

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **ANGIER ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039135  
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:** Gergurich, Andrew

**Contact Person:** Gergurich, Andrew

**Position:** Principal

**Telephone Number:** (858) 496-8295

**Address:** 8450 Hurlbut St, Angier Elementary, San Diego, CA, 92123-2013,

**E-mail Address:** agergurich@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**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 City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Angier Elementary  
SITE CONTACT PERSON: Andrew Gergurich  
PHONE: 858-496-8295 FAX: \_\_\_\_\_

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

E-MAIL ADDRESS: agergurich@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- |  |                                       |
|--|---------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: <u>04/03/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____           |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____           |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>04/03/18</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____           |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4-3-18

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.

<u>Andrew Gergurich</u> Type/Print Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>04/06/18</u> Date
<u>Zulay Romero</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>4/6/18</u> Date
<u>Kimmie Lockfield</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>4-8-18</u> Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Data Reports
  - B. Title I Parent Involvement Policy
  - C. Home/School Compact
  - D. Title I/MPP Budget Allocations Summary Grid
  - E. 2018-19 SPSA Assessment and Evaluation

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The Common Core State Standards (CCSS) and 21<sup>st</sup> century thinking skills and strategies foundations are reflected in changes to instructional practices as well as the way in which academic progress is measured at Angier Elementary. Angier Elementary has been proactive implementing CCSS and is using the SBAC Interims to assess student progress. Additionally, Angier Elementary is developing common grade level assessments in all grade levels that mirror the higher order thinking skills that they will need to demonstrate when taking the state mandated testing.

The contents of this SPSA include the 2018-19 SSC approved categorical and local control budgets. The work toward approving the 2018-19 categorical and local control budgets were completed in the winter of 2018 in preparation for the 2018-19 school year. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY****What is the vision for your school?**

My vision for Angier is to create a school where all stakeholders yearn to learn more, to become a true reflection of a community of learners. This is a place where the staff has established expectations to incorporate best practices in instruction daily, align all curriculum to CCSS, and utilize 21<sup>st</sup> century technology in the classroom to provide sound instruction worthy of our students; This is a place where students come to school prepare to critically think and apply their understanding to what they are learning and the real world, and complete all assignments to the best of their abilities, have fun while learning and growing with their peers. This is a place where all community, parents, and guardians come to assist the learning experiences the student have daily through volunteering, tutoring, and participating in school-wide functions. This school will be a place where each part works seamlessly together in order to provide all students learning experiences and support that will assist them in their future.

**Describe your ideal state for school culture.**

As you walk on to my campus, you will feel calm. The campus is both orderly and organized in a manner that all know the expectations without it having to be stated. The outside areas of the campus will be clean and arrange in a way to make students and stakeholders feel at home. The classrooms and learning spaces will be set up for student's success. The focal points of the room are designed with the students at the center. The rooms have organized discussion areas, work stations, supplies, etc. The staff and students are poised and confident; all staff are ready and willing to work with all students both academically and socio-emotionally; all stakeholders will maintain a high level of respect for each other at all times including respect for diverse perspectives, equity and inclusivity; students come to school each day prepared and ready to work hard in their classroom; everyone has set high expectations for each other and are working to meet those expectations daily.

**What is your school's current reality in relation to the vision?**

After analyzing all facets of the school, it is apparent that we are working towards our ideal state. Our teachers are trying on the work, and willing to learn new practices in order to engage our students in critical thinking about the world around them. We are getting to know our students, their learning styles, and what they are struggling with, so that we can better assist them with their understanding of the CCSS. We are still working toward 100% utilization of 21<sup>st</sup> century technology in all areas of instruction, as well as ensuring students are doing this as well. Our teachers are having the students begin to take on a majority of the thinking work during the lessons and taking on the responsibility of work throughout the day. In addition, our students are taking on a lot of the work expected of them in the classroom, but the level rigor in what we are asking them to do and their output

## Angier Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

still needs to increase across all classrooms. Our students are still working on writing thoughtful responses and engaging in collaborative conversations in all disciplines. There is evidence that they are doing this, and we are working on making it more consistent.

