

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ANGIER ELEMENTARY SCHOOL

2020-21

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: Cannon, Adrienne

Contact Person: Cannon, Adrienne

Position: Principal

Telephone Number: (858) 496-8295

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

E-mail Address: acannon@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Angier Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Adrienne Cannon**

PHONE: (858) 496-8295

FAX: (858) 277-9279

E-MAIL ADDRESS: **acannon@sandi.net**

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

- Title 1 Schoolwide Programs (SWP) CSI School

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/28/2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/1/2020</u> |
| <input checked="" type="checkbox"/> Other (list): <u> ILT </u> | Date of presentation: <u>9/28/2020</u> |

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: 10/1/2020

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.

_____ Adrienne Cannon _____
Type/Print Name of School Principal

_____ /Adrienne Cannon/10-2-2020 _____
Signature of School Principal / Date

_____ Tracy Garcia _____
Type/Print Name of SSC Chairperson

_____ /Tracy L. Garcia/ 10-02-2020 _____
Signature of SSC Chairperson / Date

_____ Alma Gamez-Ramirez _____
Type/Print Name of ELAC Chairperson

_____ /Alma Gamez-Ramirez/ 10/02/2020 _____
Signature of ELAC Chairperson / Date

_____ Christina Casillas _____
Type/Print Name of Area Superintendent

_____ Christina Casillas 10/08/20 _____
Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title1 schoolwide program school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

- Parents were survey in January 2020 to get their input on our school budget.
- SGT & SSC Budget Mtg. 1/27/20- On January 27, 2020SGT & SSC met to give input on school budget expenditures and SPSA.
- Staff Budget Input Mtg. 1/29/20- On January 29, 2020 staff met to give input on budget and evaluation toward SPSA goals.
- SSC Budget Mtg. 2/6/20- On February 6, 2020 SSC met to review SPSA and to finalize and vote on school budget expenditures for 2020-2021.
- On June 4, 2020, SSC met to review SPSA and discuss the effectiveness of programs paid by Title 1 funds.
- On September 30, 2020, ELAC provided input on the SPSA.
- On October 1, 2020, SSC reviewed, discussed and approved the 2020-2021 SPSA.

RESOURCE INEQUITIES

Angier's root cause analysis involved examining data from CAASPP, California Dashboard, California Healthy Kids, California Parent and Staff surveys, site data, and review of the 2019-2020 SPSA.

An analysis of the CAASPP data for students in 3rd-5th grade indicated an overall slight decrease in ELA by 1.0% and an overall decrease in Math by 6.0%. The data shows in overall increase in achievement in ELA for students in the Black/African-American, English Learner and Students with Disabilities subgroups; Black/African-American (2.7%), ELs (7.7%) and SWDs (2.6%).

Based on the data we will continue to focus on improving student achievement and closing the achievement gaps in both ELA and Math.

Access to a Guaranteed, Viable Curriculum:

Teachers meet regularly in PLCs to analyze student data, discuss best teaching practices and monitor student progress toward grade level standards. The Instructional Leadership Team (ILT) collaborated on creating a scope and sequence based on the grade level standards tailored to our needs of our students. A resource inequity that existed prior to this school year was is a comprehensive curricular ELA resource. Now with the current

adoption of Benchmark Advance and the continued utilization of district math resources, we expect to see an increase in student achievement in ELA and Math.

Professional Learning:

On-going, current and relevant professional learning for educators is essential to improving student achievement. The amount of professional learning allocated on modified days is insufficient to meet the needs of the staff. Although the majority of time spent in PLCs analyze student data and determine next instructional steps, professional learning also takes places during PLCs. Providing teachers with access to on-site or off-site full day professional learning opportunities is a costly endeavor for a school. *Due to school closures, teachers will collaborate virtually.*

Supporting the whole child:

