THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SILVER GATE ELEMENTARY SCHOOL

2018-19

37-68338-6040166
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: Vidal-Fowler, Maria
Contact Person: Vidal-Fowler, Maria
Position: Principal
Telephone Number: 619-223-7156
Address: 1499 Venice St, Silver Gate Elementary, San Diego, CA, 92107-3632,
E-mail Address: mvidal-fowler@sandi.net

The following items are included:
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ 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 Unified
SCHOOL DISTRICT

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: Silver Gate Elementary

SITE CONTACT PERSON: Maria Fowler

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

PHONE: 619-222-1139   FAX: E-MAIL ADDRESS: mvidal-fowler@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.

<u>CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:</u>

☒ English Learner Advisory Committee (ELAC)	Date of presentation: _____
☒ 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: 3/7/18
☒ 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: 3/7/18

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.

Maria Fowler
Type/Print Name of School Principal   Signature of School Principal   4/12/18 Date

Frank Godinez
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   4/12/18 Date

Kimie Lousefeld
Type/Print Name of Area Superintendent   Signature of Area Superintendent   5-2-18 Date

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

Revised 03.08.18 mj

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Single Plan for Student Achievement: Executive Summary

Introduction
The Single Plan for Student Achievement is the guiding tool for expenditures and instruction at Silver Gate Elementary School. The goals contained are part of every conversation with staff, parents, students, and community members with regards to making decisions on how we spend our time and money. Every stakeholder is committed to improving teaching and learning to the end that students reach and exceed proficiency on grade level standards.

School Vision and Reality
Vision

Personal vision for our school
> -As teachers continue to implement the Common Core Standards, we would like to see an increase in student communication through purposeful, directed and specific instruction that focuses on listening and speaking skills while utilizing i21 technology to support the work.

Ideal state for school culture.
> -Briefly & probably overly simplified, the culture of our school community should include and is definitely not limited to: always putting children first; high expectations for all children; collaboration among students, staff and parents; constant & genuine effort to get better/improve; a celebration of traditions; a reliable communication system; positive energy; a feeling of contentment and pride; and high expectations for everyone in the school community.

Ideal state for academics
> -Our academic press should include: 1) The physical environment – using resources and space for efficient and purposeful student learning that easily lends itself to student collaboration; 2) Routines and Rituals – teachers establishing systems and routines in the classroom that support student collaboration and learning; and 3) Classroom Culture and Climate – provides a safe and positive environment where students feel comfortable being risk takers among their peers and teacher.

Current reality

School's current reality in relation to our vision
> -As teachers implement the Common Core Standards, they are exploring ways to increase listening and speaking through student collaborative work. They recognize the fact that our children need to be challenged more by releasing more responsibility to them. They are at different stages in this process. Some have a better grasp of what that should like in the classroom. I21 technology is fully equipped in all of our classrooms. While most teachers are eager to utilize the equipment in their teaching, their comfort with the technology varies in each classroom.

Current school culture and social environment.
> -Our school is very rich in traditions. There are many student activities that have existed for numerous years and will probably exist for many, many more years to come. Our parents are extremely involved with our school. They are eager to support our school in any way that they can and are very visible on our campus. We have a foundation, called Friends of Silver Gate, which focuses on large fundraising activities to support enrichment programs at our school. We have developed many ways to closely collaborate with our parents to ensure that all funded programs will directly support the academic, social, and emotional needs of all our students. The staff is extremely supportive of each other. They will always

rise to the occasion to support each other under any circumstance. Generally speaking, children enjoy being at our school. They feel comfortable and safe and are often sad to leave after 4thgrade. They are eager to return to visit their former teachers and help with the annual Harvest Festival. Since we have historically been considered a high achieving school, the staff and parents strive to maintain that status.

Current reality in terms of academic press.

-Our grade level team work has provided a commonality in the classrooms. Teachers' collaborative planning is reflected in the work being done in the classrooms. The move toward increasing collaboration and conversations among the students and utilizing i21 technology is at varying stages in the classrooms. Some teachers are much further along in this process because they have become the risk takers and are willing to try new approaches.

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.

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).

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 and exceed standards. 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.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Both the SSC and FSG provided input in the development for the SBB/SPSA for the 2018-2019 school year.