**Describe your current school culture and social environment.**

Angier is a very welcoming school. We have been working hard to provide a school that is a clean, well-organized environment that is fit for our students. We are beginning to plan a variety of changes to assist our school in becoming more kid-friendly and fun. We will be doing this through creating garden, murals, and sprucing up areas around campus to create a home-like atmosphere. All of the Angier community treats each other with mutual respect. We are continuing our work on getting to know our students beyond the classroom, in order to better assist their learning and help them become more prepared for their future. We are still learning to utilize our counseling time for both groups and classroom presentations to assist our students in working through many of their different things they encounter being from military families.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

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

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

Angier Elementary will use DRA/ARI Scores, Grade Level Designed Benchmarks, SBAC Interims, the SBAC Tests(Grades 3-5 only), and End of Unit Exams to review and monitor all goals laid out in the SPSA.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

In order to get all stakeholders the opportunity to provide feedback and information around the 2018-19 budget, the school sent out parent and staff surveys in January to get information as to what all stakeholders felt was important to boost student achievement and close the achievement gap. The data from the surveys was collected and discussed at the SSC meeting in the middle of January and prioritized by the SSC. Staff and parent meeting were held at the end of the month to go over the survey data, and present a proposed budget to illicit feedback from these stakeholders. At the January 30th SSC meeting, the budget was revised based on the feedback and approved.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
1. Andrew Gergurich	Principal
2. Vita Vattuone	Teacher
3. Patrick Trotter	Teacher
4. Siretta Fleck	Teacher
5. Char D'ambrosia	Other Staff Member
6. Zulay Romero	Parent Representative
7. Dorris Boyer	Parent Representative
8. Feng Qin	Parent Representative
9. Kehinde LaKanmi	Parent Representative
10. Diane Meza-Velarde	Parent Representative



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 63% (approx. 48 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 63% (approx. 49 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 63% (approx. 15 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 63% (approx. 14 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 50% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 63% (approx. 16 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 63% (approx. 14 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT    Interim Assessments    End-Of-Course Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**

Site and Grade Level Designed Assessments

SBAC Interims

End of Unit Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 4 times per year. Analysis will inform subsequent instruction.

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 57% (approx. 44 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 57% (approx. 45 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**  
 Subgroup: African American students  
 By June 2019, 57% (approx. 13 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 57% (approx. 12 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: English Learners students  
 By June 2019, 50% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 4 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic/Latino students  
 By June 2019, 57% (approx. 15 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 57% (approx. 13 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Students with Disabilities  
 By June 2019, 50% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 50% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 Site and Grade Level Designed Assessments  
 SBAC Interims  
 End of Unit Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Teachers will meet by grade level/department to analyze end of unit assessments 4 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner**

**English Learner SMART Goal:**  
 By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 Site and Grade Level Designed Assessments  
 SBAC Interims  
 End of Unit Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Empty box for additional notes or comments.

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

By June 2019, at least 80% (approx. 61 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 63 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal**

Subgroup: African American students

By June 2019, at least 80% (approx. 19 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 17 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least 60% (approx. 4 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 4 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 80% (approx. 21 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 18 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 50% (approx. 4 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 50% (approx. 5 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT    Interim Assessments    End-Of-Course Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**

Fountas & Pinnell Instructional Reading

DRA

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 4 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 80% (approx. 308 families) will receive information regarding academic and citizenship progress of their children.

**Targeted Population:**

All K-5 students and families at Angier Elementary.

**What data did you use to form these goals?**

Sign-in sheets from the visitor logs, parent meetings, and classroom meetings.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 2 per year to analyze student progress using site developed criteria. Families are contacted twice based on progress. Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program*****Universal Access to Strong Core Instructional Program (Tier 1)***

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

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- EL Coordinator will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

## Angier Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

### **Intensive Intervention (Tier 3)**

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- EL Coordinator will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- PAL will provide monthly check in with families of at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$8,678.29	\$8,678.29	0007-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide instructional supplies such as pencils, paper, journals, reading texts, etc. that will be used to provide instruction to the students during intervention and enrichment.
Retired Clsrn Teacher Hrly		\$5,000.00	\$6,019.50	0007-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	To provide a systematic intervention support for all student TK-5 for 4 days per week in ELA and Math.

