data shows a significant 21% decrease in the overall percent of students school wide who met and exceeded standards
Overall met and exceeded=26%
3rd grade 23% met and exceeded
4th grade 25% met and exceeded
5th grade 30% met and exceeded
ELL Subgroup- 12% met and exceeded
Black/African American Subgroup- 0% met and exceeded
Students with Disabilities-10% met and exceeded
https://www-classic.sandi.net/DAR/R_R/Reports/SBAC/2019/MultiDemog/SBAC_2019_MultiDemog_ELAMath_111.pdf
In 2021, This data showed that where our students can show knowledge and apply math, they could not communicate their math thinking and reasoning at the same level. For the 2022 data, it shows overall growth in the area of communication but the need to maintain a focus on communication in the area of mathematical reasoning still exists for all subgroups.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Will meet or exceed	23	33	CAASPP Math	Annually
June 2023	4	Will meet or exceed	25	35	CAASPP Math	Annually
June 2023	5	Will meet or exceed	30	40	CAASPP Math	Annually
June 2023	3-5 School wide	Will meet or exceed	26	36	CAASPP Math	Annually
June 2023	3-5th	Will meet or exceed grade level expectations in Math Knowledge using the DEMI	72%	85%	DEMI	Annually
June 2023	3-5th	Will meet or exceed grade level expectations in Math in the area of communications using 'Number Talks.'	39%	60%	DEMI	Annually
June 2023	3-5th	Will meet or exceed grade level expectations in math in the area of application	56%	70%	DEMI	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	To meet or exceed standards	12	25	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	To meet or exceed standards	10	25	CAASPP Math	Annually
June 2023	3-5	Black or African American	To meet or exceed standards	0	25	CAASPP Math	Annually
June 2023	3-5	English Learner	Meet or exceed standards in the area of communication	38	50	DEMI	Annually
June 2023	3-5	Black or African American	Meet or exceed standards in the area of communication	20	50	DEMI	Annually
June 2023	3-5	Students with Disabilities	Meet or exceed standards in the area of communication	15	30	DEMI	Annually

*Identified Need - English Learners

Spring 2022 SBAC Data only 9% of English Learners met and exceeded standards in ELA and 12% in mathematics.

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

Fall 2021-2022 year, FAST Reading Data shows that 46% of EL Students are at grade level or advanced.

Spring 2021-2022 year; FAST Reading Data shows that 59% of EL Students are at grade level or advanced.

Fall 2020-2021 year, DEMI Math Data shows that 67% are proficient in knowledge; 75% are proficient in math application; and 42% are proficient in communication.

Spring 2021-2022 year, DEMI Math Data shows that 71% are proficient in knowledge; 56% are proficient in math application; and 38% are proficient in communication.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet or exceed the standards in the area of knowledge	71	90	Other (Describe in Objective) DEMI	Annually

June 2023	3-5	English Learner	Meet or exceed the standards in the area of math application	56	70	Other (Describe in Objective) DEMI	Annually
June 2023	3-5	English Learner	Meet or exceed the standards in the area of math communication	38	50	Other (Describe in Objective) DEMI	Annually
June 2023	3-5	English Learner	Meet or exceed ELA standards	59	70	Other (Describe in Objective) FAST	Annually

*Identified Need - Graduation/Promotion Rate

2022 Spring School wide ELA SBAC 3-5 36% Math SBAC 26%

Our 2022 FAST Reading Data shows that:

55% of all of our students have started the school year at or above grade level.

59% of our EL students are at or above grade level.

62% of our Black or African American students are at or above grade level.

64% of our Hispanic students are at or above grade level.

Our 2022 DEMI Math Data shows that:

Overall: 3-5th

Knowledge; 72% Proficient; Application 56% Proficient; Communication; 39% Proficient

Black/African American Subgroup

Knowledge; 50% Proficient; Application 25% Proficient; Communication; 20% Proficient

SWD Subgroup

Knowledge; 52% Proficient; Application 37% Proficient; Communication; 15% Proficient

ELL Subgroup:

Knowledge; 71% Proficient; Application 56% Proficient; Communication; 38% Proficient

Based on the data, we need to continue to focus our work on improved student achievement and close the achievement gap especially for our Socio-Economically Disadvantaged, and our students with Disabilities in the area of ELA.

Our work in math will be focused on the area of communication especially for our black/African American, ELL and SWD subgroups.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase percentage of students reading at or above grade level as measured by CAASPP ELA	24	34	Grade 3 ELA Reading	Trimester
June 2023	5	Increase percentage of students reading at or above grade level as measured by CAASPP ELA	50	60	Grade 5 ELA Reading	Annually
June 2023	5	Increase percentage of students reading at or above grade level as measured by DRA	39	60	Other (Describe in Objective)	Annually
June 2023	4	Increase percentage of students reading at or above grade level as measured by DRA	54	75	Other (Describe in Objective)	Trimester
June 2023	3-5	Increase percentage of students reading at or above grade level as measured by FAST	55	75	Other (Describe in Objective)	Trimester
June 2023	3	Increase percentage of students reading at or above grade level as measured by DRA	44	65	Other (Describe in Objective)	Trimester

*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	3 through 5	English Learner	Increase percentage of EL students at grade level standards on CAASPP ELA	9	19	CAASPP ELA	Annually

June 2023	3 through 5	Students with Disabilities	Increase percentage of SWD students a grade level CAASPP ELA	13	23	CAASPP ELA	Annually
June 2023	3 through 5	Black or African American	Increase percentage of Black/African American students a grade level CAASPP ELA	9	19	CAASPP ELA	Annually
June 2023	3 through 5	Socioeconomically Disadvantaged	Increase percentage of Socioeconomically Disadvantaged students a grade level CAASPP ELA	28	38	CAASPP ELA	Annually
June 2023	3 through 5	English Learner	Increase percentage of EL students scoring proficient or advanced as measured by the FAST	59	70	FAST aReading	Annually
June 2023	3 through 5	Black or African American	Increase percentage of students scoring proficient or advanced as measured by the FAST	62	75	FAST aReading	Annually
June 2023	3 through 5	Students with Disabilities	Increase percentage of students scoring proficient or advanced as measured by the FAST	32	45	FAST aReading	Annually

ELA/ELD Support

*Students to be served by this Strategy/Activity

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

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0111CU	Prof&Curriclm DevHrlyClsrmTchr		$8,077.00	$10,000.15	0111-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		PLC Pay for Bi-monthly PLC meetings where teachers will review ELA, math and SEL data and design intervention and acceleration groups.
N0111FJ	Consultants <=$25K		$8,414.00	$8,414.00	0111-30106-00-5801-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional Development in literacy instructional strategies with adopted curriculum consultants.
N0111FK	Prof&Curriclm DevHrlyClsrmTchr		$7,078.00	$8,763.27	0111-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly pay for teachers for professional development with adopted literacy materials as well as newly purchased intervention materials.
	Textbooks and Core Curr Mtls				0111-30100-00-4100-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0111FH	Instructional materials for literacy instruction for targeted intervention groups.

Tier 2 Small Group Intervention Support

*Students to be served by this Strategy/Activity

All students who are below grade level will benefit from this strategy with a specific emphasis on black youth, English Learners and students with disabilities.

*Strategy/Activity - Description

All students below grade level will participate in weekly intervention groups. Villa Musica will be working with each class for a 60 minute music lesson weekly. UTK and Kindergarten will participate in Music Explorations, a literacy based music program, 1st and 2nd grades will learn to read music and learn music literacy through choir, 3rd grade will be learning ukulele, 4th grade will have percussion and drumming and 5th grade will be learning electronic beat making with music composition. All classes will be paired with a partner class so that teachers can plan pull out groups for remediation/acceleration and then students will get music instruction with the partner class while the teacher has a reduced class size for further targeted intervention groups.

This will allow for every teacher to provide 2 hours a week of intervention groups and develop student music literacy.
Students will all be exposed to culturally diverse literature in read aloud by the Library Media Tech and follow these lessons up with No Place For Hate activities in their classes.

This strategy addresses the findings of the needs assessment and data that identified resource inequities for the African American, ELL, Low Socio-economic, and SWD subgroups in the area of continued support for literacy interventions. This will provide students to have additional weekly interventions provided by their own teachers.