Research shows that supporting student's social emotional needs has a profound effect on their academic progress. As a moderate/severe cluster hub school and a school with a high number of military families, Angier has many students with social-emotional needs. One inequity that exists is the lack of a full-time counselor. Although many of our students need the support of a full-time school counselor, due to the high cost of funding this position, we only had this support for our students a few days per week. We have increased funding for this position for the 2020-2021 school year.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
1. Adrienne Cannon	Principal
2. Vita Vattuone	Teacher
3. Emilia Lugn	Teacher
4. Siretta Fleck	Teacher
5. Kelsey Sneed	Other Staff Member
6. Tracy Garcia	Parent
7. Amanda Boele	Parent
8. Michelle Ciapponi	Parent
9. Megan Sajous	Parent
10. Innocent David Matyoli	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-2020 Angier continued to focus on providing a safe, collaborative and inclusive culture by focusing on attendance, social emotional needs of students and providing opportunities to collaborate with families.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2020, due to online learning, the school will provide students with virtual social emotional lessons. Our school counselor will also support students by implementing lesson around social emotional needs and mindfulness strategies in whole group, small group and individual settings.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease suspension	0.9	Less than 0.9	Suspension	Quarterly
June 2021	TK-5	Decrease Chronic Absenteeism	13.2	Less than 13.2	Chronic Absenteeism	Quarterly

*Identified Need

Student attendance: Current California Dashboard results shows a high percentage of students who are chronically absent in subgroups: Hispanic, African-American, Students with Disabilities, English Learners, Socioeconomically Disadvantage, and White. With 13.2% of students being chronically absent. The following is the breakdown by subgroup in:

Red: Hispanic- 21.2%

Orange :

- African-American- 8.1%
- Students with Disabilities- 17.6%
- English Learners -6.6%
- Socioeconomically Disadvantage-14.3%
- White-17.3%

Student suspension: Current California Dashboard results shows the percentage of students who were suspended in subgroups: Hispanic, Students with Disabilities, and White at 0.9%. The following is the breakdown by subgroup in:

Orange:

- Hispanic-1.3%
- Student with Disabilities- 2.8%
- White- 1.9%

*Online Learning Implications

- SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	To decrease chronic absenteeism	21.2	Less than 21.2	Chronic Absenteeism	Quarterly
June 2021	TK-5	Black or African American	To decrease chronic absenteeism	8.1	Less than 8.1	Chronic Absenteeism	Quarterly
June 2021	TK-5	Students with Disabilities	To decrease chronic	17.6	Less than 17.6	Chronic Absenteeism	Quarterly

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			absenteeism				
June 2021	TK-5	English Learner	To decrease chronic absenteeism	6.6	Less than 6.6	Chronic Absenteeism	Quarterly
June 2021	TK-5	White	To decrease chronic absenteeism	17.3	Less than 17.3	Chronic Absenteeism	Quarterly
June 2021	TK-5	Socioeconomically Disadvantaged	To decrease chronic absenteeism	14.3	Less than 14.3	Chronic Absenteeism	Quarterly
June 2021	TK-5	Hispanic or Latino	To decrease suspension	1.3	Less than 1.3	Suspension	Quarterly
June 2021	TK-5	Students with Disabilities	To decrease suspension	2.8	Less than 2.8	Suspension	Quarterly
June 2021	TK-5	White	To decrease suspension	1.9	Less than 1.9	Suspension	Quarterly
June 2021	TK-5	Black or African American	To maintain suspension rate	0	0	Suspension	Quarterly
June 2021	TK-5	English Learner	To maintain suspension rate	0	0	Suspension	Quarterly

Counselor

*Students to be served by this Strategy/Activity

All students will be served.

*Strategy/Activity - Description

Counselor will:

- Support restorative practices implementation
- Teach 2nd Step Lessons
- Facilitate and monitor attendance Review Team
- Conduct small group interventions- Social/ Emotional
- Facilitate SST/RTI/504 meetings
- Provide resources to families:
 - referrals to outside agencies
 - connect families to community services
 - collaborate with principal in preparation and delivery of parent coffees

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00071R	School Counselor	0.50000	\$43,536.00	\$65,093.21	0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Provide strategies for a safe and collaborative school culture and monitor suspensions and chronic absenteeism.
F00071S	School Counselor	0.10000	\$8,707.20	\$13,018.62	0007-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide strategies for a safe and collaborative school culture and monitor suspensions and chronic absenteeism.