### **How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrn Teacher Hrly		\$5,000.00	\$6,019.50	0007-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	To provide a systematic intervention support for all student TK-5 for 4 days per week in ELA and Math.
Classroom Teacher Hrly		\$6,000.00	\$7,223.40	0007-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	To provide before and after school reading and math intervention for students below grade level in order to support them in acquiring the strategies and skills to move towards meeting and exceeding grade level standards

**How will you monitor these strategies/activities?**  
 \* Bell to bell instruction  
 \* Regular classroom observations and feedback  
 \* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,039.00	0007-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide PLC/Grade Level pull out days to develop curriculum, review assessment data, revise instruction, monitor student progress, plan interventions, and visit classrooms to support student learning at Angier.
Retired Clsrm Teacher Hrly		\$4,500.00	\$5,417.55	0007-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide a systematic intervention support for all student TK-5 for 4 days per week in ELA and Math.

**How will you monitor these strategies/activities?**  
 \*Attendance at cluster and site professional development  
 \*Grade level team meetings/PLC  
 \*Continue monitoring of student progress by administration, ILT and teachers

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	\$15,886.20	\$19,297.76	0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Provide intervention support to students through individual, group, and whole class in order to optimize all student's time in the classroom during the instructional day.

**How will you monitor these strategies/activities?**  
 \*Phone calls home  
 \*SARB letters  
 \*Counselor interventions such as individual and group meetings  
 \*Student Study Team meeting with teachers, parents, support staff...etc.



## Angier Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$1,981.00	\$1,981.00	0007-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05, LCFF 1	To provide instructional supplies for parents to assist them in learning strategies and skills to benefit their students acquiring CCSS at home.

**How will you monitor these strategies/activities?**  
 \*Sign in sheets from principal/parent meetings  
 \*Communication through School Messenger, E-Blast/Loma Lines, flyers and the school website  
 \*Foundation meetings  
 \*SSC meetings  
 \*ELAC meetings  
 \*Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> We will provide students not performing at grade level additional intervention support through a systematic school-wide intervention program. The students will be provided this intervention 4 days per week for a five month period.</p> <p><b>Identified Need::</b> This goal has been established in order to assist all of our students on move toward and beyond their grade level proficiency. Due to make-up of Angier's student population, we provide this intervention support due to the varying levels that students enter our site. This system will help not only to close the achievement gap, but continue to raise the bar so all students are moving beyond proficiency.</p> <p><b>Target Group::</b> The targeted groups for the site are our African America, Hispanic, ELL, and Low Socio-Economic sub groups. These are the subgroups that have not performed as high as our other sub-groups based on district and state assessments.</p> <p><b>Monitoring::</b> We will monitor the progress of the intervention system and its affect on student progress through our grade level PLCs, whole site meetings, and SSC. During all of these meeting we will be looking at formative and summative assessment from the past and present in order to locate trends, areas of needs, and establish a plan of action in order to meet our stated goals in the SPSA.</p> <p><b>Personnel Responsible::</b> All site staff is responsible for this goal.</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> To provide instructional supports such as school supplies, texts, resources, planning time, coaching, etc. that will support the teachers instruction in moving toward CCSS alignment as well as the Systematic School-Wide Intervention.</p> <p><b>Identified Need::</b> Teachers need new resources that are grounded in best practices, time to work as PLCs to assess the value of these resources and their use in a 21st century classroom, and time to plan sound instruction for their students. All of these supports will be embedded in their PLC work.</p> <p><b>Target Group::</b> Teachers from all grade levels will be targeted for this goal.</p> <p><b>Monitoring::</b> This goal will be monitored through PLC documents, such as agendas and notes, as well a notes from side-by-side teaching, co-creation of lessons, lesson study, etc. All of these will be used to assist teachers with their instruction which will benefit our students moving beyond proficiency.</p>

**Personnel Responsible::**  
The PLCs, ILT, and administrator will be responsible.

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

**Professional Development Goal:**  
To provide professional development that is grounded in best practices for instruction. This professional development should be researched based and assist moving our teachers instruction into being more CCSS aligned and assisting our students in becoming critical thinkers.

**Identified Need::**  
The need for this goal is directly related to the new ideas and teaching brought about by the new CCSS. It is important to continue to learn new innovative ways to instruct our students in order for them to become prepared for the 21st century.

**Target Group::**  
The targeted group are the teachers as well as the students that they teach.

**Monitoring::**  
Monitoring of this goal will be done through classroom walk-throughs and observations by site staff and district staff.