*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
F011125	Library Asst	0.17501	$5,272.53	$7,236.97	0111-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Library assistant to plan literature to promote appreciation of cultural diversity and design lessons that promote cultural and social-emotional appreciation for all students.
N0111FE	Consultants <=$25K		$15,000.00	$15,000.00	0111-09800-00-5801-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Villa Musica Consultants to provide instruction for students so that teachers may provide targeted Literacy interventions.

Number Talks

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Administrator will continue to support classroom teachers in implementing daily number talks and provide professional learning time and PLC time to focus on high quality implementation.

*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
N0111FI	Supplies		$21,013.00	$21,013.00	0111-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Student Supplies and instructional materials. Paper, pencils, manipulatives, rulers, scissors, crayons.
	Prof&Curriclm DevHrlyClsrmTchr				0111-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0111CU	Release time for teachers to collaborate, have PD and plan targeted instruction based on student data.

EL and ELD Support

*Students to be served by this Strategy/Activity

English Learner students at Foster will benefit from this strategy.

*Strategy/Activity - Description

Administrator will support and collaborate with classroom teachers to impact teacher effectiveness in implementing daily ELD. Administrator will continue to plan curriculum that integrates daily ELD supports for English Learners.

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

Newcomers will participate in an afterschool program led by a certificated classroom teacher and engage in supplemental literacy support sessions.
Library Media Tech will support English Learners by assisting with the selection of appropriate texts based on student interest and reading level.

*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
N011195	Libry Media Tech OTBS Hly		$11,000.00	$15,071.10	0111-09800-00-2280-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Extra support for ELPAC assessments and bilingual supports.
	Prof&Curriclm DevHrlyClsrmTchr				0111-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0111CU	PLC Time for teachers to review data and plan targeted instruction in the areas of math and ELA. Teachers will review best practices and compare data to design literacy and math acceleration groups. Bi-Weekly PLCs and provide newcomer student support.
	Supplies				0111-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N0111FI	Instructional supplies for lessons. Paper, pencils, chart paper, markers, notebooks.

Daily Guided Reading Groups

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Guided Reading implementation in every classroom daily for below grade level readers in grades 3, 4, 5 and daily for every student in grades TK-2. Administration at site will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students. Teachers will engage in weekly collaboration during grade level meetings and bi-weekly PLCs with administration
to support differentiated instruction and ensure supports are in place for students. Administration and other support staff (Education Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologist, and Occupational Therapist) will participate in weekly PLC 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
N0111FB	Prof&Curriclm Dev Vist Tchr		$20,192.00	$24,999.71	0111-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional Development and release days for teachers to plan targeted instruction for intervention groups in Math and ELA. Release time for teachers to co-teach and design lessons and give each other feedback on instructional practices.
N0111FC	Supplies		$4,400.00	$4,400.00	0111-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Materials and supplies for instruction. Construction paper, copy paper, pencils, tape, staplers, math manipulatives, markers, crayons.

Cultural Sensitivity and Diversity Lessons for students

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

The School Counselor (.4) will continue to support individual students on an "as need" basis in the areas of social and emotional wellbeing, conflict resolution, peer mediation, and friendship. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all Black Youth academically, socially, and emotionally so they can be successful at school.

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0111FD	Other Support Prsnl PARAS Hrly		$4,379.00	$5,999.67	0111-30100-00-2281-2420-0000-01000-0000	Title I Basic Program	[no data]		Para hourly pay for after school literacy and new comer supplemental support groups.
N0111FG	Classroom Teacher Hrly		$3,491.00	$4,322.21	0111-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher professional development time to plan culturally diverse lessons for daily guided reading groups.
N0111FH	Textbooks and Core Curr Mtls		$12,740.00	$12,740.00	0111-30100-00-4100-1000-1110-01000-0000	Title I Basic Program	[no data]		Text Books and Instructional Materials for inclusive curriculum for diverse read aloud and purchase of supplemental instructional materials for intervention groups.

Reading Comprehension Materials and Individualized Software Programs

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

Students will utilize the Happy Math Program UTK-5 to support independent practice.

*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
N011157	Software License		$19,000.00	$19,000.00	0111-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Achieve 3000 to support literacy 3-5th grades. Razz Kids to support UTK-2nd grades. Happy Numbers for UTK-5th Grade Math Supplemental Instruction.

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).

The goal for the 2021-22 school year was to increase parent participation with classroom and school wide events. Actions and strategies to support this goal included:
- Increased both cost and no-cost family events through community partners and the Foster Elementary PTA.
- Attempted to increase family/parent participation at school events such as Back to School night, Open House, PTA meetings and provided free child care to make it easier for families to attend.
- Build and start our student gardens and support teachers in classroom preparation in support of our students.
- Enhance our Everyone a Reader program since that was outdoors and one on one tutoring.
- Jog A Thon held on campus where parents who met our volunteer requirements could attend.
- Weekly communication through Messenger phone and email were sent out in the form of Community Callout where the principal shared important information for the upcoming week. Parents reported that they are feeling more connected to their children's learning and school events.

During the majority of the year parent involvement was limited to virtual participation, but as outdoor activities and field trips were permitted, we were able to increase parent involvement.

Our PTA membership increased and parents are very supportive of the staff. Parents were eager to return to volunteering on campus, and essential volunteers have been able to return to campus.

*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).
Even though child care was provided for parents meetings, attendance was minimal during brick and mortar. COVID restrictions limited our PTA meetings and family events were held virtually or off campus.
*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.
WHEN APPLICABLE: Continue to provide childcare for parent trainings/meetings.
All meetings, gatherings, and parent support are planned to in person as long as we meet indoor and outdoor guidelines set by SDUSD. Through Principal/Parents and Community Callouts, parents are able to receive updates and ask questions, voice concerns. Subcommittees of PBIS and PTA will continue to plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings through weekly school/home communication, school messenger, and other forms of communication. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement. Working closely with the new PTA Board, Foster ES will create new ways to engage parents and families with events such as our Halloween Activity Day, Community Restaurant Nights, Kindergarten Meet and Greet in the Park, Jog a Thon, and online story nights, all while following the social distancing and safety standards being followed by SDUSD and the CDC. PTA will also work in conjunction with the school to recruit parent volunteers to support classes during music instruction as well as provide support for our Arts Attack program that will be funded by our PTA.
*Identified Need
Based on the 2022 results of the California School Parent Survey (CSPS), data only 11 parents participated in the survey. In 2019, 275 parents completed the survey in a student population of 416 students Our 2022 participate rate is not a large enough sample size to get a clear picture of parent perceptions and we will work to increase this metric for the 2022-23 school year.
Under the category of Academic Orientation and Participation, in 2019 51% of parents who took the CSPS, feel "School is a safe place for their child" and in 2022 100% of parents who took the survey felt "School is a safe place for their child."
Under the category of Parent Involvement, in 2019 50% of parents feel "School allows input and welcomes parent contributions" and in 2022 90% of parents feel "School allows input and welcomes parent contributions"
Areas of Focus based on 2022 school year data include areas of:
Overall parental involvement-48% of parents strongly agree
Communication with parents about school-45% of parents strongly agree

*Goal 6- Family Engagement					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	Other (Describe in Objective)	Increase percentage of parents feeling school is a safe place for their children	100	100	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase parent feedback and input; welcomes parents	90	95	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase parent feeling of positive communication	45	55	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase parental involvement	48	58	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	ELAC	To launch our own separate SSC and ELAC for the 2022-2023 school year.	15	50	Meeting Attendance
June 2023	Volunteers	To increase parent and community volunteers	15	60	Other - Describe in Objective

Parents as Partners

*Families to be served by this Strategy/Activity
All families and students at the school will benefit from this strategy/activity.
*Strategy/Activity - Description
Continue working with parents as our teaching partners when it comes to our students' educational needs. In order to meet the needs and keep communication lines open for parents, school will continue to do a Sunday Evening Community Callout with information for the upcoming week. This will be sent as a voice mail from the principal as well as an email with all fliers for events and school communication attached. PTA will also be invited to include their regular communication in this callout to help increase parent and community connections. To build capacity, we will continue providing workshops to parents in a ZOOM format. Explain the California Parent Survey results (Strongly agree vs. Agree) when it comes to evaluating our school. Work with PTA to recruit parents as partners for classroom music (weekly) and arts (monthly) support. Allocate funds for In-service supplies and parent meetings and events. Allocate funds for School/Home communication. Postage is necessary in order to consistently inform parents of school and individual student matters. Flyers are needed to announce and communicate school wide parent events and family events.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0111G	In-service supplies		$500.00	$500.00	0111-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Paper, chart paper, markers for family/parent in-services
N0111F9	Supplies		$1,018.00	$1,018.00	0111-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Paper for flyers, chart paper, markers, post-it notes for in-services.
N0111FA	Classroom PARAS Hrly		$365.00	$500.09	0111-30103-00-2151-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Para Pay for parent involvement in-services and activities such as childcare.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Foster Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 76,771
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 158,978