***Additional Supports for this Strategy/Activity**

We recognize students for good attendance during school assemblies.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's Implementation-Effectiveness:

- Teachers met bi-monthly in PLCs monthly to analyze grade level data and target support for students
- Instructional Leadership Team monitored student progress by grade level and identified areas for professional development
- Student reading levels were collected monthly and used to monitor student progress, strengths and areas of need
- Critical Concepts were used to vertically align standards to establish a guaranteed and viable curriculum
- Implemented FAST aReading Screener Assessment and used data collected to pinpoint student needs.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Change for this year:

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Implement FAST in grades 1-5, three times per year
- Principal will collect student reading levels monthly, and use this data to monitor student reading progress
- In 2020-2021, our site will use Benchmark Advance in all grade levels to ensure student access to a guaranteed and viable curriculum.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or exceed standard	59.3	65	CAASPP ELA	annually

*Identified Need

The following data demonstrates the basis for our goals:

- Of our 189, 3rd-5th grade students 59.3% met or exceeded standards.
- Of our 17, English Learners 23.5% met or exceeded standards.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Professional development for educators

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Meet or exceed grade level expectations	Baseline data being established	65%	Fountas and Pinnel	quarterly
June 2021	TK-5	Black or African American	Meet or exceed grade level expectations	Baseline data being established	65%	Fountas and Pinnel	quarterly
June 2021	TK-5	Students with Disabilities	Meet or exceed grade level expectations	Baseline data being established	65%	Fountas and Pinnel	quarterly

Professional Development and Supports

*Students to be served by this Strategy/Activity

All students will be served

*Strategy/Activity - Description

Professional Development:

- Professional Learning Communities bi-monthly

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- monitor student data and progress
- determine strength and areas of growth to adjust Tier 1 instruction and plan Tier 2 to support struggling students
- discuss best practices and share research based strategies
- deepen content knowledge around literacy curriculum/standards
- strengthen knowledge through professional reading

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N000714	Interprogram Svcs/Duplicating		\$500.00	\$500.00	0007-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental instructional resources and supports
	Prof&Curriclm Dev Vist Tchr				0007-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 8- Graduation/Promotion Rate Ref Id : N00072T	Visiting teachers to support release time for PLC
	Prof&Curriclm Dev Vist Tchr				0007-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 8- Graduation/Promotion Rate Ref Id : N000766	Visiting teachers to support release time for PLC
	Supplies				0007-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N000757	Supplemental instructional resources and supports
	Non Clsrn Tchr Hrly				0007-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : N000795	Hourly time provided to teachers to develop acceleration plans for students outside the sphere of success; plan and facilitate parent workshops.

Literacy Intervention

***Students to be served by this Strategy/Activity**

Students that need Tier 2 intervention

***Strategy/Activity - Description**

Literacy Intervention Support:

- Small group instruction focusing on literacy
- Progress monitoring with baseline and exit assessments
- 4-6 week cycles with targeted goals

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00071T	Library Asst	0.30000	\$8,672.40	\$22,700.91	0007-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide literacy intervention, support, and resources
N00071Z	Retired Clsrm Teacher Hrly		\$24,586.00	\$30,066.22	0007-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Intervention teachers to support Tier 2 instruction

Instructional Support

***Students to be served by this Strategy/Activity**

All students will be served

***Strategy/Activity - Description**

Students access web based programs to support literacy- Raz Kids, Moby Max, and Brain Pop

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N000757	Supplies		\$5,802.00	\$5,802.00	0007-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplemental instructional supplies to support access to web based programs

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's Implementation-Effectiveness:

- Teachers met bi-monthly in PLCs to analyze grade level math data and plan support for areas of needs
- Instructional Leadership Team monitored student progress by grade level and identified areas for professional development
- Student formative and summative math data was analyzed during PLCs discuss student strengths and areas of need
- Grade level Critical Concepts were used to vertically align standards and establish a guaranteed and viable curriculum
- Implemented FAST aMath Screener Assessment and data collected was used to pinpoint student needs

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Implement FAST in grades 1-5, three times per year
- The principal will create a quarterly process to monitor student achievement in math.
- Utilize the new 2020-2021 district math resources