**Personnel Responsible::**  
The person responsible will be the administrator, and the Instructional Leadership Team will have a role as well.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.3000	\$7,483.80	\$20,164.28	0007-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide students with access to books, provide additional intervention support in literacy, and assist students with research and reading.
Supplies		\$9,643.02	\$9,643.02	0007-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide instructional supplies such as pencils, paper, journals, reading texts, etc. that will be used to provide instruction to the students during intervention and enrichment.
Retired Clsrn Teacher Hrly		\$13,000.00	\$15,650.70	0007-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide a systematic intervention support for all student TK-5 for 4 days per week in ELA and Math.

## **APPENDICES**

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Angier**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	257	53.3	238	57.1	216	54.6	1.3	-2.5	255	47.5	238	49.2	216	54.2	6.7	5.0
Female	116	62.1	113	60.2	100	58.0	-4.1	-2.2	115	46.1	113	46.0	100	53.0	6.9	7.0
Male	141	46.1	125	54.4	116	51.7	5.6	-2.7	140	48.6	125	52.0	116	55.2	6.6	3.2
African American	64	43.8	72	56.9	58	48.3	4.5	-8.6	64	35.9	72	45.8	58	46.6	10.7	0.8
Asian	4	-	4	-	8	-	-	-	4	-	4	-	8	-	-	-
Filipino	12	66.7	8	-	5	-	-	-	11	63.6	8	-	5	-	-	-
Hispanic	76	55.3	58	55.2	53	50.9	-4.4	-4.3	76	46.1	58	41.4	53	45.3	-0.8	3.9
Indochinese	2	-	3	-	9	-	-	-	2	-	3	-	9	-	-	-
Native American	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Pacific Islander	4	-	6	-	4	-	-	-	4	-	6	-	4	-	-	-
White	48	64.6	52	67.3	41	65.9	1.3	-1.4	48	62.5	52	57.7	41	61.0	-1.5	3.3
Multiracial	45	55.6	34	55.9	36	52.8	-2.8	-3.1	44	52.3	34	55.9	36	55.6	3.3	-0.3
English Learner	29	27.6	24	20.8	21	28.6	1.0	7.8	28	14.3	24	25.0	21	33.3	19.0	8.3
English-Speaking	228	56.6	214	61.2	195	57.4	0.8	-3.8	227	51.5	214	51.9	195	56.4	4.9	4.5
Reclassified†	14	78.6	21	71.4	25	68.0	-10.6	-3.4	14	71.4	21	52.4	25	60.0	-11.4	7.6
Initially Eng. Speaking	214	55.1	193	60.1	170	55.9	0.8	-4.2	213	50.2	193	51.8	170	55.9	5.7	4.1
Econ. Disadv.*	181	53.0	154	52.6	120	51.7	-1.3	-0.9	180	45.6	154	46.1	120	50.8	5.2	4.7
Non-Econ. Disadv.	76	53.9	84	65.5	96	58.3	4.4	-7.2	75	52.0	84	54.8	96	58.3	6.3	3.5
Gifted	67	70.1	59	78.0	37	78.4	8.3	0.4	67	68.7	59	66.1	37	83.8	15.1	17.7
Not Gifted	190	47.4	179	50.3	179	49.7	2.3	-0.6	188	39.9	179	43.6	179	48.0	8.1	4.4
With Disabilities	26	23.1	30	23.3	31	19.4	-3.7	-3.9	26	15.4	30	20.0	31	19.4	4.0	-0.6
WO Disabilities	231	56.7	208	62.0	185	60.5	3.8	-1.5	229	51.1	208	53.4	185	60.0	8.9	6.6
Homeless	3	-	5	-	4	-	-	-	3	-	5	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	178	57.9	155	61.9	131	54.2	-3.7	-7.7	176	54.0	155	51.6	131	55.0	1.0	3.4

