

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ANGIER ELEMENTARY** SCHOOL

2014-16

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:

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/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Angier Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Andrew Gergurich

PHONE: 858-496-8295

FAX:

E-MAIL ADDRESS: agergurich@sandi.net

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

- Quality Education Investment Act (QEIA)
 Title 1 Schoolwide Programs (SWP)
 Program Improvement (PI)
 Y1 Y2 Y3 Y4 Y5 Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 PRESENTATION TO SSC:

- | | |
|---|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>03/04/2015</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>03/04/2015</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>03/04/2015</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 03/04/2015

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.

Andrew Gergurich
Type/Print Name of School Principal


Signature of School Principal

3/10/15
Date

Carla Griffin
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

3/10/15
Date

Kimberly Lockwood
Type/Print Name of Area Superintendent


Signature of Area Superintendent

4-7-15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. 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 21st 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 21st 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

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

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

TEACHER ALLOCATIONS:

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

| | |
|----------------------|---------|
| Grades K-3: | 1:22 |
| Grades K-3 with CSR: | 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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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, Interim Benchmarks, MAP Testing (Grades 3-5 only), the SBAC Tests (Grades 3-5 only), and End of Unit Exams to review and monitor all goals laid out in the SPSA.

SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---------------------|-----------------------|
| 1. Andrew Gergurich | Principal |
| 2. Nancy Lara | Teacher |
| 3. Kate Finlay | Teacher |
| 4. Cathy Clarkson | Teacher |
| 5. Carla Griffin | Other Staff Member |
| 6. Jim Marquis | Parent Representative |
| 7. Carmen Valle | Parent Representative |
| 8. Akilah McMullen | Parent Representative |
| 9. Celia Lukesh | Parent Representative |
| 10. Sassy Lewis | Parent Representative |

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/15/2016, 76 % of Angier Elementary Students, Grades 2-5 will perform at Proficient or Advanced level on site-developed/identified common formative assessments

Closing the Gap SMART Goal:

* By 06/15/2016, 76 % of Angier Elementary Black or African American, Hispanic or Latino, English Learner will perform at the proficient or advanced level on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):**Progress and Growth Monitoring:**

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. The cycles are:

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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics

Mathematics SMART Goal:
 * By 06/15/2016, 79 % of Angier Elementary Students, Grades 2-5 will perform at Proficient/Advanced level on site-developed/identified common formative assessments , increasing from 74 % to 79 % , a gain of 5.00 %

Closing the Gap SMART Goal:
 * By 06/15/2016, 79 % points of Angier Elementary Black or African American, Hispanic or Latino, English Learner, Economically Disadvantaged will perform at Proficient/Advanced level on site-developed/identified common formative assessments , increasing from 74 % points to 79 % points , a gain of 5.00 % points

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 61 % of Angier Elementary English Learner, Students will perform at higher and increase their expected proficiency level band by one based on their OPL level in California English Language Development Test , increasing from 56 % to 61 % , a gain of 5.00 %

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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. The cycles are:

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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 06/15/2016, 76 % of Angier Elementary Grade 03, Students will perform at grade level in reading based on their June 2014 scores level in DRA , increasing from 71 % to 76 % , a gain of 5.00 %

Closing the Gap SMART Goal:
 * By 06/15/2016, 76 % of Angier Elementary Black or African American, Hispanic or Latino, English Learner, Economically Disadvantaged, Students, Grades K-3 will perform at grade level in DRA , increasing from 71 % to 76 % , a gain of 5.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Fountas & Pinnell Instructional Reading
 DRA

Progress and Growth Monitoring:

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. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

* By 06/15/2016, 80 % of Angier Elementary Parents/Guardians will perform at will attend at least 2 of 10 parent informational and instructional meetings to include Back-To-School level Attendance , increasing from 75 % to 80 % , a gain of 5.00 %

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:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

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.
 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.

