THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SILVER GATE ELEMENTARY SCHOOL

2014-16

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: McClure, Sandra
Contact Person: McClure, Sandra
Position: Principal
Telephone Number:
Address: 1499 Venice St, Silver Gate Elementary, San Diego, CA, 92107-3632,
E-mail Address: smcclure@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ 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 Unified
SCHOOL DISTRICT

RECEIVED APR 1 6 REC'D

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: Silver Gate Elementary

SITE CONTACT PERSON:

DUE March 13, 2015

PHONE: 619-222-1139   **FAX:** 619-226-3058   **E-MAIL ADDRESS:** smcclure@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:

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

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

   ☒ 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:_____

   ☒ Other (list): _SSC_____   Date of presentation: 4/8/15

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:

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.

Sandy McClure
Type/Print Name of School Principal   Signature of School Principal   4/8/15 Date

Frank Godinez
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   4/8/15 Date

Kimie Lochtefeld
Type/Print Name of Area Superintendent   Signature of Area Superintendent   4/13/15 Date

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

Updated 02.12.15mdj

TABLE OF CONTENTS

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

Vision:

Teachers work together collaboratively. They plan together and try on teaching strategies based on their collaboration and the student needs that are identified.

Teachers know their students academically and socially. They provide specific strategies, supports, and challenges to meet the needs of each individual student.

Students listen attentively to one another

Students elaborate and build on the ideas of others. They respectfully challenge each other's thinking.

Classrooms offer a variety of sources to obtain and produce information. Technology is easily accessible and understood by students to allow them to consume and create new information. Teachers and students are willing to take risks with technology to gain new understanding and depth to the curriculum.

Classrooms attend to the multiple sensory, social, and academic needs of our students. Materials, furniture, equipment, and supplies allow students access in a variety of ways.

Reality

Some teachers work together in collaborative pairs of groups. Some teachers meet together because it is a requirement, but they do not see the benefit of collaboration for themselves or for their students.

Teachers know their students' behavior concerns and general academic abilities. Most teachers do not know specific strategies that are most effective to each of their particular students. Some do not know their students interests or motivators.

Students are polite and don't talk while others are speaking, but they often do not hear what their classmates are saying, and they don't frequently build upon each other's thinking.

Most classrooms use technology for consumption, but few use technology for production. Technology products are largely confined to report writing or power point presentations.

Classroom furniture is set up to work collaboratively, but most of the time students are seated at their desks and required to stay in their chairs. There is student talk in all classroom, but the monitoring of the talk is spotty, and the rigor of conversations is not there.

CORE AND SUPPLEMENTAL SUPPORTS

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

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

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
494-726	1.5	.3

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
375-1511	2

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 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).

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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sandy McClure	Principal
Erin Donnelly	Teacher
Leslie Wilson	Teacher
Vincent McAulliff	Teacher
Kimberly Palmiotto	Parent
Frank Godinez	Parent
Jen Berman	Parent
Shannon Eckart	Parent
Carol Holcombe	Other
Cari Philpott	Parent

Silver Gate Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/14/2016, 84 % of Silver Gate Elementary Grades 2-4 will meet or exceed proficient or better in Interim Assessments

Closing the Gap SMART Goal:
* By 06/14/2016, 52 % of Silver Gate Elementary Students with Disability, Grades 2-4 will meet or exceed proficient or better in Interim 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 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 06/14/2016, 93 % of Silver Gate Elementary Grades 2-5 will meet or exceed proficient or better in Interim Assessments

Closing the Gap SMART Goal:
* By 06/14/2016, 62 % of Silver Gate Elementary Students with Disability, Grades 2-4 will meet or exceed Proficient or better in Interim 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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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 06/14/2016, 60 % of Silver Gate Elementary English Learners Enrolled in School 3 years or More will meet or exceed one level higher in overall proficiency in California English Language Development Test

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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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 06/12/2016, 100 % of Silver Gate Elementary Grade 03 will improve performance from their current level of independent reading to level 38 in DRA , increasing from 95 % to 100 % , a gain of 5.00 %

Closing the Gap SMART Goal:
* By 06/14/2016, 100 % of Silver Gate Elementary English Learner, Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA , increasing from 95 % to 100 % , 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):

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:
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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 06/14/2016, 75 % of Silver Gate Elementary Parents/Guardians will meet or exceed a minimum of two school events during the year in an effort to increase involvement in Parent and Community Engagement
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: 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:
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.
ELST 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.
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 (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
ELST 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.

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: 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 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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Short Term Leave Visiting Tchr	-	$4,200.00	0261-09800-00-1162-1000-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	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.
Supplies	-	$5,982.00	0261-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

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. 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. 2014-15 SPSA Addendum

G. WASC Recommendations (WASC Schools Only)

APPENDIX A

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

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 B

HOME/SCHOOL COMPACT
(Provided by the School Site)

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 2015/2016.

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 of November 14th 2015 and March 24th-26th , 2016.
3. Provide parents with frequent reports on their child's progress.
Monthly Progress reports from teachers
Assignments sent home weekly with feedback
Student work posted in classroom
Rubrics posted in classroom

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
Monthly Principal's Chat will invite parent participation

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
Monthly newsletter will be sent home, asking for needed participation

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 television my child watches.*
☐ *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 C

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

APPENDIX D

2014-15 SPSA ADDENDUM

Silver Gate

Area Goals for 2014-15 SY	
English Language Arts:	By 06/14/2015, 84 % of Silver Gate Elementary Grades 2-4 will meet or exceed proficient or better in Interim Assessments
Mathematics	By 06/14/2015, 93 % of Silver Gate Elementary Grades 2-5 will meet or exceed proficient or better in Interim Assessments
English Language Development	By 06/14/2015, 60 % of Silver Gate Elementary English Learners Enrolled in School 3 years or More will meet or exceed one level higher in overall proficiency in California English Language Development Test
Graduation/Promotion Rate	By 06/14/2015, 100 % of Silver Gate Elementary Grade 03 will improve performance from their current level of independent reading to level 38 in DRA , increasing from 95 % to 100 % , a gain of 5.00 %
Parent Involvement and Community Engagement	By 06/14/2015, 75 % of Silver Gate Elementary Parents/Guardians will meet or exceed a minimum of two school events during the year in an effort to increase involvement in Parent and Community Engagement

Academic Program Description:	**Please see the base program model in the following four pages.**