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Angier**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	93	49.5	85	58.8	66	54.5	5.0	-4.3	93	41.9	85	48.2	66	59.1	17.2	10.9
Female	40	55.0	50	62.0	25	56.0	1.0	-6.0	40	40.0	50	50.0	25	56.0	16.0	6.0
Male	53	45.3	35	54.3	41	53.7	8.4	-0.6	53	43.4	35	45.7	41	61.0	17.6	15.3
African American	25	48.0	30	63.3	15	40.0	-8.0	-23.3	25	36.0	30	43.3	15	53.3	17.3	10.0
Asian	2	-	0	-	3	-	-	-	2	-	0	-	3	-	-	-
Filipino	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
Hispanic	29	51.7	19	36.8	17	52.9	1.2	16.1	29	48.3	19	36.8	17	47.1	-1.2	10.3
Indochinese	2	-	1	-	3	-	-	-	2	-	1	-	3	-	-	-
Native American	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
White	15	73.3	18	72.2	13	69.2	-4.1	-3.0	15	53.3	18	61.1	13	46.2	-7.1	-14.9
Multiracial	16	37.5	14	64.3	10	40.0	2.5	-24.3	16	37.5	14	50.0	10	70.0	32.5	20.0
English Learner	16	50.0	13	30.8	6	-	-	-	16	18.8	13	30.8	6	-	-	-
English-Speaking	77	49.4	72	63.9	60	58.3	8.9	-5.6	77	46.8	72	51.4	60	60.0	13.2	8.6
Reclassified†	1	-	3	-	6	-	-	-	1	-	3	-	6	-	-	-
Initially Eng. Speaking	76	48.7	69	62.3	54	55.6	6.9	-6.7	76	46.1	69	49.3	54	57.4	11.3	8.1
Econ. Disadv.*	60	46.7	53	50.9	39	51.3	4.6	0.4	60	38.3	53	45.3	39	53.8	15.5	8.5
Non-Econ. Disadv.	33	54.5	32	71.9	27	59.3	4.8	-12.6	33	48.5	32	53.1	27	66.7	18.2	13.6
Gifted	24	66.7	15	93.3	10	70.0	3.3	-23.3	24	54.2	15	60.0	10	70.0	15.8	10.0
Not Gifted	69	43.5	70	51.4	56	51.8	8.3	0.4	69	37.7	70	45.7	56	57.1	19.4	11.4
With Disabilities	8	-	9	-	14	14.3	-	-	8	-	9	-	14	7.1	-	-
WO Disabilities	85	52.9	76	60.5	52	65.4	12.5	4.9	85	43.5	76	48.7	52	73.1	29.6	24.4
Homeless	1	-	2	-	1	-	-	-	1	-	5	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	67	55.2	58	65.5	43	48.8	-6.4	-16.7	67	49.3	58	53.4	43	58.1	8.8	4.7

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Angier**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	84	51.2	78	44.9	82	47.6	-3.6	2.7	84	50.0	78	42.3	82	42.7	-7.3	0.4
Female	36	63.9	29	55.2	48	54.2	-9.7	-1.0	36	47.2	29	41.4	48	43.8	-3.4	2.4
Male	48	41.7	49	38.8	34	38.2	-3.5	-0.6	48	52.1	49	42.9	34	41.2	-10.9	-1.7
African American	20	30.0	20	45.0	25	48.0	18.0	3.0	20	35.0	20	45.0	25	36.0	1.0	-9.0
Asian	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Filipino	4	-	2	-	3	-	-	-	4	-	2	-	3	-	-	-
Hispanic	27	63.0	20	50.0	19	36.8	-26.2	-13.2	27	55.6	20	30.0	19	31.6	-24.0	1.6
Indochinese	0	-	2	-	2	-	-	-	0	-	2	-	2	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
White	22	45.5	14	64.3	18	66.7	21.2	2.4	22	54.5	14	64.3	18	66.7	12.2	2.4
Multiracial	7	-	15	40.0	13	46.2	-	6.2	7	-	15	46.7	13	30.8	-	-15.9
English Learner	4	-	10	10.0	6	-	-	-	4	-	10	10.0	6	-	-	-
English-Speaking	80	53.8	68	50.0	76	50.0	-3.8	0.0	80	51.3	68	47.1	76	44.7	-6.6	-2.4
Reclassified†	7	-	9	-	8	-	-	-	7	-	9	-	8	-	-	-
Initially Eng. Speaking	73	50.7	59	50.8	68	48.5	-2.2	-2.3	73	49.3	59	52.5	68	44.1	-5.2	-8.4
Econ. Disadv.*	64	53.1	51	41.2	42	40.5	-12.6	-0.7	64	51.6	51	35.3	42	33.3	-18.3	-2.0
Non-Econ. Disadv.	20	45.0	27	51.9	40	55.0	10.0	3.1	20	45.0	27	55.6	40	52.5	7.5	-3.1
Gifted	27	63.0	18	55.6	12	75.0	12.0	19.4	27	70.4	18	55.6	12	75.0	4.6	19.4
Not Gifted	57	45.6	60	41.7	70	42.9	-2.7	1.2	57	40.4	60	38.3	70	37.1	-3.3	-1.2
With Disabilities	10	30.0	9	-	8	-	-	-	10	20.0	9	-	8	-	-	-
WO Disabilities	74	54.1	69	49.3	74	51.4	-2.7	2.1	74	54.1	69	44.9	74	44.6	-9.5	-0.3
Homeless	2	-	5	-	4	-	-	-	2	-	5	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	57	52.6	50	50.0	52	48.1	-4.5	-1.9	57	52.6	50	52.0	52	44.2	-8.4	-7.8