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)	$ 43,414
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 43,414

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)	$ 38,793
[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): $ 38,793

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 158,978

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Foster Elementary	**09800 LCFF Intervention Support**	(blank)	**1157 Classroom Teacher Hrly**	Classroom Teacher Hrly	0	$3,491.00
Foster Elementary			**2280 Libry Media Tech OTBS Hly**	Libry Media Tech OTBS Hly	0	$11,000.00
Foster Elementary			**3000 Benefits**		0	$4,902.31
Foster Elementary			**4301 Supplies**	Supplies	0	$4,400.00
Foster Elementary			**5801 Consultants <=$25K**	Consultants <=$25K	0	$15,000.00
Foster Elementary		**(blank) Total**			**0**	**$38,793.31**
Foster Elementary	**09800 LCFF Intervention Support Total**				**0**	**$38,793.31**
Foster Elementary	**30100 Title I Basic Program**	Library Asst	**2231 Other Support Prsnl PARAS**	Other Support Prsnl PARAS	0.175	$5,272.53
Foster Elementary			**3000 Benefits**		0	$1,964.44
Foster Elementary		**Library Asst Total**			**0.175**	**$7,236.97**
Foster Elementary		(blank)	**1170 Prof&Curriclm DevHrlyClsrmTchr**	Prof&Curriclm DevHrlyClsrmTchr	0	$7,078.00
Foster Elementary			**2281 Other Support Prsnl PARAS Hrly**	Other Support Prsnl PARAS Hrly	0	$4,379.00
Foster Elementary			**3000 Benefits**		0	$3,305.94
Foster Elementary			**4100 Textbooks and Core Curr Mtls**	Textbooks and Core Curr Mtls	0	$12,740.00
Foster Elementary			**4301 Supplies**	Supplies	0	$21,013.00
Foster Elementary			**5841 Software License**	Software License	0	$19,000.00
Foster Elementary		**(blank) Total**			**0**	**$67,515.94**
Foster Elementary	**30100 Title I Basic Program Total**				**0.175**	**$74,752.91**
Foster Elementary	**30103 Title I Parent Involvement**	(blank)	**2151 Classroom PARAS Hrly**	Classroom PARAS Hrly	0	$365.00
Foster Elementary			**3000 Benefits**		0	$135.09
Foster Elementary			**4301 Supplies**	Supplies	0	$1,018.00
Foster Elementary			**4304 Inservice supplies**	Inservice supplies	0	$500.00
Foster Elementary		**(blank) Total**			**0**	**$2,018.09**
Foster Elementary	**30103 Title I Parent Involvement Total**				**0**	**$2,018.09**
Foster Elementary	**30106 Title I Supplmnt Prog Imprvmnt**	(blank)	**1170 Prof&Curriclm DevHrlyClsrmTchr**	Prof&Curriclm DevHrlyClsrmTchr	0	$8,077.00
Foster Elementary			**1192 Prof&Curriclm Dev Vist Tchr**	Prof&Curriclm Dev Vist Tchr	0	$20,192.00
Foster Elementary			**3000 Benefits**		0	$6,730.86
Foster Elementary			**5801 Consultants <=$25K**	Consultants <=$25K	0	$8,414.00
Foster Elementary		**(blank) Total**			**0**	**$43,413.86**
Foster Elementary	**30106 Title I Supplmnt Prog Imprvmnt Total**				**0**	**$43,413.86**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Foster Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

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

Foster Elementary School has developed a written Title I parent & family engagement policy with input from Title I parents. *During the Site Governance Team meeting held on May 9, 2022, and the School Site Council meeting held on May 16, 2022, parents and staff were informed about the policy and provided input and feedback.*

It has distributed the policy to parents of Title I students.
The Policy was distributed electronically on September 15, 2021 to all parents at Back to School.

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

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

- SSC (School Site Council) meets to review and develop programs to support implementation of parent policies. Annual meeting during Back to School Night on September 15 and Sept. 16 provides additional information such as budget and student supports as well as the Parent Compact and this Family Engagement policy.

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

- To involve parents in the Title I, Part A programs, the following practices have been established:
- Annual Meeting at Back to School Night– September, 2022 , Site Governance Team (SGT) meeting, May 16, 2022 - and SSC meeting on May 16, 2022.

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

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

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

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

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

> - Through the website, Thursday School Messenger upcoming dates and announcements, Annual Meeting in September, parent conferences during the day or after school throughout the year.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

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

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

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

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

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

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

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

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

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

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

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

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

- All curriculum information as well as the resources for parents are available on site, through our site website, district website. Counselor and Guidance assistant provide face to face meetings with parents, communicate via phone on a regular basis as needed, and are visibly engaged during the school day with students. Parent volunteers are strongly encouraged. At Foster

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

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

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

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

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

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

This policy was adopted by Foster Elementary School SSC on May 16, 2022 and will be in effect for the period of the school year, 2022-2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 20, 2022.

Leah Saunders, Principal

May 16, 2022

APPENDIX C

SCHOOL PARENT COMPACT

FOSTER ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

Foster Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This Compact was adopted by the School Site Council on May 16, 2022, and will be in effect for the period of the school year 2022-23.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 4, 2022.

May 16, 2022
Principal – Leah Saunders

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. 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.

Foster 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	Orange	Green	None	None	Yellow	Yellow
English Learners	Red	Green	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Yellow	None	None	Yellow	Green
Students with Disabilities	Red	Yellow	None	None	None	None
African American	Red	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Blue	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Green	None	None	Green	Yellow
Two or More Races	Orange	Green	None	None	None	None

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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	178	56.2	167	49.7	182	54.9	181	51.9	184	35.9	-20.3	-16.0	185	41.1	169	39.1	184	48.4	181	46.4	182	25.8	-15.3	-20.6
Female	85	62.4	86	47.7	86	55.8	80	61.3	76	38.2	-24.2	-23.1	87	41.4	87	34.5	87	43.7	79	40.5	75	24.0	-17.4	-16.5
Male	93	50.5	81	51.9	96	54.2	101	44.6	108	34.3	-16.2	-10.3	98	40.8	82	43.9	97	52.6	102	51.0	107	27.1	-13.7	-23.9
African American	16	50.0	17	29.4	24	33.3	17	35.3	22	9.1	-40.9	-26.2	17	29.4	17	17.6	24	29.2	17	29.4	22	0.0	-29.4	-29.4
Asian	4	-	1	-	2	-	16	68.8	15	26.7	-	-42.1	4	-	1	-	2	-	16	68.8	15	40.0	-	-28.8
Filipino	6	-	5	-	4	-	8	-	4	-	-	-	6	-	6	-	4	-	10	60.0	4	-	-	-
Hispanic	65	47.7	52	42.3	63	54.0	65	44.6	73	30.1	-17.6	-14.5	64	37.5	53	32.1	64	43.8	64	45.3	72	22.2	-15.3	-23.1
Native American	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	2	-	3	-	3	-	3	-	2	-	-	-	2	-	3	-	3	-	3	-	2	-	-	-
White	56	67.9	58	60.3	56	66.1	50	66.0	45	53.3	-14.6	-12.7	61	49.2	59	50.8	57	64.9	51	47.1	44	36.4	-12.8	-10.7
Multiracial	21	57.1	25	52.0	21	57.1	21	47.6	23	43.5	-13.6	-4.1	22	27.3	24	41.7	21	42.9	19	36.8	23	30.4	3.1	-6.4
English Learner	21	28.6	19	10.5	25	44.0	23	30.4	34	8.8	-19.8	-21.6	28	17.9	22	9.1	26	30.8	26	26.9	34	11.8	-6.1	-15.1
English-Speaking	157	59.9	148	54.7	157	56.7	158	55.1	150	42.0	-17.9	-13.1	157	45.2	147	43.5	158	51.3	155	49.7	148	29.1	-16.1	-20.6
Reclassified†	21	71.4	19	78.9	26	69.2	25	68.0	16	50.0	-21.4	-18.0	21	52.4	19	63.2	26	69.2	25	68.0	16	37.5	-14.9	-30.5
Initially Eng. Speaking	136	58.1	129	51.2	131	54.2	133	52.6	134	41.0	-17.1	-11.6	136	44.1	128	40.6	132	47.7	130	46.2	132	28.0	-16.1	-18.2
Econ. Disadv.*	105	45.7	103	44.7	105	48.6	122	49.2	122	27.9	-17.8	-21.3	112	25.0	104	28.8	106	41.5	122	46.7	120	16.7	-8.3	-30.0
Non-Econ. Disadv.	73	71.2	64	57.8	77	63.6	59	57.6	62	51.6	-19.6	-6.0	73	65.8	65	55.4	78	57.7	59	45.8	62	43.5	-22.3	-2.3
Gifted	45	84.4	28	78.6	21	66.7	30	73.3	2	-	-	-	44	56.8	28	60.7	21	71.4	30	80.0	2	-	-	-
Not Gifted	133	46.6	139	43.9	161	53.4	151	47.7	182	35.2	-11.4	-12.5	141	36.2	141	34.8	163	45.4	151	39.7	180	25.6	-10.6	-14.1
With Disabilities	21	14.3	9	-	15	20.0	19	15.8	31	12.9	-1.4	-2.9	21	9.5	9	-	15	13.3	19	5.3	31	9.7	0.2	4.4
WO Disabilities	157	61.8	158	51.9	167	58.1	162	56.2	153	40.5	-21.3	-15.7	164	45.1	160	40.6	169	51.5	162	51.2	151	29.1	-16.0	-22.1
Homeless	3	-	4	-	6	-	7	-	13	7.7	-	-	3	-	5	-	6	-	7	-	3	-	-	-
Foster	3	-	2	-	1	-	2	-	1	-	-	-	3	-	2	-	1	-	2	-	1	-	-	-
Military	12	50.0	5	-	18	72.2	15	53.3	15	53.3	3.3	0.0	12	25.0	5	-	18	50.0	15	40.0	4	-	-	-