We did the following at Silver Gate:

We met with SSC, FSG and we also met as a staff to collect feedback on site priorities.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Maria Vidal-Fowler	Principal
Sheila Reilly-Feehley	Classroom Teacher
Darrell Klueber	Classroom Teacher
Judith Scarpa-Bush	Classroom Teacher
Andy Zlotnik	Parent
Frank Godinez	Parent
Kalen Miller	Parent
Mark Koonin	Parent
Cari Philpott	Parent
Heather Harris	Other School Representative

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 80% (approx. 105 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 60 % (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 45% (approx. 4 3rd 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):

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 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 80% (approx. 105 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 60% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60 % (approx.11 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 45% (approx. 4 3rd 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):

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. 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):

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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
By June 2019, at least 80 % (approx. 84 105 3rd graders) will meet or exceed level 38 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):

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. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: By June 2019, 100% (approx. 519 families) will receive information regarding academic and citizenship progress of their children. By June 2019, at least 100% (approx. 519 families) will attend schoolwide events to increase the milestones necessary for meaningful parent involvement.
Targeted Population: The parents of our Latino students are the least represented at our parent conferences and other parent functions. **What data did you use to form these goals?** Research shows that there is a direct correlation of student achievement to parent involvement, especially with students at risk of not meeting grade level standards. Our goals were based on research.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal? Teachers will meet 3 times per year to analyze student progress using site developed criteria. 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.
- 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.
- Intervention teachers will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- 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.
- District ELST 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 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.
- 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
- Counselor and support mentors will provide monthly check in with 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

How will you monitor these strategies/activities?
- Bell to bell instruction
- Regular classroom observation and feedback
- Review data SBAC, interim benchmark, CELDT with Staff, SSC and ILT

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

How will you monitor these strategies/activities?
- Bell to bell instruction
- Regular classroom observation and feedback
- Reviewing data SBAC, (interim benchmark, CELDT, etc.) with Staff, SSC and ILT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Monthly professional development with cluster schools to focus on ELA, Math and ELD. Classroom teachers will meet throughout the year to collaborate within grade level and across grade levels to align instruction and Common Core state Standards. Data will be provided to the grade level teams to have opportunities to analyze, discuss, and make instructional decisions on student's needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
- Attendance at cluster and site professional development
- Grade level team meetings
- Continues 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 promotions requirements by attending to their health needs and monitoring regular daily attendance and providing interventions to support their academic success.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

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

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Silver Gate will have multiple opportunities for parents to participate in principal/parent meetings throughout the year. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing instructional practice, SBAC assessment information, and curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 Sign in sheets from principal parent meetings
Communication through School messenger, E-Blast, Peach Jar flyers and the school website.
Friends of Silver Gate meetings
SSC Meetings
Open door policy to meet with parents and community members about individual concerns

Silver Gate Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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?

Intervention Support Goal::

Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to support invention programs.

Identified Need::

These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.

Target Group::

Struggling students

Monitoring::

On Demand writing samples and DRA2.

Personnel Responsible::

Teaching staff and administration

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to support invention programs.

Identified Need::

These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.

Target Group::

Struggling students

Monitoring::

 Data from Interim Assessments

Personnel Responsible::

Teaching staff and administration

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:

Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to support invention programs.

Identified Need::

These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.

Target Group::

Struggling students

Monitoring::

Data from Interim Assessments

Personnel Responsible::

Teaching staff and administration

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Noon Duty Assistant	0.1250	$2,729.50	$3,512.73	0261-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Provide additional student intervention support
Noon Duty Assistant	0.1000	$2,183.60	$2,810.18	0261-09800-00-2905-8300-0000-01000-0000	LCFF Intervention Support	LCFF 1	Provide additional student intervention support
Classroom PARAS Hrly		$2,000.00	$2,568.20	0261-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Extra classroom support
Prof&Curriclm Dev Vist Tchr		$2,000.00	$2,407.80	0261-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	To cover substitutes while teachers attend PD.
NonClsrm Prof&Curriclm DevHrly		$2,400.00	$2,889.36	0261-09800-00-1971-2130-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	ELPAC Testing, Teacher PD and other activities such as curriculum writing and group interventions.
Supplies		$91.73	$91.73	0261-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention material