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	Meet or Exceed Standards	52.8	60	CAASPP Math	Annually	
*Identified Need							
<p>The following data demonstrates the basis for our goals:</p> <ul style="list-style-type: none"> - Of our 202, 3rd-5th grade students 58.9% met or exceeded standards. - Of our 23, English Learners 26.1% met or exceeded standards. 							
*Online Learning Implications							
<ul style="list-style-type: none"> - In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. -Flexibility for teachers to provide both whole group, small group and individual instruction -Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery 							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Socioeconomically Disadvantaged	Meet or exceed standards	52.0%	60%	CAASPP Math	annually
June 2021	5	Students with Disabilities	Meet or exceed standards	8.3%	13.3%	CAASPP Math	annually
June 2021	TK-5	English Learner	Meet or exceed standards	Baseline data being established	60%	End of Unit Assessments	quarterly
June 2021	TK-5	Black or African American	Meet or exceed standards	Baseline data being established	60%	End of Unit Assessments	quarterly
Professional Development and Support							
*Students to be served by this Strategy/Activity							
All students							
*Strategy/Activity - Description							
<p>Professional Development:</p> <ul style="list-style-type: none"> - Professional Learning Communities bi-monthly <ul style="list-style-type: none"> - monitor student data and progress - determine strength and areas of growth to adjust Tier 1 instruction and plan Tier 2 to support struggling students - discuss best practices and share research-based strategies 							

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- deepen content knowledge around math curriculum/standards
- strengthen knowledge through professional reading

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0007-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N000757	Supplemental instructional resources and supports
	Prof&Curriclm Dev Vist Tchr				0007-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 8- Graduation/Promotion Rate Ref Id : N00072T	Visiting teachers to provide release time for PLCs
	Prof&Curriclm Dev Vist Tchr				0007-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 8- Graduation/Promotion Rate Ref Id : N000766	Visiting teachers to provide release time for PLCs
	Non Clsrm Tchr Hrly				0007-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : N000795	Hourly time provided to teachers to develop acceleration plans for students outside the sphere of success; plan and facilitate parent workshops.
	Interprogram Svcs/Duplicating				0007-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N000714	Supplemental instructional resources and supports

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's Implementation-Effectiveness

- Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings were shared with parents and community via advisory groups, English Learner Advisory Council (ELAC) and School Site Council (SSC).

- This practice was proved to be effective as reflected in our reclassification data so we will continue to implement these strategies and activities this school year.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Professional Learning around supporting English Learners and language acquisition.
- Unpacking ELD standards and district provided curriculum to support teachers with research based strategies.
- In August 2020, teachers were provided professional development and curriculum for Designated English Language Development.

*Integrated English Language Development

- ELD strategies will continue to be embedded in all content areas using research-based strategies.
- English learners will be monitored closely for language acquisition and academic progress.
- English learners will receive intervention support to assist them in meeting grade level standards and reclassification goals.

*Designated English Language Development

- Research-based ELD strategies will be taught explicitly to increase language acquisition.
- English learners will be monitored closely for academic progress.
- District designated ELD instructional resources and curriculum will be used to support students in the acquisition of English.
- English learners will receive daily Designated ELD instruction.
- Conduct focused observations using the district's Designated ELD observation tool/form.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or exceed standards	5.1	more than 5.1	CAASPP ELA	annually

*Identified Need

The following data shows the percentage of students, out of a total of 19, who performed at each level of proficiency on the 18-19 summative ELPAC:

- In Kindergarten, 5% of students tested at a Level 3.
- In First Grade, 5% of students tested at Levels 1 and 3.
- In Second Grade, 16% of students tested at a Level 3.
- In Third Grade, 5% of students tested at Levels 1, 2, and 3.
- In Fourth Grade, 5% of students tested at Level 1, 21% at Level 3, and 5% at Level 4.
- In Fifth Grade, 5% of students tested at a Level 2, 10% at a Level 3, and 5% at Level 4.

Reclassification Data

- Our 2018-2019 SBA data shows that 91% of ELs reclassify.