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

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

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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	69	44.9	52	51.9	62	56.5	0	-	74	24.3	-20.6	-	69	47.8	52	38.5	62	51.6	49	55.1	74	23.0	-24.8	-32.1
Female	35	42.9	31	41.9	25	60.0	0	-	26	34.6	-8.3	-	36	44.4	31	25.8	25	56.0	23	47.8	26	23.1	-21.3	-24.7
Male	34	47.1	21	66.7	37	54.1	0	-	48	18.8	-28.3	-	33	51.5	21	57.1	37	48.6	26	61.5	48	22.9	-28.6	-38.6
African American	7	-	2	-	7	-	0	-	11	0.0	-	-	7	-	2	-	7	-	4	-	11	0.0	-	-
Asian	1	-	1	-	1	-	0	-	8	-	-	-	1	-	1	-	1	-	3	-	8	-	-	-
Filipino	3	-	1	-	1	-	0	-	1	-	-	-	3	-	1	-	1	-	5	-	1	-	-	-
Hispanic	26	38.5	18	50.0	22	54.5	0	-	30	20.0	-18.5	-	25	40.0	18	27.8	22	45.5	18	61.1	30	23.3	-16.7	-37.8
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	0	-	0	-	-	-
White	23	47.8	19	68.4	17	88.2	0	-	18	50.0	2.2	-	23	60.9	19	52.6	17	82.4	14	50.0	18	33.3	-27.6	-16.7
Multiracial	7	-	9	-	7	-	0	-	6	-	-	-	8	-	9	-	7	-	5	-	6	-	-	-
English Learner	10	40.0	7	-	16	43.8	0	-	14	0.0	-40.0	-	11	36.4	7	-	16	31.3	8	-	14	7.1	-29.3	-
English-Speaking	59	45.8	45	57.8	46	60.9	0	-	60	30.0	-15.8	-	58	50.0	45	42.2	46	58.7	41	61.0	60	26.7	-23.3	-34.3
Reclassified†	3	-	5	-	4	-	0	-	6	-	-	-	3	-	5	-	4	-	7	-	6	-	-	-
Initially Eng. Speaking	56	44.6	40	52.5	42	59.5	0	-	54	29.6	-15.0	-	55	49.1	40	40.0	42	54.8	34	52.9	54	24.1	-25.0	-28.8
Econ. Disadv.*	42	38.1	30	46.7	38	47.4	0	-	46	15.2	-22.9	-	43	37.2	30	33.3	38	42.1	33	60.6	46	13.0	-24.2	-47.6
Non-Econ. Disadv.	27	55.6	22	59.1	24	70.8	0	-	28	39.3	-16.3	-	26	65.4	22	45.5	24	66.7	16	43.8	28	39.3	-26.1	-4.5
Gifted	7	-	10	80.0	5	-	0	-	2	-	-	-	6	-	10	70.0	5	-	11	81.8	2	-	-	-
Not Gifted	62	38.7	42	45.2	57	56.1	0	-	74	24.3	-14.4	-	63	44.4	42	31.0	57	49.1	38	47.4	74	23.0	-21.4	-24.4
With Disabilities	6	-	2	-	5	-	0	-	14	21.4	-	-	6	-	2	-	5	-	5	-	14	14.3	-	-
WO Disabilities	63	47.6	50	54.0	57	59.6	0	-	60	25.0	-22.6	-	63	49.2	50	40.0	57	54.4	44	61.4	60	25.0	-24.2	-36.4
Homeless	3	-	1	-	3	-	0	-	4	-	-	-	1	-	1	-	3	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	10	60.0	0	-	7	-	-	-	4	-	2	-	10	40.0	2	-	0	-	-	-

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† 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
Foster
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	43	55.8	68	51.5	56	58.9	0	-	52	36.5	-19.3	-	46	32.6	69	44.9	56	51.8	75	50.7	52	25.0	-7.6	-25.7
Female	20	70.0	35	57.1	29	55.2	0	-	19	36.8	-33.2	-	20	30.0	35	45.7	29	41.4	28	46.4	19	21.1	-8.9	-25.3
Male	23	43.5	33	45.5	27	63.0	0	-	33	36.4	-7.1	-	26	34.6	34	44.1	27	63.0	47	53.2	33	27.3	-7.3	-25.9
African American	5	-	9	-	4	-	0	-	6	-	-	-	6	-	9	-	4	-	9	-	6	-	-	-
Asian	0	-	0	-	1	-	0	-	5	-	-	-	0	-	0	-	1	-	9	-	5	-	-	-
Filipino	1	-	3	-	1	-	0	-	1	-	-	-	1	-	3	-	1	-	3	-	1	-	-	-
Hispanic	12	50.0	19	42.1	22	54.5	0	-	19	36.8	-13.2	-	12	41.7	21	23.8	22	50.0	23	47.8	19	15.8	-25.9	-32.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	2	-	0	-	-	-
White	14	78.6	24	54.2	17	64.7	0	-	11	36.4	-42.2	-	16	31.3	24	62.5	17	70.6	20	50.0	11	27.3	-4.0	-22.7
Multiracial	7	-	10	60.0	8	-	0	-	10	50.0	-	-	7	-	9	-	8	-	8	-	10	30.0	-	-
English Learner	6	-	6	-	5	-	0	-	10	20.0	-	-	8	-	8	-	5	-	15	33.3	10	20.0	-	-13.3
English-Speaking	37	59.5	62	56.5	51	60.8	0	-	42	40.5	-19.0	-	38	36.8	61	49.2	51	54.9	60	55.0	42	26.2	-10.6	-28.8
Reclassified†	3	-	10	80.0	9	-	0	-	2	-	-	-	3	-	10	60.0	9	-	7	-	2	-	-	-
Initially Eng. Speaking	34	58.8	52	51.9	42	61.9	0	-	40	40.0	-18.8	-	35	34.3	51	47.1	42	52.4	53	49.1	40	27.5	-6.8	-21.6
Econ. Disadv.*	29	41.4	42	52.4	33	57.6	0	-	37	29.7	-11.7	-	31	22.6	42	31.0	33	51.5	54	46.3	37	21.6	-1.0	-24.7
Non-Econ. Disadv.	14	85.7	26	50.0	23	60.9	0	-	15	53.3	-32.4	-	15	53.3	27	66.7	23	52.2	21	61.9	15	33.3	-20.0	-28.6
Gifted	11	72.7	6	-	12	66.7	0	-	2	-	-	-	11	36.4	6	-	12	66.7	8	-	2	-	-	-
Not Gifted	32	50.0	62	46.8	44	56.8	0	-	52	36.5	-13.5	-	35	31.4	63	41.3	44	47.7	67	46.3	52	25.0	-6.4	-21.3
With Disabilities	21	14.3	4	-	3	-	0	-	8	-	-	-	5	-	4	-	3	-	9	-	8	-	-	-
WO Disabilities	38	63.2	64	53.1	53	62.3	0	-	44	43.2	-20.0	-	41	36.6	65	46.2	53	54.7	66	56.1	44	29.5	-7.1	-26.6
Homeless	1	-	1	-	1	-	0	-	5	-	-	-	1	-	2	-	1	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	5	-	0	-	1	-	-	-	3	-	2	-	5	-	9	-	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
Foster
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	66	68.2	47	44.7	64	50.0	0	-	58	50.0	-18.2	-	70	40.0	48	31.3	66	42.4	57	33.3	56	30.4	-9.6	-2.9
Female	30	80.0	20	40.0	32	53.1	0	-	31	41.9	-38.1	-	31	45.2	21	28.6	33	36.4	28	28.6	30	26.7	-18.5	-1.9
Male	36	58.3	27	48.1	32	46.9	0	-	27	59.3	1.0	-	39	35.9	27	33.3	33	48.5	29	37.9	26	34.6	-1.3	-3.3
African American	4	-	6	-	13	38.5	0	-	5	-	-	-	4	-	6	-	13	30.8	4	-	5	-	-	-
Asian	3	-	0	-	0	-	0	-	2	-	-	-	3	-	0	-	0	-	4	-	2	-	-	-
Filipino	2	-	1	-	2	-	0	-	2	-	-	-	2	-	2	-	2	-	2	-	2	-	-	-
Hispanic	27	55.6	15	33.3	19	52.6	0	-	24	37.5	-18.1	-	27	33.3	14	50.0	20	35.0	23	30.4	23	26.1	-7.2	-4.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	1	-	2	-	-	-
White	19	84.2	15	60.0	22	50.0	0	-	16	68.8	-15.4	-	22	50.0	16	31.3	23	47.8	17	41.2	15	46.7	-3.3	5.5
Multiracial	7	-	6	-	6	-	0	-	7	-	-	-	7	-	6	-	6	-	6	-	7	-	-	-
English Learner	5	-	6	-	4	-	0	-	10	10.0	-	-	9	-	7	-	5	-	3	-	10	10.0	-	-
English-Speaking	61	73.8	41	48.8	60	50.0	0	-	48	58.3	-15.5	-	61	45.9	41	36.6	61	42.6	54	35.2	46	34.8	-11.1	-0.4
Reclassified†	15	73.3	4	-	13	76.9	0	-	8	-	-	-	15	46.7	4	-	13	61.5	11	27.3	8	-	-	-
Initially Eng. Speaking	46	73.9	37	48.6	47	42.6	0	-	40	57.5	-16.4	-	46	45.7	37	32.4	48	37.5	43	37.2	38	34.2	-11.5	-3.0
Econ. Disadv.*	34	58.8	31	32.3	34	41.2	0	-	39	41.0	-17.8	-	38	13.2	32	21.9	35	31.4	35	34.3	37	16.2	3.0	-18.1
Non-Econ. Disadv.	32	78.1	16	68.8	30	60.0	0	-	19	68.4	-9.7	-	32	71.9	16	50.0	31	54.8	22	31.8	19	57.9	-14.0	26.1
Gifted	27	85.2	12	66.7	4	-	0	-	2	-	-	-	27	59.3	12	41.7	4	-	11	72.7	2	-	-	-
Not Gifted	39	56.4	35	37.1	60	48.3	0	-	56	48.2	-8.2	-	43	27.9	36	27.8	62	40.3	46	23.9	54	29.6	1.7	5.7
With Disabilities	10	20.0	3	-	7	-	0	-	9	-	-	-	10	0.0	3	-	7	-	5	-	9	-	-	-
WO Disabilities	56	76.8	44	47.7	57	52.6	0	-	49	57.1	-19.7	-	60	46.7	45	33.3	59	45.8	52	36.5	47	34.0	-12.7	-2.5
Homeless	3	-	2	-	2	-	0	-	4	-	-	-	1	-	2	-	2	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	1	-	3	-	0	-	7	-	-	-	5	-	1	-	3	-	4	-	4	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: FOSTER ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Social Emotional Support

*Strategy/Activity - Description

The School Counselor will be increased from .2 to .4 and will continue to support individual students on an "as need" basis in the areas of social and emotional well-being, conflict resolution, peer mediation, and friendship. Counselor will also begin Second Step curriculum with four Kindergarten classes for the 2021-22 school year. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all students academically, socially, and emotionally so they can be successful at school.

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

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

*Proposed Expenditures for this Strategy/Activity

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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr		$11,981.00	30106-1170	PLC Time for Staff to Review Data and plan targeted interventions and instruction	Teachers have been able to use data to drive their instructional intervention groups. Teachers worked together in PLCs to determine which students needed targeted interventions and design instruction to meet the needs of small groups. We were able to use our additional allocated teacher and RVT to also increase the instructional support intervention groups for these students. The data from the return to full time instruction	We saw a drop in the number of 5th grade students on the FAST assessments who were proficient or advanced in ELA. We attribute some of this to chronic absenteeism with many of the students who did not show progress. *Graduation/Promotion: In the area of attendance, our counselor worked to identify families who were chronically absent or on track to become chronically absent and worked to identify barriers to consistent attendance. Bus passes, alarm clocks and attendance*	We have added the Villa Musica supplemental program for next year so that teachers will all have access to providing 1 hour a week of interventions for every student. This will provide 1 hour with a small group and then a 2nd hour with a reduced class size for further remediation or acceleration and provide needed SEL supports with the inclusion of a school-wide music program.

					compared to the current Spring instruction. Planning time was cut short because of the substitute shortage this year. We used our RVT and additional allocated teacher to bridge this gap. **c. English Language Learners:** FAST: 46% Proficient or Exceeding Standards Math DEMI: Fall: Knowledge: 32% Proficient; Application 52% Proficient; Communication; 21% Proficient Spring: Knowledge; 71% Proficient; Application 56% Proficient;	*incentives were given as well as SEL check-ins with our counselor and guidance aide for students who were struggling with school attendance.* 2021-22 Chronic Absence Data: All students: 34% Black/African American Subgroup; 37% ELL Subgroup: 26% Special Education 29%	

					Communication; 38% Proficient **Attendance** 2021-22 Chronic Absence Data: All students: 34% Black/African American Subgroup; 37% ELL Subgroup: 26% Special Education 29% ***Access to Broad and Challenging Curriculum*** *a. ELA: All students were in school-wide daily guided reading groups led by the classroom teachers and our additional allocation reading support teacher. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive*		

					curriculum. *b. Math: Students participated in daily "number talks" in practicing solving math problems and building mathematical reasoning skills. Math communication was an identified area of need for the 2021-2022 school year. We used District Adopted Math Curriculum from Pearson. Students had supplemental supports from envision online component as well as our school-wide adopted Happy Numbers.* *c. English Language Learners benefited from the instructional practice of "number talks" increased achievement in the areas of accessing math knowledge and communication. English language learners participated in daily ELD small group instruction and newcomers*	

were included in small group ELD lessons with our Resident Visiting Teacher to supplement and frontload vocabulary for classroom lessons.

d. Students with Disabilities: SWD were supported in class with supplemental supports and also participated in small pullout groups as identified on their IEPs. To help identify students who were not making adequate progress, teachers worked together in weekly PLCs to analyze data and design instruction for remediation and acceleration. Our counselor ran SST meetings for students identified as being at promise (formerly "at risk") and interventions and supplemental supports were put in place.

Goal 2 - English Language Arts

ELA/ELD Support

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

*Proposed Expenditures for this Strategy/Activity

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.