SUPPLEMENTAL SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|--------|----------------|---|----------------------------|--|--|
| Position School Counselor | 0.3000 | \$22,648.20 | 0007-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | 01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3 | 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. |
| Prof&Curriclm Dev Vist Tchr | - | \$8,000.00 | 0007-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, LCFF 1, LCFF 2, LCFF 3 | To provide teachers with planning and professional development that are grounded in instructional best practices that will benefit our students with becoming effective critical thinkers. |
| Retired Clsrn Teacher Hrly | - | \$32,000.00 | 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 4 days per week in ELA and Math. |
| Supplies | - | \$2,722.24 | 0007-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 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. |
| Supplies | - | \$2,144.00 | 0007-30103-00-4301-1000-1110-01000-0000 | Title I Parent Involvement | 01, 02, 03, 05, LCFF 1, LCFF 3 | To provide instructional supplies for parents to assist them in learning strategies and skills to benefit their students acquiring CCSS at home. |
| | | | | | | |

Local Control Funding Formula Goals

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:

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.

Identified Need:

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.

Target Group:

The targeted groups for the site are our African America, Hispanic, ELL, and Low Socio-Economic sub groups. These are the sub-groups that have not performed as high as our other sub-groups based on district and state assessments.

Monitoring:

We will monitor the progress of the intervention system and its effect 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 assessments 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.

Personnel Responsible:

All site staff is responsible for this goal.

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:

To provide instructional supports such as school supplies, texts, resources, planning time, coaching, etc. that will support the teacher's instruction in moving toward CCSS alignment as well as the Systematic School-Wide Intervention.

Identified Need:

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.

Target Group:

Teachers from all grade levels will be targeted for this goal.

Monitoring:

This goal will be monitored through PLC documents, such as agendas and notes, as well as notes from side-by-side teaching, co-creation of lessons,

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lesson study, etc. All of these will be used to assist teachers with their instruction which will benefit our students moving beyond proficiency.

Personnel Responsible:

The PLCs, ILT, and administration 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 groups 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 | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|----------------------------|-----|----------------|---|---------------------------|------------------------|--|
| Retired Clsrn Teacher Hrly | - | \$24,000.00 | 0007-09800-00-1189-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3 | To provide a systematic intervention support for all student TK-5 4 days per week in ELA and Math. |
| Supplies | - | \$11,072.80 | 0007-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | 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. |
| | | | | | | |

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2015-16 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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 in 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 B

HOME/SCHOOL COMPACT

(Provided by the School Site)

Angier Elementary School
Home-School Compact
2015-2016

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
2015-2016

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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

| | | | | | | | | |
|-----------------------------------|----------------------------------|------------------|--|------------------|------------------------------------|------------------|---|-----------------|
| San Diego Unified School District | | | | | | | | |
| Site: 0007 Angier Elementary | | | | | | | | |
| As of Date 03-27-2015 | | | | | | | | |
| Extended Summary | | | | | | | | |
| | | | | | | | | |
| | 00000 Discretionary Alloc | | 09800 LCFF Intervention Support | | 30100 Title I Basic Program | | 30103 Title I Parent Involvement | |
| Name | FTE | TOTAL | FTE | TOTAL | FTE | TOTAL | FTE | TOTAL |
| | | 43,608.00 | | 38,728.00 | | 79,704.00 | | 2,144.00 |
| | | 43,608.00 | | 38,728.00 | | 79,704.00 | | 2,144.00 |
| 2605 School Counselor | - | - | - | - | 0.30 | 22,648.20 | - | - |
| 1189 Retired Clsrm Teacher Hrly | | - | | 24,000.00 | | 32,000.00 | | - |
| 1192 Prof&Curriclm Dev Vist Tchr | | - | | - | | 8,000.00 | | - |
| 2451 Clerical OTBS Hrly | | 2,000.00 | | - | | - | | - |
| Employee Benefits | | 466.00 | | 3,655.20 | | 14,333.56 | | - |
| 4201 Library Books | | 3,000.00 | | - | | - | | - |
| 4301 Supplies | | 22,142.00 | | 11,072.80 | | 2,722.24 | | 2,144.00 |
| 5614 Lease of Printer/Duplicator | | 10,000.00 | | - | | - | | - |
| 5733 Interprogram Svcs/Paper | | 5,000.00 | | - | | - | | - |
| 5915 Telephone Svc - Additional | | 500.00 | | - | | - | | - |
| 5920 Postage Expense | | 500.00 | | - | | - | | - |

APPENDIX D

2014-15 SPSA ADDENDUM

Angier

| | |
|--|--|
| Area Goals for 2014-15 SY | |
| English Language Arts: | By 06/15/2015, 76 % of Angier Elementary Students, Grades 2-5 will perform at Proficient or Advanced level on site-developed/identified common formative assessments. |
| Mathematics | By 06/15/2015, 79 % of Angier Elementary Students, Grades 2-5 will perform at Proficient/Advanced level on site-developed/identified common formative assessments , increasing from 74 % to 79 % , a gain of 5.00 %. |
| English Language Development | By 06/15/2015, 61% of Angier Elementary English Learner, Students will perform at higher and increase their expected proficiency level band by one based on their OPL level in CELDT, increasing from 56% to 61% , a gain of 5.00%. |
| Graduation/Promotion Rate | By 06/15/2015, 76 % of Angier Elementary Grade 03, Students will perform at grade level in reading based on their June 2014 scores level in DRA , increasing from 71 % to 76 % , a gain of 5.00 % |
| Parent Involvement and Community Engagement | By 06/15/2015, 80 % of Angier Elementary Parents/Guardians will perform at will attend at least 2 of 10 parent informational and instructional meetings to include Back-To-Sch level Attendance , increasing from 75 % to 80 % , a gain of 5.00 %. |

| | |
|--------------------------------------|--|
| Academic Program Description: | The budget listed below is supplemental to the base program. Please see the base program model on the following four pages. |
|--------------------------------------|--|

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

| Name | FTE | TOTAL | FTE | TOTAL | Rationale |
|----------------------------------|------------|------------------|------------|-----------------|---|
| | | 68,565.00 | | 1,709.00 | |
| 2605 School Counselor | 0.30 | 23,133.30 | - | - | To 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. |
| 1189 Retired Clsrm Teacher Hrly | | 17,000.00 | | - | To provide a systematic intervention support for all student, TK-5, 4 days per week in ELA and Math. |
| 1192 Prof&Curriclm Dev Vist Tchr | | 7,000.00 | | - | To provide teachers with planning and professional development that is grounded in instructional best practices that will benefit our students with becoming effective critical thinkers. |
| Employee Benefits | | 10,573.66 | | | The amount will be used as part of the salaries for the counselor and retired teachers that are mentioned on this document, that will be providing intervention support to all students. |

| | | | | | |
|-------------------------------|--|-----------------|--|----------|---|
| 4301 Supplies | | 3,858.04 | | 1,709.00 | 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. To provide instructional supplies for parents to assist them in learning strategies and skills to benefit their students acquiring CCSS at home |
| 4310 Software Purchase | | 7,000.00 | | - | To provide additional software programs that will support the students learning in ELA and Math. These programs will be used as intervention and enrichment for all students. |

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

APPENDIX D

School Name: Angier Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

| | |
|--|-------------|
| Enter Total Allocation: Resource 30100 | \$79,704.00 |
| Enter Total Allocation: Resource 30106 | \$0.00 |
| Sum of Resources 30100 & 30106 | \$79,704.00 |
| 10% allocation needed for PD | \$7,970.40 |

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

| Resource | Acct | Description of how funds reserved for PD will be used to remove the school from PI status | Amount |
|---|----------|---|-------------|
| <input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106 | 1210 | 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. | \$22,648.20 |
| <input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106 | 1192 | To provide teachers with planning and professional development that is grounded in instructional best practices that will benefit our students with becoming effective critical thinkers. | \$8,000.00 |
| <input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106 | 4301 | 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. | \$2,722.24 |
| <input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106 | 1189 | To provide a systematic intervention support for all student, TK-5, 4 days per week in ELA and Math. | \$32,000.00 |
| <input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106 | Benefits | The amount will be used as part of the salaries for the counselor and retired teachers that are mentioned on this document, that will be providing intervention support to all students. | \$14,333.56 |
| Total Allocated - Must be at least 10% of the sum of 30100 and 30106 | | | \$79,704.00 |
| 10 % allocation has been met | | | YES |