*Online Learning Implications									
The Integrated Model approach will build the educator's capacity for ineffective practices that support teaching practices and learning interactions as well as strategies to support English language development.									
-Online professional development modules with iELD (integrated English Language)									
-									
The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)									
-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.									
-Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.									
*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	2-5	English Learner	Meet or exceed grade level expectations	Unknown	75	DRA 2	Quarterly		
June 2021	2-5	English Learner	Reclassify	91	greater than 91	DRA 2	Quarterly		
English Learner Supports									
*Students to be served by this Strategy/Activity									
All English Learners as well as Reclassified Students									
*Strategy/Activity - Description									
Visiting teachers are funded so that teachers can meet in grade level teams throughout the year. During this time, teachers will analyze student data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention or enrichment.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N000795	Non Clsrm Tchr Hrly		\$3,468.00	\$4,241.02	0007-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly time provided to conduct ELPAC testing and reclassification tasks; develop acceleration plan for ELs outside the sphere of success; plan and facilitate parent workshops.
	Prof&Curriclm Dev Vist Tchr				0007-30106-00-1192-1000-1110-01000-	Title I Supplmnt Prog Imprvmnt		Goal 8- Graduation/Promotion Rate Ref Id : N00072T	Visiting teachers to provide release time for PLCs

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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	Prof&Curriclm Dev Vist Tchr			0007-30100-00- 1192-1000- 1110-01000- 0000	Title I Basic Program		Goal 8- Graduation/Promotion Rate Ref Id : N000766	Visiting teachers to provide release time for PLCs
	Retired Clsrm Teacher Hrly			0007-30106-00- 1189-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N00071Z	Intervention teachers to provide Tier 2 language support
	Supplies			0007-30100-00- 4301-1000- 1110-01000- 0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N000757	Supplemental instructional resources and supports for English language acquisition

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's Implementation-Effectiveness:

- Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress toward goals. Findings were shared with parents and community via advisory groups and School Site Council (SSC).
- We are still collecting and analyzing data on the effectiveness of instructional strategies that were implemented last year.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Angier is in the process of establishing a system with a focus on targeted learning goals, responding to students needs using instructional strategies and progress monitoring.

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Students with Disabilities									
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency			
June 2021	K-5	Make at least one year's growth	Unknown	75	Progress Reports on IEP Goals	Quarterly			
*Identified Need									
Case manager, classroom teacher, principal and related services will work together to monitor progress on IEP goals.									
*Online Learning Implications									
-Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). -All staff will be working as a team to support all students to accelerate their learning.									
*Annual Measurable Outcomes									
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	TK-5	Students with Disabilities	Meet or exceed standards	25.9	30.9	Other (Describe in Objective)	annually		
Professional Development									
*Students to be served by this Strategy/Activity									
Students with Disabilities									
*Strategy/Activity - Description									
In order to meet this goal we will: <ul style="list-style-type: none"> - Attend IEP meetings and ensure that all IEP members know their role in supporting the student progress toward standards and goals - Monitor student progress and review progress reports - Seek support from district support staff as needed - Meet regularly as a SPED team - Participate in SPED PLCs and Professional Development 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0007-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 8- Graduation/Promotion Rate Ref Id : N00072T	Visiting teachers to provide release time for PLCs
	Prof&Curriclm Dev Vist Tchr				0007-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 8- Graduation/Promotion Rate Ref Id : N000766	Visiting teachers to provide release time for PLCs

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black/African-American	Decrease chronic absences	7.5%	Less than 7%	Grades	Quarterly
June 2021	TK-5	Black/African-American	Decrease referrals & suspensions	N/A	Less than 5% of total population of subgroup	Suspensions (Classroom and School)	Quarterly

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Angier Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Angier Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Angier Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Angier Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Angier Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Angier Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Baseline data is being collected on this goal.

***Online Learning Implications**

- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
- Implementing Culturally Responsive-Sustaining Practices

Counselor

***Students to be served by this Strategy/Activity**

Black/African-American students

***Strategy/Activity - Description**

Counselor will:

- Support culturally responsive and restorative practices implementation
- Monitor and collect data on referrals and suspensions
- Teach 2nd Step Lessons
- Facilitate and monitor attendance Review Team
- Conduct small groups- Social/ Emotional
- Facilitate SST/RTI/504 meetings
- Provide resources to families:
 - referrals to outside agencies
 - connect families to community services
 - collaborate with principal in preparation and delivery of parent coffees