\* 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.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Angier**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	80	60.0	75	68.0	68	63.2	3.2	-4.8	78	51.3	75	57.3	68	63.2	11.9	5.9
Female	40	67.5	34	61.8	27	66.7	-0.8	4.9	39	51.3	34	44.1	27	66.7	15.4	22.6
Male	40	52.5	41	73.2	41	61.0	8.5	-12.2	39	51.3	41	68.3	41	61.0	9.7	-7.3
African American	19	52.6	22	59.1	18	55.6	3.0	-3.5	19	36.8	22	50.0	18	55.6	18.8	5.6
Asian	1	-	2	-	4	-	-	-	1	-	2	-	4	-	-	-
Filipino	6	-	4	-	0	-	-	-	5	-	4	-	0	-	-	-
Hispanic	20	50.0	19	78.9	17	64.7	14.7	-14.2	20	30.0	19	57.9	17	58.8	28.8	0.9
Indochinese	0	-	0	-	4	-	-	-	0	-	0	-	4	-	-	-
Native American	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	3	-	1	-	-	-	0	-	3	-	1	-	-	-
White	11	90.9	20	65.0	10	60.0	-30.9	-5.0	11	90.9	20	50.0	10	70.0	-20.9	20.0
Multiracial	22	63.6	5	-	13	69.2	5.6	-	21	61.9	5	-	13	69.2	7.3	-
English Learner	9	-	1	-	9	-	-	-	8	-	1	-	9	-	-	-
English-Speaking	71	67.6	74	68.9	59	66.1	-1.5	-2.8	70	57.1	74	56.8	59	67.8	10.7	11.0
Reclassified†	6	-	9	-	11	63.6	-	-	6	-	9	-	11	54.5	-	-
Initially Eng. Speaking	65	67.7	65	66.2	48	66.7	-1.0	0.5	64	56.3	65	53.8	48	70.8	14.5	17.0
Econ. Disadv.*	57	59.6	50	66.0	39	64.1	4.5	-1.9	56	46.4	50	58.0	39	66.7	20.3	8.7
Non-Econ. Disadv.	23	60.9	25	72.0	29	62.1	1.2	-9.9	22	63.6	25	56.0	29	58.6	-5.0	2.6
Gifted	16	87.5	26	84.6	15	86.7	-0.8	2.1	16	87.5	26	76.9	15	100.0	12.5	23.1
Not Gifted	64	53.1	49	59.2	53	56.6	3.5	-2.6	62	41.9	49	46.9	53	52.8	10.9	5.9
With Disabilities	8	-	12	16.7	9	-	-	-	8	-	30	20.0	9	-	-	-
WO Disabilities	72	63.9	63	77.8	59	67.8	3.9	-10.0	70	57.1	63	68.3	59	67.8	10.7	-0.5
Homeless	0	-	2	-	3	-	-	-	0	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	54	66.7	47	70.2	36	69.4	2.7	-0.8	52	61.5	47	48.9	36	66.7	5.2	17.8

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

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

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



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

---

*Angier Elementary*  
**TITLE I PARENT INVOLVEMENT POLICY**

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

*Angier Elementary* has developed a written Title I parental involvement policy with input from Title I parents. *Through SSC, Family Fridays, and Staff meetings, our school has collected input from all stakeholders to develop a policy that will have positive educational impact on all students at Angier Elementary.*

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

*Each year Angier Elementary distributes the Title I Policy to all families in October at the beginning of the year. It is also posted on our school website under the SSC tab.*

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at **Angier Elementary**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *Angier Elementary holds an annual parent meeting in the beginning of October to inform all parents of their rights under Title I. During this meeting we also cover what the school will be doing to assist their children in their education.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Angier Elementary holds bi-monthly meetings on a Friday morning to inform parents about what is happening at the school as well as the instructional shifts that have been made that will assist their children with their education.*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *Angier Elementary meets with SSC and parents at the beginning of each year to discuss the Title I Parent Involvement Policy in order to provide the best support for the families at Angier.*
- The school provides parents of Title I students with timely information about Title I programs. *Angier Elementary uses the monthly newsletters to inform parents of all educational and non-educational items. These newsletters also provide calendars of events for the next two months to keep parents informed of all upcoming meetings.*
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *Angier Elementary uses our parent meetings to discuss the curriculum, assessments, and instructional shifts that are happening on site to educate their*

***children. In addition we discuss proficiency levels, what they mean, and how each child can attain these levels.***

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***Angier Elementary holds a variety of events and parent informational meetings throughout the year. These meetings are scheduled at the beginning of the year and are posted in the monthly newsletter sent home at the beginning of the month. Parents also receive communication through flyers and Connect Ed calls prior to the event happening to inform them of the upcoming meetings.***

***\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

### **School-Parent Compact**

***Angier Elementary*** distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

***Angier Elementary updates this policy yearly at the September SSC meeting. All stakeholders at this meeting are able to provide input/feedback in order to review and modify the compact to meet the needs of the diverse student population. After the meeting a final draft is created, reviewed, and approved at the October SSC meeting.***

### **Building Capacity for Involvement**

***Angier Elementary*** engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Angier Elementary holds regular meeting throughout the year to inform parents about state-wide and district assessments. We also provide opportunities for two Parent-Teacher Conferences one in the Fall and the other in Spring to go over their child's specific academic progress and next steps.***

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***Angier Elementary provides all materials necessary for each meeting, so that the parents can utilize these tools to assist their child at home.***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. ***Angier Elementary regularly involves parents in the education of their children. This is done through daily volunteer opportunities, celebration of work, performances, etc.***
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. ***Angier Elementary provides parents with resources beyond the school. We consult with the Ballard Center to provide parent information and resources to better assist their children. The parent bulletin board is used to advertise parent meetings and training sessions offered at Angier, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.***
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. ***Angier Elementary distributes all information about Title I related materials in a timely manner. The format is usually in the monthly newsletters or weekly flyers. If translation is needed, we will provide that to the parents. The parent bulletin board is used to advertise parent meetings and training sessions offered at Angier, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.***
- The school provides support for parental involvement activities requested by Title I parents. ***Angier Elementary provides opportunities to assist parent in the education of their children. During our parent meeting we discuss and model instructional strategies and ideas that will assist parents with the education of their child at home. In addition we provide a variety of educational software programs that assist in their child's education. The parent bulletin board is used to advertise parent meetings and training sessions offered at Angier, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.***

### **Accessibility**

***Angier Elementary*** provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. ***Angier Elementary provides parent accessibility in a variety of ways. During parent meetings, opportunities will be offered for parent input. Responses to their suggestions will be reviewed in a timely fashion, if possible by the next scheduled meeting. Topics that are appropriate for review by the SSC will be placed on the agenda at the next regularly scheduled meeting by a member of the committee, chairperson or a parent. The school wide parent newsletter will be sent home monthly informing parents/community of all meetings of interest. If interpretation is needed, then it will be provided. The parent bulletin board is used to advertise parent meetings and training sessions offered at Angier, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.***

**APPENDIX C**

**HOME/SCHOOL COMPACT**

**Angier Elementary School**  
**Home-School Compact**  
**2018-2019**

**Student's Name** \_\_\_\_\_

(Please Print)

At Angier Elementary School we believe that a collaborative partnership between parents and teachers is an important key to student success. By working together, we are confident your child will develop the knowledge and skills necessary for continuous growth and achievement of academic standards. As a parent, please join me in a partnership agreement:

***School Commitment***

- Provide a comprehensive academic program that aligns to rigorous state and district standards.
- Maintain a learning environment that supports your child's academic progress.
- Provide appropriate interventions for any student in need of additional support.
- Maintain open and regular communication with you and your child.
- Provide opportunities to participate in classroom and school activities that celebrate learning.

***Parent Commitment***

- Maintain open and regular communication with my child and his/her teacher(s).
- Provide time, space and opportunities that support my child's learning.
- Encourage my child to take responsibility for homework and assigned tasks.
- Ensure my child attends school regularly, arrives on time, and is ready to learn.

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

**Angier Elementary School**  
**Home-School Compact**  
**2018-2019**

**Student's Name** \_\_\_\_\_

(Please Print)

At Angier Elementary School we believe that a collaborative partnership between parents and teachers is an important key to student success. By working together, we are confident your child will develop the knowledge and skills necessary for continuous growth and achievement of academic standards. As a parent, please join me in a partnership agreement:

***School Commitment***

- Provide a comprehensive academic program that aligns to rigorous state and district standards.
- Maintain a learning environment that supports your child's academic progress.
- Provide appropriate interventions for any student in need of additional support.
- Maintain open and regular communication with you and your child.
- Provide opportunities to participate in classroom and school activities that celebrate learning.

***Parent Commitment***

- Maintain open and regular communication with my child and his/her teacher(s).
- Provide time, space and opportunities that support my child's learning.
- Encourage my child to take responsibility for homework and assigned tasks.
- Ensure my child attends school regularly, arrives on time, and is ready to learn.

Parent Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**



School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Angier Elementary	09800	1189	Retired Clsrm Teacher Hrly			\$ 13,000.00
		2231	Other Support Prsnl PARAS	Library Asst	0.3000	\$ 7,483.80
		3000	Employee Benefits			\$ 15,331.18
		4301	Supplies			\$ 9,643.02
	<b>09800 Total</b>				<b>0.3000</b>	<b>\$ 45,458.00</b>
	30100	1157	Classroom Teacher Hrly			\$ 6,000.00
		1189	Retired Clsrm Teacher Hrly			\$ 14,500.00
		1192	Prof&Curriclm Dev Vist Tchr			\$ 10,000.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		3000	Employee Benefits			\$ 9,630.51
		4301	Supplies			\$ 8,678.29
	<b>30100 Total</b>				<b>0.2000</b>	<b>\$ 64,695.00</b>
	30103	4301	Supplies			\$ 1,981.00
	<b>30103 Total</b>					<b>\$ 1,981.00</b>

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Angier Elementary  
*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The SSC looked over how the school was utilizing time in the instructional day to optimize the learning of all students. We will be revising the way that we are doing intervention to maximize the amount of time the students are with the intervention teachers, establishing set collaboration days for grade level teams to meet, and minimizing all pullout programs, events, and assemblies to the end of the instructional day.
CLOSING THE ACHIEVEMENT GAP	We decided to revamp the intervention system and response to intervention system at the suite to better suit the needs of our students. We will be creating a learning center model in math and literacy to run all day to support student struggling in these areas with target support in their current curriculum for their grade level. We will be utilizing all support personnel to provide instruction to these students to move them close to grade level and beyond.
PROFESSIONAL DEVELOPMENT	Professional Development at the school will be run through three areas: whole staff, PLCs, and ILT. The whole staff professional development will be centered on best practices in instruction for the 21 <sup>st</sup> century skills our student need. The ILT and PLCs will be focused on lesson design, data analysis, curriculum development, etc.
GRADUATION/PROMOTION	The SSC looked at how we are focusing on literacy for all grade levels and specifically with our third grade classrooms. We decided to utilize many of our intervention supports to focus on getting our students up to grade level in their reading. We will also be including before/after school tutoring for these students.
PARENT ENGAGEMENT	We will hold monthly meetings for parents that will focus on instructional practices in the classroom and ways for how parents can support student learning at home. In addition meetings will be held regularly to go over a variety of operational items to include but not limited to bell times, budget, technology, school improvements, grants, etc. These meeting will be set up to not only inform the parents and community, but to illicit input from them as well.