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. Parent Involvement Policy

C. Home/School Compact

D. 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 :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
Silver Gate
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	228	79.4	221	80.5	196	76.0	-3.4	-4.5	230	79.1	220	79.1	196	76.0	-3.1	-3.1
Female	100	80.0	92	80.4	85	80.0	0.0	-0.4	101	77.2	91	74.7	85	75.3	-1.9	0.6
Male	128	78.9	129	80.6	111	73.0	-5.9	-7.6	129	80.6	129	82.2	111	76.6	-4.0	-5.6
African American	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
Asian	1	-	3	-	3	-	-	-	1	-	3	-	3	-	-	-
Filipino	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Hispanic	40	60.0	42	69.0	37	62.2	2.2	-6.8	40	55.0	41	65.9	37	48.6	-6.4	-17.3
Indochinese	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Native American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	161	83.2	153	83.7	133	80.5	-2.7	-3.2	163	85.9	153	81.0	133	82.0	-3.9	1.0
Multiracial	19	89.5	21	85.7	20	85.0	-4.5	-0.7	19	78.9	21	90.5	20	95.0	16.1	4.5
English Learner	4	-	10	20.0	14	35.7	-	15.7	4	-	10	40.0	14	28.6	-	-11.4
English-Speaking	224	80.8	211	83.4	182	79.1	-1.7	-4.3	226	80.1	210	81.0	182	79.7	-0.4	-1.3
Reclassified†	4	-	1	-	2	-	-	-	4	-	1	-	2	-	-	-
Initially Eng. Speaking	220	80.9	210	83.3	180	78.9	-2.0	-4.4	222	80.2	209	80.9	180	79.4	-0.8	-1.5
Econ. Disadv.*	37	59.5	51	66.7	44	54.5	-5.0	-12.2	37	51.4	51	60.8	44	45.5	-5.9	-15.3
Non-Econ. Disadv.	191	83.2	170	84.7	152	82.2	-1.0	-2.5	193	84.5	169	84.6	152	84.9	0.4	0.3
Gifted	101	93.1	95	95.8	63	93.7	0.6	-2.1	101	91.1	95	96.8	63	96.8	5.7	0.0
Not Gifted	127	68.5	126	69.0	133	67.7	-0.8	-1.3	129	69.8	125	65.6	133	66.2	-3.6	0.6
With Disabilities	14	21.4	16	37.5	20	45.0	23.6	7.5	15	46.7	16	37.5	20	45.0	-1.7	7.5
WO Disabilities	214	83.2	205	83.9	176	79.5	-3.7	-4.4	215	81.4	204	82.4	176	79.5	-1.9	-2.9
Homeless	1	-	3	-	3	-	-	-	1	-	3	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	26	88.5	19	73.7	15	100.0	11.5	26.3	27	74.1	19	78.9	15	93.3	19.2	14.4

* 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
Silver Gate
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	114	85.1	106	78.3	96	76.0	-9.1	-2.3		116	81.9	105	81.0	96	77.1	-4.8	-3.9
Female	46	80.4	43	79.1	45	80.0	-0.4	0.9		47	83.0	42	76.2	45	77.8	-5.2	1.6
Male	68	88.2	63	77.8	51	72.5	-15.7	-5.3		69	81.2	63	84.1	51	76.5	-4.7	-7.6
African American	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Asian	1	-	2	-	1	-	-	-		1	-	2	-	1	-	-	-
Filipino	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Hispanic	22	59.1	19	73.7	18	50.0	-9.1	-23.7		22	63.6	18	72.2	18	44.4	-19.2	-27.8
Indochinese	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Native American	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	77	92.2	73	80.8	64	84.4	-7.8	3.6		79	87.3	73	80.8	64	84.4	-2.9	3.6
Multiracial	11	90.9	12	83.3	10	90.0	-0.9	6.7		11	81.8	12	100.0	10	100.0	18.2	0.0
English Learner	3	-	7	-	8	-	-	-		3	-	7	-	8	-	-	-
English-Speaking	111	87.4	99	81.8	88	80.7	-6.7	-1.1		113	83.2	98	82.7	88	80.7	-2.5	-2.0
Reclassified†	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Initially Eng. Speaking	110	87.3	99	81.8	88	80.7	-6.6	-1.1		112	83.0	98	82.7	88	80.7	-2.3	-2.0
Econ. Disadv.*	20	65.0	28	64.3	22	50.0	-15.0	-14.3		20	70.0	28	64.3	22	45.5	-24.5	-18.8
Non-Econ. Disadv.	94	89.4	78	83.3	74	83.8	-5.6	0.5		96	84.4	77	87.0	74	86.5	2.1	-0.5
Gifted	52	98.1	45	95.6	21	95.2	-2.9	-0.4		52	92.3	45	95.6	21	95.2	2.9	-0.4
Not Gifted	62	74.2	61	65.6	75	70.7	-3.5	5.1		64	73.4	60	70.0	75	72.0	-1.4	2.0
With Disabilities	6	-	6	-	14	42.9	-	-		7	-	6	-	14	42.9	-	-
WO Disabilities	108	88.0	100	81.0	82	81.7	-6.3	0.7		109	84.4	99	82.8	82	82.9	-1.5	0.1
Homeless	1	-	3	-	1	-	-	-		1	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	9	-	10	70.0	10	100.0	-	30.0		10	80.0	10	70.0	10	90.0	10.0	20.0

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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.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Silver Gate
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	114	73.7	115	82.6	100	76.0	2.3	-6.6		114	76.3	115	77.4	100	75.0	-1.3	-2.4
Female	54	79.6	49	81.6	40	80.0	0.4	-1.6		54	72.2	49	73.5	40	72.5	0.3	-1.0
Male	60	68.3	66	83.3	60	73.3	5.0	-10.0		60	80.0	66	80.3	60	76.7	-3.3	-3.6
African American	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Asian	0	-	1	-	2	-	-	-		0	-	1	-	2	-	-	-
Filipino	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
Hispanic	18	61.1	23	65.2	19	73.7	12.6	8.5		18	44.4	23	60.9	19	52.6	8.2	-8.3
Indochinese	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	84	75.0	80	86.3	69	76.8	1.8	-9.5		84	84.5	80	81.3	69	79.7	-4.8	-1.6
Multiracial	8	-	9	-	10	80.0	-	-		8	-	9	-	10	90.0	-	-
English Learner	1	-	3	-	6	-	-	-		1	-	3	-	6	-	-	-
English-Speaking	113	74.3	112	84.8	94	77.7	3.4	-7.1		113	77.0	112	79.5	94	78.7	1.7	-0.8
Reclassified†	3	-	1	-	2	-	-	-		3	-	1	-	2	-	-	-
Initially Eng. Speaking	110	74.5	111	84.7	92	77.2	2.7	-7.5		110	77.3	111	79.3	92	78.3	1.0	-1.0
Econ. Disadv.*	17	52.9	23	69.6	22	59.1	6.2	-10.5		17	29.4	23	56.5	22	45.5	16.1	-11.0
Non-Econ. Disadv.	97	77.3	92	85.9	78	80.8	3.5	-5.1		97	84.5	92	82.6	78	83.3	-1.2	0.7
Gifted	49	87.8	50	96.0	42	92.9	5.1	-3.1		49	89.8	50	98.0	42	97.6	7.8	-0.4
Not Gifted	65	63.1	65	72.3	58	63.8	0.7	-8.5		65	66.2	65	61.5	58	58.6	-7.6	-2.9
With Disabilities	8	-	10	40.0	6	-	-	-		8	-	10	30.0	6	-	-	-
WO Disabilities	106	78.3	105	86.7	94	77.7	-0.6	-9.0		106	78.3	105	81.9	94	76.6	-1.7	-5.3
Homeless	0	-	1	-	3	-	-	-		0	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	17	88.2	9	-	5	-	-	-		17	70.6	9	-	5	-	-	-

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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.

APPENDIX B

PARENT INVOLVEMENT POLICY

Silver Gate Elementary School
NON-TITLE I PARENT INVOLVEMENT POLICY

Silver Gate Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. The SSC meet monthly and revise this policy annually.

It has distributed the policy to parents of Non-Title I students.
It is distributed annually in the Back-to-School packets to all families.

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

Involvement of Parents in the Non-Title I Program
To involve parents in the Non-Title I program at *Silver Gate Elementary School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. This is done annually at the Back-to-School Night.

- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning, afternoons, or evening. Besides from the SSC, the parents are welcome to provide feedback at Principal's Chat and Friends of Silver Gate meetings, Back-to-School Night, and curriculum as well as numerous other events.

- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. The SSC meet monthly and revise this policy annually.

- The school provides parents of Non-Title I students with timely information about Non-Title I programs. Weekly morning assemblies are held and provide announcements.

- The school provides parents of Non-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. During numerous events including but not limited to FSG and SSC.

- If requested by parents of Non-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. On a daily basis the administration can be connected by parents/ families to further discuss opportunities for student success and achievement. This includes input from the SSC and other parent groups for the development of the Single Plan for Student Achievement. This policy is updated periodically to meet our family's needs at our school. [20 *USC* 6318 Section 1118(c) (3)]

School-Parent Compact

Silver Gate Elementary School distributes to parents of Non-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 Non-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

The SSC meet monthly and revise this policy annually.

Building Capacity for Involvement

Silver Gate Elementary School engages Non-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 Non-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. Weekly morning assemblies are held and weekly classroom folders providing information to families are sent home.

- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. The site provide parent involvement activities to encourage parents to work with their students for encourage educational advancement opportunities. Multiple curriculum nights are held each year to offer information to parents on how to best support their child's learning.

- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- The school coordinates and integrates the Non-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. Offering numerous events including but not limited to FSG and SSC as well as evening activities.

- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. Weekly morning assemblies, e-blasts, and weekly classroom folders providing information to families.

- The school provides support for parental involvement activities requested by Non-Title I parents. Regularly by weekly assemblies, e-blasts, and weekly classroom folders.

Accessibility

Silver Gate Elementary School provides opportunities for the participation of all Non-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. Upon request all documents are sent out in the home language of the child.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO CITY SCHOOLS
HOME/SCHOOL COMPACT

Silver Gate Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018/2019.

School Responsibilities
The Silver Gate Elementary will:
1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
Purposeful lesson planning
Variety of teaching/learning strategies implement
Differentiated Instruction Based on Need
Small Group and Individual Instruction
Regular Professional Development
Use of state-standards textbooks and materials
Use of district's math modules and literacy units

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
Conferences the Week before Thanksgiving Break and the week before Spring Break

3. Provide parents with frequent reports on their child's progress.
Assignments sent home weekly with feedback
Student work posted in classroom
Rubrics posted in classroom
Communication as needed initiated by parents and teachers

4. Provide parents reasonable access to staff.
Teachers and staff are available for conferences before and after school
Teachers and staff will return phone calls or emails within two school days
Weekly assemblies will be held with staff, students and parents to offer information

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Classes will send home volunteer sign-up sheets
Classroom teachers will invite parents to attend field trips
Classroom teachers will invite parents to attend productions
Weekly assemblies will be held and solicit needed participation

Attachment 2
Parent Responsibilities
We, as parents, will support our child's learning by:
Monitoring attendance.
Making sure that homework is completed.
Monitoring amount of screen time my child engages in
Volunteering in my child's classroom.
Participating, as appropriate, in decisions relating to my child's education.
Promoting positive use of my child's extracurricular time.
Staying informed about my child's education and communicating with the school
by promptly reading all notices from the school or the school district either
received by my child or by mail and responding, as appropriate.
Serving, to the extent possible, on advisory groups, such as the School Site
Council, the District Advisory Council for Compensatory Education, the English
Learner Advisory Committee, or other school advisory groups.

Student Responsibilities
We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.
Do my homework every day and ask for help when I need it.
Read at least 20 minutes every day outside of school time.
Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

APPENDIX D

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
Silver Gate Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 2,000.00
		1971	**NonClsrm Prof&Curriclm DevHrly**			$ 2,400.00
		2151	**Classroom PARAS Hrly**			$ 2,000.00
		2905	**Other Nonclsrm PARAS**	Noon Duty Assistant	0.2250	$ 4,913.10
		3000	**Employee Benefits**			$ 2,875.17
		4301	**Supplies**			$ 91.73
	09800 Total				**0.2250**	**$ 14,280.00**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT
EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Silver Gate Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Based on survey results, the SSC decided to allocate monies to staff the Librarian Assistant at .375 FTE the Science Lab@.37 FTE and Computer Lab Assistant @.48 This provides an enriched curriculum for all learners.
CLOSING THE ACHIEVEMENT GAP	Special Education is Silver Gate's targeted sub group. While students are engaged in enrichment classes teacher will plan for differentiated instruction with emphasis on our targeted sub group. Our Special Education Team will provide RTI to all struggling readers.
PROFESSIONAL DEVELOPMENT	The focus of PD for the 2018-19 school year will be determined by the ILT during the summer of 2018. Without the Effectiveness Grant it will be difficult to provide grade level PD for all of our teachers. We will take advantage of the PD provided by the district and use LCFF funds for grade level release days. Silver Gate Foundation is also helping our teachers attend TCRWP at the University of Columbia. Selected teachers will attend the writing college for 1 week during the summer of 2018.
GRADUATION/PROMOTION	The above listed pull out will include supporting students to reach grade level standards. Also, each teacher will have time to complete DRA testing ensuring students are on track for promotion.
PARENT ENGAGEMENT	There are no categorical funds allocated for parent engagement. Friends of Silver Gate sponsors several events during the year to promote and foster healthy parent engagement. The principal and two teachers collaborate with Friends of Silver Gate on a monthly basis to ensure all events and activities are aligned to the school vision and or linked to student achievement.