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00071R	Monitor attendance, referral/suspension data to support Black Youth. Facilitate culturally responsive strategies.
	School Counselor				0007-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00071S	Monitor attendance, referral/suspension data to support Black Youth. Facilitate culturally responsive strategies.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Principal/PTO Coffees bi-monthly - 91% of families indicated that the school encourages parent involvement. 94% of families indicated that the school encourages parental partnership in child's education.
- Monday Morning Assemblies -97% of families indicated that they feel welcome to participate at school.
- PTO events-91% of families indicated that the school encourages parent involvement. 94% of families indicated that the school encourages parental partnership in child's education.97% of parents feel that they are welcome to participate at school
- Opportunities to volunteer at school -97% of parents feel that they are welcome to participate at school. 94% of families indicated that the school encourages parental partnership in child's education.
- Parent Workshops provided by Family Engagement Department- 91% of families indicated that the school encourages parent involvement. 94% of families indicated that the school encourages parental partnership in child's education.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The site will continue to increase parent engagement through the district and community. Angier will collaborate with Family Engagement department to conduct a survey to tailor parent workshops. We will also adjust the days of the week in which the PTO/Principal Coffees are held in order to increase participation.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parent /Guardian will feel that the school encourages parental partnership in child's education	91	95	CAL - SCHLS (CSPS)
*Identified Need					
<p>The basis for establishing our goal is driven by the category of "Parent Involvement" on the 2018-2019 CAL-SCHLS Parent Survey:</p> <ul style="list-style-type: none"> - 91% of families indicated that the school allows input and welcomes parents' contributions (43% SA, 48% A) - 94% of families indicated that the school encourages parental partnership in educating their child (51% SA, 43% A) - Increase parent involvement 					
*Online Learning Implications					
<ul style="list-style-type: none"> -Welcome Week hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all -Ongoing training for parents and other caregivers via district resources 					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parent/Guardian will participate in at least one school event per school year	Unknown	75	Attendance
Parent Support					
*Families to be served by this Strategy/Activity					
All families					
*Strategy/Activity - Description					
<p>To promote parent involvement, Angier will:</p> <ul style="list-style-type: none"> - Provide a welcoming environment where families feel valued - Seek out opportunities for parent workshops and events through the district and community - Provide child care and translation services as needed - Provide light refreshments and supplies needed to facilitate the parent activity 					

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00072J	Interprogram Svcs/Paper		\$500.00	\$500.00	0007-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement			Cost for flyers and workshop handouts to increase parent participation.
N000792	Non Clsrn Tchr Hrly		\$408.00	\$498.94	0007-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement			Cost to pay teachers to facilitate parent workshops.
N000793	Interprogram Svcs/Duplicating		\$500.00	\$500.00	0007-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			Cost for flyers and workshop handouts to increase parent participation.
N000794	Inservice supplies		\$599.00	\$599.00	0007-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Cost to provide materials and light refreshments for parent meetings.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's Implementation:

- Teachers met bi-monthly in PLCs to analyze student data and determine next steps for instruction.
- ILT met bi-monthly to discuss grade level trends to determine foci of upcoming Professional Development and PLCs.
- Students instructional reading progress is monitored monthly using a school-wide monitoring system.

Effectiveness:

- Frequent PLC and ILT meetings supported vertical articulation among grade level teams, strengthen teaching practices and deepened understanding of our guaranteed viable curriculum.
- Bi-monthly PLC and ILT meetings as well as monthly monitoring of instructional reading levels helped us monitor student progress and adjust instruction to meet the needs of students.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Online learning may present challenges to implementation within a virtual setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2020-2021, we will continue the work of 2019-2020 as well as the following:

- Increase all student success through an integrated multi-tiered system of support.
- Utilize the interim assessments available through the CAASPP and Illuminate for grades 3-5.
- Implement school-wide grade level common assessments and analyze that data during PLCs.
- Use current student data and intervention data on students brought to SST.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	To meet or exceed standards	57.7	65	CAASPP ELA	Annually
June 2021	5	To meet or exceed standards	55.4	63	CAASPP ELA	Annually

*Identified Need

- Grade 3 data shows that 57.7 % of students met or exceeded standard on the ELA portion of the 2018-2019 SBAC
- Grade 3 data shows that 53.5% of students met or exceeded standard on the Math portion of the 2018-2019 SBAC
- Grade 5 data shows that 55.4% of students met or exceeded standard on the ELA portion of the 2018-2019 SBAC
- Grade 5 data shows that 53.4% of students met or exceeded standard on the Math portion of the 2018-2019 SBAC