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	Teacher PLC time for Literacy Professional Development to research and plan instruction with a focus on academic language acquisition.	**a. ELA:** *School-wide daily guided reading groups were done and led by the classroom teachers. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive curriculum. Students started each day with class meetings and participated in restorative circles to build empathy and connectedness to peers and their school. Foster Elementary is a No Place for Hate school and students participated in school-wide lessons throughout the year that were tied to literature and helped build community. Students had weekly library time where our library media clerk read SEL stories that*	Our NewComers this year were a change in our program as we are now a host school to refugee students. We were able to add the District Adopted Imagine Learning Application. We also utilized our Resident Visiting Teacher to work with our Newcomers on a double dose of ELD time to build background and basic skills for students to transition to school in America.	Teachers will be referring students to after school tutoring groups for Achieve 3000 and homework club based on data. Villa Musica will be coming to provide support for our literacy program with providing weekly music instruction for 60 minutes for every class. This will provide a 1 hour literacy intervention time block for every student. Teachers will have small groups during their music time and then when

					included topics such as kindness, inclusiveness, forgiveness, and restorative practices. *ELA Data from 2021-2022 School year:* We are using Fountas and Pinnell Benchmark System and DRA (Direct Reading Assessment) in addition to the FAST reading assessment (3-5th) to assess our current literacy performance and instructional baseline in absence of CAASPP data. FAST Reading Data for 2021-22 in ELA: 3rd grade- 44% Proficient; 4th grade - 62% Proficient; 5th grade - 48% Proficient; Overall Proficient is 55% (low risk or advanced) ELL Subgroup- 46%	the intervention students go to their music time, the teacher will have an additional hour with a reduced class size to provide further interventions and acceleration.

					Proficient		
					Black/African American Subgroup- 36% Proficient		
					DRA Data		
					2021: 3rd Grade: 68% below grade level, 32% at grade level		
					2022: 3rd Grade: 56% below grade level; 41% at grade level; 3% above grade level		
Software License	--	--	30100-5841	Software licenses for Achieve 3000 and scholastic literacy programs	Achieve 3000 (3-5th), Happy Numbers (k-5) and A-Z Razz Kids (k-2nd grade) are daily programs that are used with all students. Teachers were able to use the data from Happy Numbers and Achieve 3000 to formulate intervention groups and		

					reteaching groups based on skills mastered. This data was used during weekly PLC meetings and independently from each teacher. Students also were able to track		
Short Term Leave Visiting Tchr	--	--	30100-1162	data dig day release time for teachers to collaborate and design data driven instruction	Subs were not available for release time as planned. Teachers made time to plan outside of the instructional day and co planning and teaching were supported with the RVT and additional allocation teacher.	Teachers need more time to co-teach and get into each other classrooms and see exemplar lessons.	Co-planning and teaching lessons will be part of the 2022-2023 school year plan for teachers in the areas of ELA and Math. This will be done with a specific focus on engaging SWD and other under-performing sub groups.

Goal 3 - Mathematics

Number Talks

*Strategy/Activity - Description

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

*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	Modifications based on qualitative and quantitative data.

					monitoring results, etc.).		
Supplies		$8,344.00	30106-4301	student instructional supplies: paper, rulers, construction paper, scissors, staples, tape, Instructional texts and readers to support STEAM and number talks for math communication	**_Students with Disabilities_** _FAST: 32% Proficient or Exceeding Standards_ Math DEMI: Fall: Knowledge: 16% Proficient; Application 37% Proficient; Communication; 20% Proficient Spring: Knowledge; 52% Proficient; Application 37% Proficient; Communication; 15% Proficient	Student achievement in math as measured by the DEMI shows that students are making progress in all areas except communication. Classes participated in weekly Number Talks and teachers worked to engage all students with this strategy this year. SWD Students did not make as much progress as their typical peers.	Release time for teachers to co-plan and co-teach number talks with a focus on engaging SWD.
Prof&Curriclm Dev Vist Tchr		$5,990.50	30100-1192	Professional development PD for teachers MTSS	Subs were not available for release time as planned. Teachers made time to plan outside of the instructional day and co planning and teaching were supported with the RVT and additional	Teachers need more time to co-teach and get into each other classrooms and see exemplar lessons.	MTSS will be reviewed and supported with the work of our SGT as well as developing a new Site Equity Team which will be a team within our SGT. We will also

					allocation teacher.		work to
Prof&Curriclm DevHrlyClsrmTchr		$17,523.41	30106-1170		professional development time for teachers to collaborate and review data through classroom visits and PLC time	2 Saturdays at the end of the school year or 2 days beyond the school year have been scheduled for every teacher team.	Teachers will be data-driven planning instruction based on end of the year performance data from the grade prior to them. This was we are prepared to teach at a higher level and do not have to take as much time at the beginning of the year to do student assessments.
Software License	--	--	30100-5841		software licenses for math intervention, remediation and acceleration of learning Achieve 3000 (3-5th), Happy Numbers (k-5)and A-Z Razz Kids (k-2nd grade) are daily programs that are used with all students. Teachers were able to use the data from Happy Numbers and Achieve 3000 to	There is a missed opportunity in having students talk through their thinking in Happy Numbers as they problem solve. Students are still working on this in isolation.	Teachers will review the components of Happy Numbers and look for opportunities for students to have discussions with peers and solve real-life math problems with a peer or class.

					formulate intervention groups and reteaching groups based on skills mastered. This data was used during weekly PLC meetings and independently from each teacher. Students also were able to track their own achievement.		
Short Term Leave Visiting Tchr	--	--	30100-1162	data dig day release time for collaboration and instructional planning	Subs were not available for release time as planned. Teachers made time to plan outside of the instructional day and co planning and teaching were supported with the RVT and additional allocation teacher.	Teachers need more time to co-teach and get into each other classrooms and see exemplar lessons.	Co-planning and teaching lessons will be part of the 2022-2023 school year plan for teachers in the areas of ELA and Math. This will be done with a specific focus on engaging SWD and other under-performing sub groups.

Goal 4- Supporting English Learners

ELD Support

*Strategy/Activity - Description

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

*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.).	
Software License		$19,000.00	30100-5841	software licenses for language development supports, ELA and Math	Achieve 3000 (3-5th), Happy Numbers (k-5) and A-Z Razz Kids (k-2nd grade) are daily programs that are used with all students. Teachers were able to use the data from Happy Numbers and Achieve 3000 to formulate intervention groups and reteaching groups based on skills mastered. This data was used during weekly PLC meetings and independently from each teacher. Students also were able to track	Our Newcomers this year were a change in our program as we are now a host school to refugee students. We were able to add the District Adopted Imagine Learning Application. We also utilized our Resident Visiting Teacher to work with our Newcomers on a double dose of ELD time to build background and basic skills for students to transition to school in America.	Teachers will use the Imagine Learning App from the start of the school year to help transition our Newcomers to American schools.

					their own Lexile growth with Achieve level set tests each trimester.		
Short Term Leave Visiting Tchr		$5,990.50	30100-1162	PLC time to plan targeted instruction	We had a resident visiting teacher and limited subs available this year. These funds were transferred to purchase student materials and supplies.	Student Materials and supplies purchased	No Action because we had an RVT and additional allocated teacher. No subs were available.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	PLC Time to plan targeted instruction and release time to practice math talks instructional strategies with peer teachers	Because of limited subs, this money is being pushed to the end of the year planning for teachers to review data and plan for next year's instruction.	2 Saturdays at the end of the school year or 2 days beyond the school year have been scheduled for every teacher team.	Teachers will be data-driven planning instruction based on end of the year performance data from the grade prior to them. This was we are prepared to teach at a higher level and do not have to take as much time at the beginning of the year to do student assessments.

Goal 5 - Supporting Students with Disabilities

Daily Guided Reading Groups

*Strategy/Activity - Description

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

*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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

					results, etc.).	progress monitoring results, etc.).	
Library Asst	0.17501	$6,771.81	30100-2231	Administer ELPAC Assessments	***Students with Disabilities*** *FAST: 32% Proficient or Exceeding Standards* Math DEMI: Fall: Knowledge: 16% Proficient; Application 37% Proficient; Communication; 20% Proficient Spring: Knowledge; 52% Proficient; Application 37% Proficient; Communication; 15% Proficient	Students with disabilities struggled in the area of communication in math as measured by the DEMI. *Foster's biggest gap and concerns were identified in the area of chronic absenteeism. This year was a full return to in-person instruction and we had many families who were greatly affected by illness, challenges with work schedules and day care, and a discomfort with having students in school during COVID exposures.*	Our SEL lessons in the library will be focused on improving connection to school and connection to learning for all students. Our Counselor and Guidance Aide will also work on doing needs assessments and identifying barriers to attendance for this group of students and we will work together as a team to help remove these barriers.
Software License	--	--	30100-5841	Software licenses for math and language differentiation.			

Goal 7 - Family Engagement

Parents as Partners

*Strategy/Activity - Description

Continue working with parents as our teaching partners when it comes to our students' educational needs. In order to meet the needs and keep communication lines open for parents, school will continue to do a Sunday Evening Community Callout with information for the upcoming week. This will be sent as a voice mail from the principal as well as an email with all fliers for events and school communication attached. PTA will also be invited to include their regular communication in this callout to help increase parent and community connections.

To build capacity, we will continue providing workshops to parents in a ZOOM format.

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

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

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

*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	Modifications based on qualitative and quantitative data.

						results, etc.).	
In-service supplies		$1,473.00	30103-4304	supplies to send home for parent involvement activities and virtual parent and family nights	Parents were connected through PTA and we were able to increase participation in our Everyone a Reader Program this year.	Because of COVID, parent participation was extremely limited in person.	Next year we will work to partner a music parent and an art parent to every class. Music parents will be present during weekly music to support with behavior and student focus. Art parents will be participating monthly with designated art programs through the PTA adopted Arts Attack program. This will be in alignment with our STEAM lessons.

Goal 8- Graduation/Promotion Rate

Reading Comprehension Software Programs

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

*Proposed Expenditures for this Strategy/Activity
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		$8,051.00	30100-4301	Instructional supplies for classroom instruction and guided reading instructional differentiation	Our 5th grade students have the highest engagement with an average of 3 articles per week.	Returning from the pandemic, students did not want to engage with technology much, so it took a while to get	Students will be invited to be in an Achieve 3000 after school tutoring club to help students get

					3rd grade average grew from 234 Lexile to a 340 Lexile, 4th grade average grew from 481 to 623. 5th grade average grew from 686 to 802. All grade levels showed growth and were able to use this software to help guide instruction for students.	back to using online and digital instruction for all students. Time on task was the biggest indicator of progress for students.	motivated and engaged with the Achieve literacy data.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	PLC time for teachers to co-plan lessons and collect data for targeted interventions	Teachers used data from Achieve to drive instruction and increase connection to high interest articles for students.	Teachers were able to use after school PLC meetings to report literacy scores monthly into the site data collection log. Teachers used this information to refer students for SST meetings as well as form intervention groups. DRA and Lexile scores did not always align.	PD needed for teachers to help them access and use the technology in the Achieve and Razz Kids apps to most effectively reach the needs of all student groups.

Goal 6 - Supporting Black Youth

Cultural Sensitivity and Diversity Lessons for students

*Strategy/Activity - Description

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

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

The School Counselor (.4) will continue to support individual students on an "as need" basis in the areas of social and emotional wellbeing, conflict resolution, peer mediation, and friendship. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all Black Youth academically, socially, and emotionally so they can be successful at school.

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

*Proposed Expenditures for this Strategy/Activity

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.

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	Professional Development and PLC time for teachers to plan targeted interventions based on data	Teachers attended a 90 Minute professional development on Trauma Informed Care. This has started the conversation of recognizing that there is a greater need.	Teachers are beginning to identify trauma, but now need to learn how to respond and how to be proactive.	We will seek to have a 2nd trauma informed care PD for the 2022-2023 school year and also build this work into our SGT and site equity PD.

SCHOOL NAME: FOSTER ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Social Emotional Support

*Strategy/Activity - Description

The School Counselor will be increased from .2 to .4 and will continue to support individual students on an "as need" basis in the areas of social and emotional well-being, conflict resolution, peer mediation, and friendship. Counselor will also begin Second Step curriculum with four Kindergarten classes for the 2021-22 school year. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all students academically, socially, and emotionally so they can be successful at school.

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

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

*Proposed Expenditures for this Strategy/Activity

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	Modifications based on qualitative and quantitative data.

						(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		$9,835.20	09800-1192	Data Dig Days for teachers to review data and plan targeted interventions.	Teachers have been able to use data to drive their instructional intervention groups. Teachers worked together in PLCs to determine which students needed targeted interventions and design instruction to meet the needs of small groups. We were able to use our additional allocated teacher and RVT to also increase the instructional support intervention groups for these students. The data from the return to full time instruction compared to the current Spring instruction. Planning time was cut short because of the substitute shortage this year. We used our RVT and additional allocated teacher to bridge this gap.	We saw a drop in the number of 5th grade students on the FAST assessments who were proficient or advanced in ELA. We attribute some of this to chronic absenteeism with many of the students who did not show progress. *Graduation/Promotion: In the area of attendance, our counselor worked to identify families who were chronically absent or on track to become chronically absent and worked to identify barriers to consistent attendance. Bus passes, alarm clocks and attendance*	We have added the Villa Musica supplemental program for next year so that teachers will all have access to providing 1 hour a week of interventions for every student. This will provide 1 hour with a small group and then a 2nd hour with a reduced class size for further remediation or acceleration and provide needed SEL supports with the inclusion of a school-wide music program.

						incentives were given as well as SEL check-ins with our counselor and guidance aide for students who were struggling with school attendance.	
					c. English Language Learners: FAST: 46% Proficient or Exceeding Standards Math DEMI: Fall: Knowledge: 32% Proficient; Application 52% Proficient; Communication; 21% Proficient Spring: Knowledge; 71% Proficient; Application 56% Proficient; Communication; 38% Proficient **Attendance** 2021-22 Chronic Absence Data: All students: 34% Black/African American Subgroup; 37% ELL Subgroup: 26% Special Education 29% **Access to Broad and Challenging Curriculum** a. ELA: All students were in	2021-22 Chronic Absence Data: All students: 34% Black/African American Subgroup; 37% ELL Subgroup: 26% Special Education 29%	

school-wide daily guided reading groups led by the classroom teachers and our additional allocation reading support teacher. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive curriculum.

b. Math: Students participated in daily "number talks" in practicing solving math problems and building mathematical reasoning skills. Math communication was an identified area of need for the 2021-2022 school year. We used District Adopted Math Curriculum from Pearson. Students had supplemental supports from envision online component as well as our school-wide adopted Happy Numbers.

c. English Language Learners benefited from the instructional practice of "number talks" increased achievement in the areas of accessing math knowledge and communication. English language learners participated in daily ELD small group instruction and newcomers were included in small group ELD lessons with our Resident Visiting Teacher to supplement and frontload vocabulary for classroom

					lessons. *d. Students with Disabilities: SWD were supported in class with supplemental supports and also participated in small pullout groups as identified on their IEPs. To help identify students who were not making adequate progress, teachers worked together in weekly PLCs to analyze data and design instruction for remediation and acceleration. Our counselor ran SST meetings for students identified as being at promise (formerly "at risk") and interventions and supplemental supports were put in place.*		
Supplies		$5,000.00	09800-4301	Instructional supplies for students: Crayons, markers, construction paper, pencils	Materials purchased for student work in ELA and Math Instruction	More materials were needed this year in the form of guided reading materials that were more highly-engaging.	The District provided instructional copies of OKAPI and this was a preferred instructional tool. Research this for 2022-2023 for further expansion of these supplies.

Goal 2 - English Language Arts

ELA/ELD Support

*Strategy/Activity - Description

Professional Learning

PLC time

Teachers will receive training in ELD and ELA objectives

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

*Proposed Expenditures for this Strategy/Activity

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.

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		$1,051.42	09800-2151	classroom support for ELA assessments			
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers to participate in data dig and data collection PD to design targeted instruction and intervention groups.	*a. ELA:* *School-wide daily guided reading groups were done and led by the classroom teachers. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive curriculum. Students started each day with class meetings and participated in restorative circles to build empathy and connectedness to peers and their school. Foster Elementary is a No Place for Hate school and students participated in school-wide lessons throughout the year that were tied to literature and helped build community. Students had*	Our Newcomers this year were a change in our program as we are now a host school to refugee students. We were able to add the District Adopted Imagine Learning Application. We also utilized our Resident Visiting Teacher to work with our Newcomers on a double dose of ELD time to build background and basic skills for students to transition to school in America.	Teachers will be referring students to after school tutoring groups for Achieve 3000 and homework club based on data. Villa Musica will be coming to provide support for our literacy program with providing weekly music instruction for 60 minutes for every class. This will provide a 1 hour literacy intervention time block for every student. Teachers will have small groups during their music time

					weekly library time where our library media clerk read SEL stories that included topics such as kindness, inclusiveness, forgiveness, and restorative practices. *ELA Data from 2021-2022 School year:* We are using Fountas and Pinnell Benchmark System and DRA (Direct Reading Assessment) in addition to the FAST reading assessment (3-5th) to assess our current literacy performance and instructional baseline in absence of CAASPP data. FAST Reading Data for 2021-22 in ELA: 3rd grade- 44% Proficient; 4th grade - 62% Proficient; 5th grade - 48% Proficient; Overall Proficient is		and then when the intervention students go to their music time, the teacher will have an additional hour with a reduced class size to provide further interventions and acceleration.

					55% (low risk or advanced) ELL Subgroup- 46% Proficient Black/African American Subgroup- 36% Proficient DRA Data 2021: 3rd Grade: 68% below grade level, 32% at grade level 2022: 3rd Grade: 56% below grade level; 41% at grade level; 3% above grade level		
Supplies	--	--	09800-4301	student supplies for instruction: paper, pencils, construction paper, glue, scissors, non-fiction leveled readers to support STEAM and STEM instruction			

Goal 3 - Mathematics

Number Talks

*Strategy/Activity - Description

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

*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	Modifications based on qualitative and quantitative data.

					monitoring results, etc.).	
Supplies		$8,771.28	09800-4301	math instructional supplies: paper, pencils, rulers, glue, construction paper, leveled readers to support STEAM integration for Math	**b. Math:** *Students participated in daily "number talks" in practicing solving math problems and building mathematical reasoning skills. Math communication was an identified area of need for the 2021-2022 school year. We used District Adopted Math Curriculum from Pearson. Students had supplemental supports from envision online component as well as our school-wide adopted Happy Numbers.* 2021-2022 DEMI Data Fall/Spring 3rd Grade- Fall: Knowledge 46% Proficient; Application 53% Proficient; Communication; 12% Proficient	Student achievement in math as measured by the DEMI shows that students are making progress in all areas. Students did not make as much progress as measured by the math app, Happy Numbers, based on limited screen time. This was due to teachers wanting students more engaged with hand's on learning when we had our return to in person instruction after 18 months of online learning.	PLCs to monitor use of digital programs and include data with their PLC monthly meetings to review as a team and discuss.

				Spring: Knowledge 71% Proficient; Application 53% Proficient; Communication; 21% Proficient 4th Grade- Fall: Knowledge 31% Proficient; Application 58% Proficient; Communication; 29% Proficient Spring: Knowledge 59% Proficient; Application 81% Proficient; Communication; 47% Proficient 5th Grade- Fall Fall: Knowledge 61% Proficient; Application 89% Proficient; Communication; 55% Proficient Spring: Knowledge 71% Proficient; Application 89% Proficient; Communication; 55% Proficient Overall: 3-5th		

					Fall: Knowledge; 46% Proficient; Application 53% Proficient; Communication; 12% Proficient Spring: Knowledge; 72% Proficient; Application 56% Proficient; Communication; 39% Proficient Black/African American Subgroup Fall: Knowledge: 29% Proficient; Application 50% Proficient; Communication; 21% Proficient Spring: Knowledge; 50% Proficient; Application 25% Proficient; Communication; 20% Proficient		
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Data dig release time for teachers to review data and assessment and plan targeted intervention instruction	RVT and additional allocation teacher were used for this purpose this year.	No subs available for release time.	Continue time out of classroom for teachers to review Number Talks and work with peers

Goal 4- Supporting English Learners

ELD Support

*Strategy/Activity - Description

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

*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 quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Libry Media Tech OTBS Hly		$11,978.10	09800-2280	ELPAC administration	Library Media Tech worked to complete all assessments and get all students assessed and re-designated as needed.	Many newcomers came into school throughout the year and this kept changing her hours.	Library Media Tech to continue work with ELPAC and also make sure that all Newcomers have access to Imagine Learning on their devices.
Supplies	--	--	09800-4301	realia and instructional materials for ELL instruction: math manipulatives, paper, crayons, markers, rulers, glue	Realia for number talks were a key component in the success of our Demi Data. Students were able to do hands-on math lessons and this increased our data in the area of Communication overall. More work is still needed with our ELL students.	Our Newcomers this year we had a change in our program as we are now a host school to refugee students. We were able to add the District Adopted Imagine Learning Application. We also utilized our Resident Visiting Teacher to work with our Newcomers on a double dose of ELD time to build background and basic skills for students to transition to school in America.	Purchased more realia and got teachers materials to work together with colleagues to design more concrete lessons to engage our ELL groups.

Goal 5 - Supporting Students with Disabilities

Daily Guided Reading Groups

*Strategy/Activity - Description

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

*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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

					results, etc.).	progress monitoring results, etc.).	
Supplies	--	--	09800-4301	materials and supplies for classroom instruction: paper, chart paper, markers, crayons, tape, staplers, staples, glue and leveled non-fiction readers for support with academic conversation and math communication	**a. ELA:** *School-wide daily guided reading groups were done and led by the classroom teachers. Teachers used adopted curriculum from Okapi and District Adopted Benchmark curriculum to use culturally diverse and inclusive curriculum. Students started each day with class meetings and participated in restorative circles to build empathy and connectedness to peers and their school. Foster Elementary is a No Place for Hate school and students participated in school-wide lessons throughout the year that were tied to literature and helped build community. Students had weekly library time where our library media clerk read SEL stories that included topics such*	Teachers worked to unpack the newly adopted District Curriculum and found that there was more engagement with the OKAPI instructional materials. We also found a strong need for phonics instruction for all students.	TK-5th grade purchased instructional materials for the Heggerty Phonics instruction. Teachers started with this during the last trimester of this school year. Villa Musica will be coming to provide support for our literacy program with providing weekly music instruction for 60 minutes for every class. This will provide a 1 hour literacy intervention time block for every student. Teachers will have small groups during

					as kindness, inclusiveness, forgiveness, and restorative practices. *ELA Data from 2021-2022 School year:* We are using Fountas and Pinnell Benchmark System and DRA (Direct Reading Assessment) in addition to the FAST reading assessment (3-5th) to assess our current literacy performance and instructional baseline in absence of CAASPP data. FAST Reading Data for 2021-22 in ELA: 3rd grade- 44% Proficient; 4th grade - 62% Proficient; 5th grade - 48% Proficient; Overall Proficient is 55% (low risk or advanced) ELL Subgroup- 46%		their music time and then when the intervention students go to their music time, the teacher will have an additional hour with a reduced class size to provide further interventions and acceleration.

				Proficient Black/African American Subgroup- 36% Proficient DRA Data 2021: 3rd Grade: 68% below grade level, 32% at grade level 2022: 3rd Grade: 56% below grade level; 41% at grade level; 3% above grade level			
Classroom PARAS Hrly	--	--	09800-2151	classroom support for students with special needs			

Goal 6 - Supporting Black Youth

Cultural Sensitivity and Diversity Lessons for students

*Strategy/Activity - Description

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

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

The School Counselor (.4) will continue to support individual students on an "as need" basis in the areas of social and emotional wellbeing, conflict resolution, peer mediation, and friendship. Counselor will set up and facilitate all Student Success Team (SST) meetings following our Multi-Tiered Systems of Support (MTSS) model to support all Black Youth academically, socially, and emotionally so they can be successful at school.

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

*Proposed Expenditures for this Strategy/Activity

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.

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	instructional materials and supplies: paper, pencils, markers, construction paper, glue, rulers, scissors and leveled non-fiction texts to support students with STEAM development and math communication	Our overall proficiency in ELA was 55% yet our Black and African American student proficiency was at 36% proficient.	Supplies for STEM/STEAM, ELA and Math were purchased.	We are working to reach out to all students to identify barriers to accessing curriculum. In forming a site equity team, and attending Trauma Informed Care Trainings, our teachers will work to understand how we can best use all of our tools to build an inclusive instructional program that better serves all students.