*Online Learning Implications

- The work of counselors support the varying needs of students that may be wide ranging. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.
- Teachers engage in professional development and meet regularly to collaborate, analyze data and plan instruction to meet the academic and social emotional needs of students.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Students with Disabilities	Meet or exceeds standards	25%	30%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Meet or exceeds standards	8.3%	13.3%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Meet or exceed grade level	Baseline data being established	60%	Other (Describe in Objective)	quarterly

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			standards in ELA or Math on progress reports				
June 2021	3-5	English Learner	Meet or exceed grade level standards in ELA or Math on progress reports	Baseline data being established	60%	Other (Describe in Objective)	quarterly

Professional Learning Communities

*Students to be served by this Strategy/Activity

Grade 3 and Grade 5 students

*Strategy/Activity - Description

Visiting teachers funded to provide release time for teachers to:

- Participate in PLCs to analyze student data and monitor student progress
- Visit each other's classrooms or visit other school sites
- Allow time for professional development tailored to their needs

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00072T	Prof&Curriclm Dev Vist Tchr		\$8,042.00	\$9,834.56	0007-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Visiting teachers to provide release time for PLCs and/or Professional Development.
N000766	Prof&Curriclm Dev Vist Tchr		\$1,636.00	\$2,000.66	0007-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			Visiting teachers to provide release time for PLCs and/or Professional Development.

Counselor Supports

*Students to be served by this Strategy/Activity

All students at this school will benefit from this strategy/activity in the area of ELA, specifically the following grades: 3rd grade and 5th grade students.

*Strategy/Activity - Description

The counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students and the entire school community to implement strategies that will increase attendance and develop positive behaviors that support student achievement.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00071R	Support student attendance and positive learning behaviors.
	School Counselor				0007-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00071S	Support student attendance and positive learning behaviors.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In order to foster a culture of STEAM we will:

- Communicate with parents and our school community the benefits of the STEAM curriculum.
- Showcase students STEAM projects at Open House, and STEAM parent nights.

In order to build the capacity of teachers we will:

- Provide opportunities for teachers to collaborate and plan STEAM lessons with grade level colleagues.
- Continue to encourage teachers to participate in district STEAM events and professional development opportunities.
- Encourage teachers to visit peers when in and outside our school.

In order to support the implementation of STEAM:

- Site administrator and other district support staff will collaborate, coach and provide feedback on STEAM lessons.
- Daily schedules will allocate sufficient time for STEAM lessons.
- Site administrator will monitor, motivate and magnify new learning.
- Administrator and current STEAM teaching staff will provide a clear, cohesive vision for STEAM to the entire school community.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Integrating Priorities and Strategies:

- Collaborate with ILT to analyze school-wide data to plan professional development opportunities and align instructional resources
- Co-facilitate PLCs to analyze grade-level data to identify student strengths, areas of growth and plan the next instructional steps
- Monitor student achievement as well as determine and address root causes for lack of student progress
- Support teachers in setting professional and student growth goals
- Engage in professional development to learn how to build relationships and foster a positive, equitable, anti-racist school environment

Leadership Actions:

- Conduct regular classroom visits with a targeted focus
- Provide specific feedback to teachers regarding instruction and student engagement
- Coach targeted teachers to improve/strengthen the practice
- Plan and facilitate professional development using a strategic plan as a guide
- Reflect and collaborate with colleagues to monitor progress towards school and district goals
- Leveraging book clubs throughout the school year to develop staff knowledge, promote staff and student alliances and build community

Online Learning Leadership Actions:

- The principal will form a site-based team to monitor student attendance and participation as well as provide needed support to re-engage students with their class and learning.
- Staff will engage in professional development to learn how to build relationships and foster a positive, equitable, anti-racist classroom and/or school environment while in an online setting.
- Teachers will collaborate and share best practices to ensure consistency across classrooms through PLCs, staff meetings, and professional development.
- The principal will utilize multiple means of communication to keep parents and the school community connected and informed on events, resources, and district updates.
- The principal will monitor progress towards SPSA goals.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

APPENDIX C

SCHOOL PARENT COMPACT

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION