

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SILVER GATE ELEMENTARY SCHOOL**

2020-21

37-68338-6040166
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Vidal-Fowler, Maria

Contact Person: Vidal-Fowler, Maria

Position: Principal

Telephone Number: 619-222-1139

Address: 1499 Venice St, Silver Gate Elementary, San Diego, CA, 92107-3632,

E-mail Address: mvidal-fowler@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities
- 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: Silver Gate Elementary

SITE CONTACT PERSON: Maria Vidal-Fowler

DUE: October 5, 2020

PHONE: 619-222-1139

FAX: 619-226-3058

E-MAIL ADDRESS: mvidal-fowler@sandi.net

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

Title 1 Schoolwide Programs (SWP) 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:

- 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: 10/28/20
- Other (list): _____ Date of presentation: _____

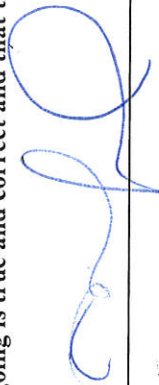
4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 10/28/20

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Maria Vidal-Fowler


10/28/20

Type/Print Name of School Principal

Signature of School Principal / Date

Cari Philpott


10/28/20


Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Bruce Bivins


12/7/2020

Type/Print Name of Area Superintendent

Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

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

This School Plan for Student Achievement fulfills the requirements of a schoolwide comprehensive budgeting plan for Silver Gate Elementary.

PURPOSE AND DESCRIPTION

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

Principal involved Instructional Leadership Team by looking at data and areas of need throughout 2020-21 school year and especially in January and February while developing the budget. The principal also met with Professional Learning Communities monthly in 2020-21, Parent Teacher Organization monthly in 2020-21, School Site Council monthly in 2020-21, and attempted to form an ELAC throughout 2020-21. In January and February of 2020, a focus on school site needs based on data and budget development was the focus of these meetings with various stakeholder groups.

The Silver Gate community has a well-defined culture of excellence and participation. Parents volunteer in classrooms, the library, and at recess/lunch. Parents attend and often take leadership roles in schoolwide events. A special website (Konstella) is provided by our Foundation that enables parents to stay in touch with each other and the school staff. Weekly parent and student/teacher communication are electronically broadcast and tracked to ensure information is distributed of school events and focus.

RESOURCE INEQUITIES

The following root causes were identified as barriers to our students success:

- lack of Guaranteed Viable Curriculum - state adopted in ELA and Math
- Lack of systems and structures to analyze student data to discuss and implement targeted interventions
- Inconsistencies in the RTi (Response to Intervention) model
- inappropriate special education allocations resulting in understaffing of paras
- lack of supplemental special education curriculum and training
- lack of tutoring funds
- limited funds for professional learning community time

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Maria Vidal-Fowler	Principal
Marcie Templin	Classroom Teacher
Kellie Topliff	Classroom Teacher
Barbara Tillson	Classroom Teacher
Cari Phillipot	Parent
Jerry Nies	Parent
Elizabeth Poe	Parent
Tracy Rebelo	Other School Representative
Missy Pruess	Parent
Erica Tarassoff	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.

Silver Gate focused on chronic absenteeism last year, however, we moved from the orange to the green indicator on the California Dashboard. We saw a decrease in chronic absenteeism in our Hispanic, Students with Disabilities, and Students with Two or More Races subgroups, an increase in our Socioeconomically Disadvantaged subgroup, and maintained the same in other subgroups. We will continue to focus on chronic absenteeism.

*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.

No Major differences

*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.

We will not make any changes to our course of action regarding attendance. We will continue to engage in positive character behavior. We will explore other social-emotional supports.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK- 4	Decrease the schoolwide chronic absenteeism rate	5.2 %	3.2%	Attendance	Annually
June 2021	TK-4	Feeling Connected with Adults and Valued in the classroom	68%	90%	CAL-SCHLS (CHKS)	Annually

*Identified Need

On the California Dashboard (2019), Silver Gate is in the green in the following indicators: Chronic Absenteeism. The overall school chronic absenteeism rate is 5.2%. Based also on a review of the cumulative attendance percentage by month for Silver Gate Elementary. Silver Gate has the best Cumulative Attendance Rate in the Point Loma Cluster at 96.93%. Out of 118 Elementary in SDUSD, we are rank 17th, so we still have room for growth. We will continue to encourage all students to be in school daily to meet their maximum potential.

Chronic Absenteeism Rates (subgroups):

White= 5 %

Hispanic students= 6.2%

Students with disabilities=7.7%

Socioeconomically Disadvantaged=10.3

*Online Learning Implications

Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

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-Emotional Learning and Restorative Justice Practices

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.

Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

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.

Attendance/Chronic Absenteeism related

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Students with Disabilities	Decrease chronic absenteeism rate	7.7	4%	Attendance	Monthly
June 2021	TK-4	White	Decrease chronic absenteeism rate	5 %	3%	Attendance	Monthly
June 2021	Tk 4	Hispanic or Latino	Decrease chronic absenteeism rate	6.2	4%	Attendance	Monthly
June 2021	Tk-4	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	10.3	8%	Attendance	Monthly
June 2021	Tk-4	Black or African American	Decrease chronic absenteeism rate	Baseline	5%	Attendance	Monthly

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All Silver Gate students will be served from this strategy/activity in the area of Chronic Absenteeism, including the following subgroups: students of two or more races, students with disabilities, students who are considered socioeconomically disadvantaged, Black or African American Youth, and Hispanic students.

*Strategy/Activity - Description

The Guidance 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 Guidance Counselor will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. Silver Gate will also continue to use BRAG tags as an incentive for students who have perfect monthly attendance.

*Proposed Expenditures for this Strategy/Activity

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
<p>Safe, Collaborative, and Inclusive Culture</p> <ul style="list-style-type: none"> - Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation - Intentional Planning: planning questions, supports, etc. for all learners - Formative Assessments/Checkpoints throughout the lesson to adjust instruction at the moment to ensure students feel safe and confident throughout the instructional day, continue with grade level common assessment and monitoring tool. - Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social-emotional component and intervention strategies - Broaden teachers’ intervention toolbox to support vulnerable learners - Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; paraeducator training - IMTSS (Integrated Multiple Tiered Support System) - Ed Specialists to participate in collaborative planning, PD, grade level inquiries, etc. - Co-teaching (students/staff); student empowerment/agency - Promote student agency and goal setting - Social-emotional; promote a sense of belonging; positive behavioral supports; teacher selected schoolwide tag line: "We are glad you are here." - Focus on the positive behavior expectations - Continue schoolwide Character Ed program and classroom presentations during morning opening - Continue morning opening presentations for the character trait of the month, recognizing students, etc. - Continue positive parent communication - Use social media to highlight positive happenings at school to promote our safe, collaborative, and inclusive culture. 									

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.

Teachers collaborated on a regular basis to discuss best practices, monitor student data, and adjust instructional goals. In addition, student monitoring occurred regularly to ensure teachers identify instructional learning gaps for students. In the 2019-20 school year, we developed reading and math intervention groups and targeted particular standards by grade using the Critical Concepts. An online reading program (Learning A-Z) and classroom subscriptions (Scholastic) is funded by the school foundation. The effectiveness of the ELA program at Silver Gate was not determined due to the COVID closure and no CAASPP was administered. Currently, the district has adopted Benchmark Curriculum for Reading, Phonics, and Writing to provide a research-based English Language Arts program as a guaranteed viable curriculum.

*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.

No other major difference besides that online learning will present implications and challenges within a virtual learning environment.

*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.

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This year, teachers will begin implementing Benchmark curriculum. Strategic goals will be developed based on CAASPP and DRA and individually identified student needs in which teachers will use any allowable pullout days, professional collaboration, and student conference days as means to reach achievement gaps across all content areas. Teachers, in grade-level PLCs, need to ensure that the goals are reviewed at each PLC, assessments related to the goals are analyzed, subsequent instruction is planned, and actions are planned for students not meeting the goals.

We are going to implement a school wide assessment system with the following goals.

- Implementation of assessment plan by grade level
- Implementation process for analyzing data
- Using data to inform our instruction, identify students at risk for reading difficulties.
- Using current data if students are brought to SST so the team can make data-based decisions.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd and 4th	meet or exceed standards	85.2 %	90%	CAASPP ELA	Annually
June 2021	All 3rd grade students	meet or exceed standards	84.5 %	90%	CAASPP ELA	Annually
June 2021	All 4th grade students	meet or exceed standards	86 %	90 %	CAASPP ELA	Annually
June 2021	2nd-4th	Students will score at the College Pathways	Baseline	90%	FAST aReading	Three Times a year

*Identified Need

Only 85.2 % of 3-4-grade students at Silver Gate have met or exceeded standards on the CAASPP ELA for their identified grade level. As a collective team, teachers, students, and parents will work to ensure that at least 90% of students at Silver Gate are "meeting or exceeding standards" on the CAASPP ELA by June 2021. To support the learning needs of our students in ELA, professional development will focus on gaining a deeper understanding of the ELA standards. Classroom teachers will continue their monthly Professional Learning Communities (PLCs). During the PLCs, classroom teachers will analyze specific student data, including benchmark assessments, and refine instruction to address areas of needed attention/re-teaching. Students identified as not meeting standards on classroom assessments will be targeted for additional instruction and support.

*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.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration

- 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
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd and 4th	Socioeconomically Disadvantaged	Students will score at the College Pathways	Baseline	90%	FAST aReading	Three times a year
June 2021	3rd and 4th	English Learner	Students will score at the College Pathways	*Small student group	90%	FAST aReading	Three times a year
June 2021	3rd and 4th	Black or African American	Students will score at the College Pathways	*Small student group	90%	FAST aReading	Three times a year
June 2021	3rd and 4th	Students with Disabilities	Meet or exceed standards	57%	67%	CAASPP ELA	annually
June 2021	3rd and 4th	Students with Disabilities	Students will score at the College Pathways	Baseline	90%	FAST aReading	Three times a year

Strategy/Activity 1

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

Targeted students not meeting grade level standards

***Strategy/Activity - Description**

Staff will work together to identify the specific academic needs of their Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers and Resource Specialists to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

Teachers will work collaboratively during monthly professional learning while participating in grade-level inquiries.

To strengthen ELA, professional learning will include two main areas of study in the 2020-1 school year: (1) Strengthening Tier I instructions (2) Reading Comprehension. These two areas include:

- Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout the lesson to adjust instruction in the moment
- Broaden teachers' intervention toolbox
- Restructuring interventions and supports: redefine roles and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teachers to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward- Using the Reading Strategies Books, by Jennifer Serevello.
- Consistently tying lessons to standards/Critical Concepts
- Using guided reading/small group instruction to support all learners

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards, and specific subgroups of students will also receive additional support. Additional library support will be provided.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F026110	Library Asst	0.15000	\$4,336.20	\$9,105.19	0261-09800-00-2231-2420-1110-01000-3204	LCFF Intervention Support	English Learners, Low-Income		Provide additional library support for students.
N026162	Prof&Curriclm Dev Vist Tchr		\$1,117.00	\$1,365.99	0261-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		PLCs

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.

Based on the California Dashboard, we are in the blue metric schoolwide and we have no subgroups in the red or orange metric. We increased our score by 19.4 points. We attribute this improvement to using the same pacing, holding more small groups, and analyzing data on regular basis. We also attribute it to having all students use ST math which helps students solidify concepts. We also administered the FAST three times a year which gave us more information about all 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.

Teachers collaborated on a regular basis to discuss best practices, monitor student data, adjust instructional goals, and/or student conferences. In addition, student monitoring occurred to ensure teachers could identify instructional learning gaps for students. Teachers were provided access to a guaranteed viable curriculum to closely monitor student growth.

*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.

PLCs will track student data through the use of a monitoring tool and use that data to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students. Teachers, in grade-level PLCs, need to ensure that the goals are reviewed at each PLC, assessments related to the goals are analyzed, subsequent instruction is planned and actions are planned for students not meeting the goals.

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-4 grade students	meet or exceed standard	86.8 %	95 %	CAASPP Math	annually	
June 2021	All 3rd grade students	meet or exceed standards	90.4 %	95 %	CAASPP Math	annually	
June 2021	All 4th grade students	meet or exceed standards	82.6 %	90 %	CAASPP Math	annually	
June 2021	2-4 grade students	Increase Math achievement	Baseline	College Pathway	FAST aMath	Three times a year	
*Identified Need							
<p>Only 86.6 % of 3-4 grade students at Silver Gate Elementary have met or exceed standards for their identified grade level. As a collaborative team, teachers, students, and parents will work to ensure that at least 95% of students at Silver Gate, including Students with Disabilities, are "meeting standards " on the CAASPP Math by June of 2021.</p>							
*Online Learning Implications							
<p>-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.</p> <p>-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.</p> <p>-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners</p> <p>-Standards-Based Grading</p> <p>- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.</p> <p>-Structures and digital tools to support student collaboration</p> <p>-Flexibility for teachers to provide both whole group, small group and individual instruction</p> <p>-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery</p> <p>-Professional development for educators</p> <p>-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners</p> <p>-Standards-Based Grading</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-4 grade students	Students with Disabilities	meet or exceeds standards	42.9 %	53 %	CAASPP Math	annually
June 2021	2-3 Grade Students	Black or African American	Students will score at the College Pathways	*Small Group	90%	FAST aMath	Three Times a year
June 2021	2-3 Grade Students	Students with Disabilities	Students will score at the College Pathways	Baseline	90%	FAST aMath	Three Times a year
June 2021	3rd and 4th	English Learner	Students will score at the College Pathways	*Small Group	90%	FAST aMath	Three Times a year

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All TK-4 students will be served by this strategy with additional attention and support for Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and English Learners. Note: because of the small number of English Learners and Black or African American students the scores will be manually calculated and reported. All students will benefit from this activity.

*Strategy/Activity - Description

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards, and specific subgroups of students will also receive additional support.

*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				0261-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N026162	PLCs

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.

ELs will receive daily Designated and Integrated English Language Development instruction, differentiation, scaffolding, and other strategies for academic success. Currently, ELs are grouped in specific classrooms to provide opportunities for the teacher to teach small groups of students with similar needs. This year, teachers are implementing the Benchmark ELA and designated ELD curriculum.

*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.

No major differences.

*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.

This year teachers will implement the Benchmark ELA and designated ELD curriculum.

*Integrated English Language Development

To support the language development and literacy acquisition of English Learners, the following activities have been planned:

- Staff will implement the Benchmark Designated ELD curriculum.
- Principal will conduct monthly classroom walk-throughs focused on the integration of ELD into the curriculum
- PLCs will conduct regular growth review of English Learners on the DRA

***Designated English Language Development**

In order to provide designated ELD at Sunset View Elementary, the following activities and plans will be implemented:

- Teachers will implement the Benchmark curriculum
- Classroom walkthroughs to show evidence of designated ELD
- Designated ELD classroom schedules for elementary schools
- PLC monthly analysis of ELD instruction which informs subsequent instruction

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-4 Grade	English Learner	Increase the percentage of students meeting or exceeding standards	Baseline	75%	DRA 2	Three times per year

***Identified Need**

Because the number of English Learners at Silver Gate is small (8), and because the reclassification rate is high, some students who are not yet meeting standards may be overlooked. Additionally, the school needs to manually calculate the data for this subgroup of students to better determine trends and future needs.

***Online Learning Implications**

District will provide students with targeted small group support through a push-in integrated model.

The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.

Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

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.

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-4	English Learner	Eligible English Learners are reclassified	100%	100%	Other (Describe in Objective)	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

The strategy targets English Learners at Silver Gate Elementary.

*Strategy/Activity - Description

In order to support English Learners at Silver Gate, classroom teachers meet in monthly in Professional Learning Communities (PLCs) where they analyze student data (assessments, work samples, anecdotal notes, and observations). This data analysis results in responsive instruction which may include lesson studies, co-teaching, and re-teaching. The principal will monitor EL progress schoolwide through classroom observations and data analysis. The area English Language Instructional Resource Teacher (ELI-RT) will assist the site with appropriate professional learning opportunities in support of language acquisition. As site funds permit, Silver Gate will purchase supplemental materials for Els.

*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				0261-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N026162	PLCs

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.

The number of Students with Disabilities at Silver Gate is too small to qualify for a performance band color on the California Dashboard. However, we did see an increase of 13.1 points in overall achievement in ELA and 19.4 points in Math on the CASSPP. Teachers meet in PLCs to analyze student data and plan for supports. The Special Education Team meets in a separate PLC as well to discuss student needs and plan for supports.

*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.

No major differences. Online learning will present implementation challenges within a virtual learning environment.

*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.

Teachers are implementing the newly adopted Benchmark curriculum in ELA.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK -4	Increase in percentage of students meeting or exceeding standards	TBD	80 %	Progress Reports on IEP Goals	Annually	
*Identified Need							
<p>Only 57.1% of students with disabilities met or exceeded standards on ELA SBAC, and only 42.9% met or exceeded standards on the math SBAC. As a collective team, teachers, education specialists, and support providers, and parents will work to ensure that at least 67% % are meeting or exceeding standards in ELA, and 55% are meeting or exceeding standards in Math. IEP goals must be realistic and challenging. Classroom teachers need professional training and support to work with students with unique needs. As a collective team, teachers, education specialists, and support providers, and parents will work to ensure that students are making progress.</p>							
*Online Learning Implications							
<p>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 students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-4 grade students	Students with Disabilities	Increase in percentage meeting or exceeding standards in ELA on the SBAC	57.1 %	67. %	Other (Describe in Objective)	Annually
June 2021	3-4 grade students	Students with Disabilities	Increase in percentage meeting or exceeding standards in Math on the SBAC	42.9 %	55 %	Other (Describe in Objective)	Annually
Strategy/Activity 1							

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

All students will be served by this strategy including Students with Disabilities.

***Strategy/Activity - Description**

Silver Gate Elementary provides opportunities for Students with Disabilities to access general education instruction and also provides access to accommodations and modifications through their IEPs. Special Education support staff and classroom teachers work collaboratively to ensure that students with disabilities are meeting their IEP goals. Classroom teachers meet weekly in Professional Learning Communities to discuss the progress of all students, including those with disabilities. These discussions include an analysis of student data that informs subsequent instruction. Special Education support staff will provide professional learning opportunities for classroom teachers in support of students with unique learning 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

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-4	Black/African American Students	Increase Grade Level Proficiency	Baseline	80%	Grades	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Silver Gate Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Silver Gate Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Silver Gate 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. Silver Gate 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, Silver Gate Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Silver Gate 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 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.

Currently we don't have students who identify as Black youth. No data available.

***Online Learning Implications**

Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

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.

Strategy/Activity 1

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

All African American students grades TK-4.

***Strategy/Activity - Description**

All teachers are implementing the new Benchmark Literacy curriculum. Teachers meet in weekly grade level PLCs to monitor student data and adjust instruction based on student needs. Teachers will dedicate time to specifically analyze performance data and address the needs of African American students.

***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				0261-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N026162	PLCs

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.

Silver Gate is fortunate to have a large active parent base. Families participate in school activities, participate in committees and groups, and volunteer in classrooms. We have a strong foundation and a strong volunteer base. Our community has one of the biggest Harvest Festival which requires about 200 volunteers to make it work. Parents volunteer are in the classroom daily. We also have an amazing garden program run by classroom volunteers. Our Eco Lab and our library have volunteers that help the librarian and the lab assistant. Our school will have multiple opportunities for parents to participate in principal meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent are to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum. Principal's Report is published monthly via Foundation meetings.

*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.

There are no categorical funds allocated for parent involvement at Silver Gate. Friends of Silver Gate the Foundation sponsors several events during the year to promote and foster healthy parent engagement. The principal and two teachers collaborate with FSG on a monthly basis to ensure all events and activities are aligned with the school vision and/or linked to student achievement. As suggested in the Analysis, Silver Gate should also put strategies in place to address the concerns raised by parents in the California School Parent Survey.

*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.

Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Silver Gate Elementary is very grateful to have such a strong foundation that provides the resources to support teaching and learning. Without this partnership, students, staff, parents, and the community would not have the support and activities that make Silver Gate a special place to teach and learn. It is important that the school continue to explore additional ways to support families and address issues of concern. A first step would be to reach out to the Family and Community Engagement Department for ideas.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Foundation	Increase the family representation at Foundation Meeting	61%	75%	CAL - SCHLS (CSPS)
June 2021	Foundation	Serve on Foundation Committee	28%	35%	CAL - SCHLS (CSPS)

*Identified Need

Continue to build and foster parent and community involvement at school events and meetings.

*Online Learning Implications

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Foundation	Increase Participation on school committee	28%	35%	Committee Attendance

Strategy/Activity 1

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

All Silver Gate Families will be served by this strategy.

***Strategy/Activity - Description**

Family Communication

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Smores Newsletter.
- Monday assembly.
- School Messenger
- School Website, including a Calendar of events and activities
- Marquee
- Konstella, Twitter
- Peach Jar (electronic flyers)
- FSG Facebook and Website

Participation

Silver Gate offers a variety of activities throughout the year to engage parents and families (Back-to-School Night, Halloween Carnival, Book Fair, Grandparents days, are a few examples). Additionally, parent volunteers are welcomed in the classroom as well as in before and after school activities.

Leadership

Parents have opportunities to become involved in decision-making bodies at Sunset View including:

- English Language Advisory Committee (ELAC)
- Friends of Silver Gate
- School Governance Team (SGT)
- School Site Council (SSC)

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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.

Fourth Grade Data Analysis: Percentage of Students Meeting/Exceeding Expectation at the end of the 2019-20 School Year DRA: 52 out of 91 students are meeting or exceeding standard in reading. 57 % are reading at a 4th-grade reading level.

***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.

Fourth grade teachers are working on a Student Coaching Cycle with a district reading coach.

***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.

With the use of last year's cycle DRA and using for the first time Fountas and Pinnell's assessments, the team will select target students for our Student Coaching Cycle. Target students will be EL's, SPED's, and Gen Ed L-M-H students. We will learn to target students reading behaviors, write learning goals for the class using the Critical Concepts, and plan lessons around standards and student needs.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Silver Gate Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4th Grade	Students will meet or exceed standards on DRA	57%	80%	Other (Describe in Objective)	Annually
June 2021	3	Student with Disabilities	Increase the percentage of students reading at or above grade	Baseline	Grade 3 ELA Reading	Annually

***Identified Need**

To support all students, we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. We will focus our learning on lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction, and Tier 2 interventions. To support ELA, professional learning will include: (1) Correcting mismatches between learner and classroom demands; and (2) Reading comprehension.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. 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.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA	Baseline	80%	Grade 3 ELA Reading	Annually
June 2021	3	Two or More Races	Increase the percentage of students reading at or above grade	Baseline	80%	Grade 3 ELA Reading	Annually

Strategy/Activity 1

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

All Silver Gate students will be served by strategies to improve in the area of ELA.

***Strategy/Activity - Description**

Classroom teachers and the principal will collaborate in support of continuous improvement in instructional practice. The PLCs will include action on monitoring SPSA goals through data analysis, revising instruction, planning, implementation, and monitoring of student growth. The planning will

Silver Gate Elementary

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

include targeted students and subgroups of students who are not meeting standards. Targeted students, students not meeting standards, and specific subgroups of students will also receive additional support.

*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				0261-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N026162	PLCs

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

Silver Gate is committed to implementing STEAM for the next 4 years in line with the district's support. We started in the first pilot cohort in rolling out STEAM lessons an hour daily four days a week in Transitional Kindergarten and Kindergarten classrooms. The principal and all TK/K teachers attended a week of training in the summer of 2018. The STEAM block was fully implemented in TK/K during the 2018-19 school year. All 1st-grade teachers and the Principal attended a week-long summer institute in the summer of 2019. All 1st-grade classes are now fully implementing a STEAM block four days a week an hour a day. The Kindergarten classrooms have been remodeled and awaiting to be painted and we did receive new furniture. The first-grade classes will be re-painted as well.

The teachers and principal are being provided ongoing professional development by the district and will be participating in Planning Days with their Professional Learning Communities for a half-day monthly where STEAM will be on the agenda.

The principal will monitor and provide feedback during the STEAM block.

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

A review of the current data and root cause analysis provides the rationale for the following strategies and leadership actions to be implemented at Silver Gate Elementary to meet or exceed our SPSA goals.

Vision for Silver Gate Elementary

The site administrator works with the school staff to ensure that the following are in place:

- A school culture where all students, staff, and families are valued
- A school culture focused on the success of every student
- A school culture of high expectations for all students, staff, and families
- A campus that is safe and clean
- A welcoming environment for all students, staff, and families
- A highly qualified teacher in every classroom
- A collaborative staff that is supported and motivated
- A rich curriculum that supports and extends the learning for every student
- Multiple points of entry, and multiple opportunities to learn so that every student is successful
- Continuous monitoring of student growth by all classroom teachers, support staff, and administration
- Daily observation of classroom instruction
- Timely and appropriate interventions based on analysis of student performance
- Weekly grade level time for all teachers to analyze student work, monitor progress, and plan appropriate instruction that leads to increased student learning
- Professional development that supports increased student learning by supporting every teacher in collaboration and risk-taking

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support by:

- Collaborating with staff to develop a comprehensive assessment system
- Implementing specific data collection cycles aligned with the standards being taught
- Administering common formative and summative assessment to measure student growth

- Analyzing the results of the assessments and using those results to revise instruction
- Providing revised instruction (reteaching, reassessing) opportunities for students

Professional Learning and Implementation

The site administrator and the Instructional Leadership Team will focus on:

- Creating professional cycles of learning for staff based on observed student outcomes
- Building a culture of risk-taking in support of improving instruction
- Developing a strategic and comprehensive assessment system
- Articulating new learning to all stakeholders

Professional Learning Structures

The Instructional Leadership Team (ILT) meets monthly to analyze student data (academic, attendance, behaviors) from all grade levels, including subgroups of students. The ILT determines an area of focus based upon the analysis and develops explicit professional development designed to improve teaching practice in the area of defined student need.

Following the professional development, teachers try on the new (or refined) learning in their classrooms. The principal visits classrooms to observe the implementation of the new learning. Grade level Professional Learning Communities (PLCs) meet weekly to analyze student data to assess the impact of new learning. Are the results promising? Does the new learning need to be refined? How are the subgroups of students being served? Progress is checked weekly and is evaluated in terms of individual students, subgroups of students, and the grade level as a whole. These results are reported back to the Instructional Leadership Team for next steps as the cycle continues.

Leadership Skills

In order to lead effectively, the principal needs to model the skills and qualities that she or he expects in others. First and foremost, a successful leader needs to build positive and productive relationships with students, staff, parents, and the community. The principal also needs to build a collaborative environment for adult learning that supports risk-taking and to demonstrate appreciation for alternate solutions to problems. By building a culture of inclusivity, the principal signals that he or she is part of a team committed to the success of every student.

Support for Parents and Community

A key to student success is found in the support of parents and communities. When parents work together with the school in support of their child's learning, everyone succeeds. To make this work, Silver Gate will continue to:

- Initiate structures that support and engage parents and community
- Provide more opportunities/avenues for two-way communication
- Increase opportunities for parent learning (with specific academic focus)
- Increase opportunities for parent leadership

Online Learning School Leadership Actions:

Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning. Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.

Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.

Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.

Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies, and digital resources with their colleagues. Meetings to facilitate ILT, RTI, and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

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

Silver Gate Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 10,471

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$10,471
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 10,471

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$10,471

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Silver Gate Elementary	09800 LCFF Intervention Support	Library Asst	2231	Other Support Prsnl PARAS	0.1500	\$ 4,336.20
		Library Asst	3000			\$ 4,768.99
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,117.00
			3000			\$ 248.99
	09800 LCFF Intervention Support Total				0.1500	\$ 10,471.18
Grand Total					0.1500	\$ 10,471.18

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



Silver Gate Elementary School
NON-TITLE I PARENT INVOLVEMENT POLICY

Silver Gate Elementary School has developed a written Non-Title 1 parental Involvement policy with input from Non-Title I parents. The SSC meets regularly and revise this policy annually.

The policy is distributed to parents of Non-Title I Students annually to all families in the Back-to-School packets.

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 the Non-Title I students about Non-Title I requirements and the rights 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, afternoon, or evening. Besides the SSC, parents are welcome to provide feedback at Friends of Silver Gate meetings, Back-to-School Night and 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 Non-Title I parent involvement policy. The SSC meets multiple times a year and revises the policy annually.
- The school provides Non-Title I parents with timely information about Non-Title I programs. Information and announcements are provided at weekly morning assemblies for both students and parents.
- 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. Parents/Families can connect with the administration 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 the 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 meets regularly 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. We provide access to the Parent Portal in PowerSchool, hold weekly morning assemblies and send home classroom folders weekly, providing information to families.
- 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 provides parent involvement activities to encourage parents to work with their students to 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. In addition to FSG and SSC there are numerous events 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 parents understand. This



information is communicated through weekly morning assemblies, e-blasts, and weekly classroom folders.

- The school provides support for parental involvement activities requested by Non-Title I parents regularly through weekly assemblies, e-blast, and classroom communication folders.

Accessibility

Silver Gate Elementary School provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Upon request, all documents are sent out in the home language of the child.

APPENDIX C

SCHOOL PARENT COMPACT

SAN DIEGO CITY SCHOOLS HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during the school year 2020/2021.

School Responsibilities

The Silver Gate Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Purposeful lesson planning

Variety of teaching/learning strategies implement

Differentiated Instruction Based on Need

Small Group and Individual Instruction

Regular Professional Development

Use of state-standards textbooks and materials

Use of district's math modules and literacy units

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

Conferences the week before Thanksgiving Break and the three days before Spring Break.

3. Provide parents with frequent reports on their child's progress.

Assignments sent home weekly with feedback

Student work posted in classroom

Rubrics posted in classroom

Access to the Parent Portal in PowerSchool

Communication as needed initiated by parents and teachers

4. Provide parents reasonable access to staff.

Teachers and staff are available, by appointment, for conferences before and after school

Teachers and staff will return phone calls or emails within two school days

Weekly assemblies will be held with staff, students and parents to offer information

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Classes will send home volunteer sign-up sheets

Classroom teachers will invite parents to attend field trips

Classroom teachers will invite parents to attend productions

Weekly assemblies will be held and solicit needed participation

Attachment 2

Parent Responsibilities

We, as parents, will support our child's learning by:

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of screen time my child engages in

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my child's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, or other school advisory groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

Do my homework every day and ask for help when I need it.

Read at least 20 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

APPENDIX D

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

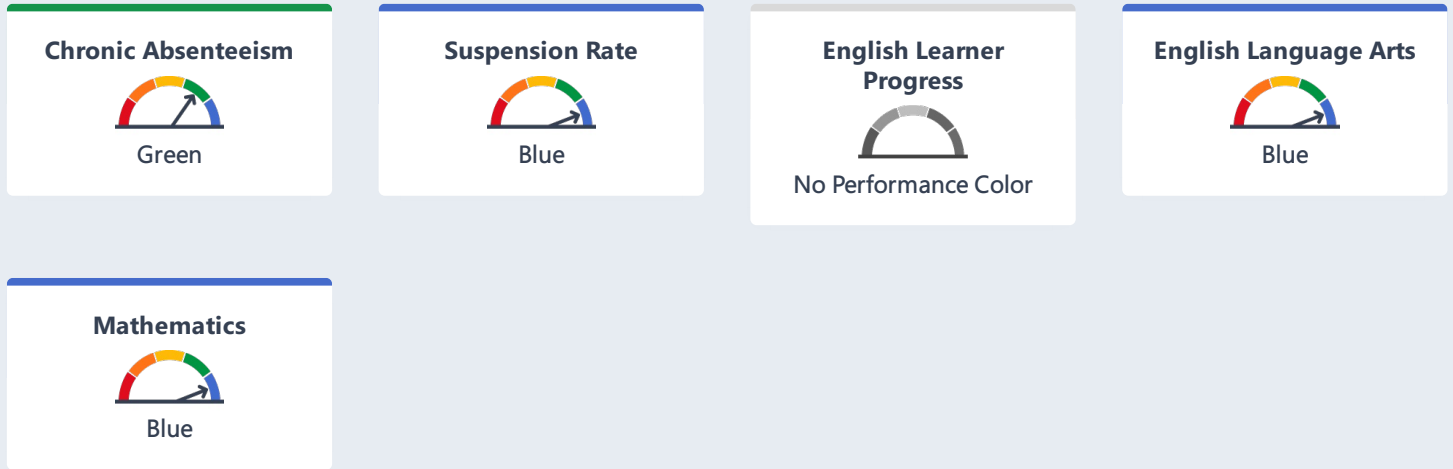
Reclassification data results can be requested from the school site.

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

Silver Gate Elementary

Explore the performance of Silver Gate Elementary under California's Accountability System.



School Details

NAME Silver Gate Elementary	ADDRESS 1499 Venice Street San Diego, CA 92107-3699	WEBSITE http://new.sandi.net/sch...	GRADES SERVED K-4
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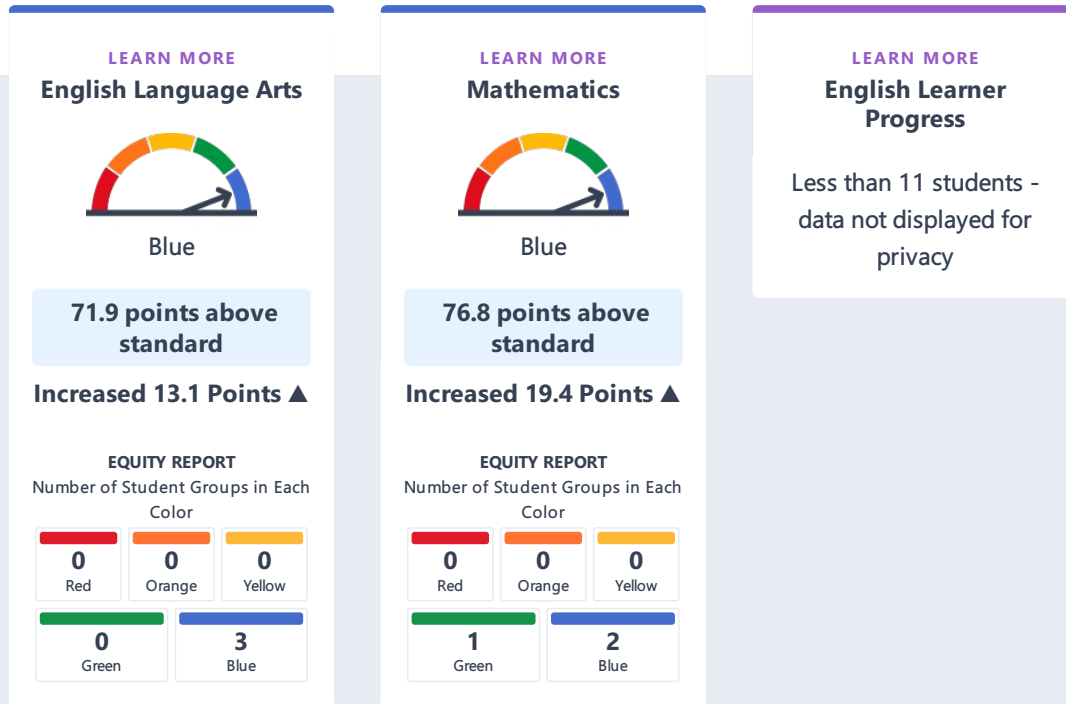
Student Population

Explore information about this school's student population.



Academic Performance

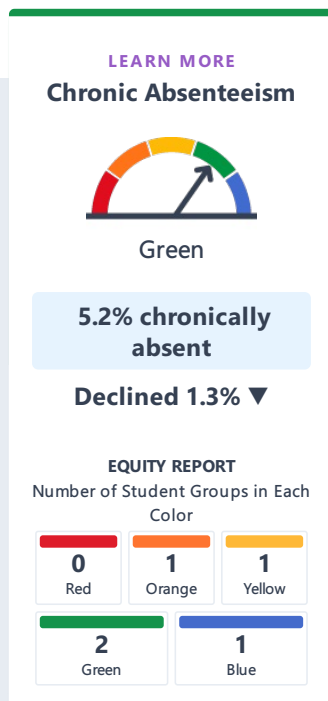
View Student Assessment Results and other aspects of school performance.



SILVER GATE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.2% suspended at least once

Maintained -0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	5 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

71.9 points above standard

Increased 13.1 Points ▲

Number of Students: 189

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic
Socioeconomically Disadvantaged

White



No Performance Color

Asian
English Learners
Filipino
Foster Youth
Homeless
Two or More Races
Students with Disabilities

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

25.9 points above standard

Increased 38.5 Points ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

95.8 points above standard

Increased 8.9 Points ▲

Number of Students: 18

Students with Disabilities



No Performance Color

1 points above standard

Increased 44.4 Points ▲

Number of Students: 16

Hispanic



Blue

53 points above standard

Increased 13.9 Points ▲

Number of Students: 40

Socioeconomically Disadvantaged



Blue

37.2 points above standard

Increased 19.6 Points ▲

Number of Students: 40

White



Blue

76.7 points above standard

Increased 13.5 Points ▲

Number of Students: 123

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 44.5 points above standard

58.8 points above standard

71.9 points above standard

English Language Arts Data Comparisons: English Learners

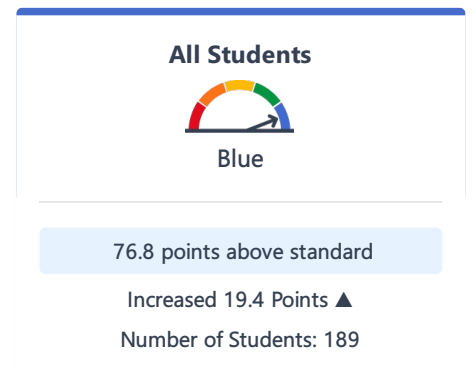
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	75.4 points above standard
No Data	No Data	Increased 11.8 Points ▲
Number of Students: 5	Number of Students: 9	Number of Students: 168

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>No Students</p>
<p>Green</p> <p>Socioeconomically Disadvantaged</p>	<p>Blue</p> <p>Hispanic White</p>	<p>No Performance Color</p> <p>Asian</p> <p>English Learners</p> <p>Filipino</p> <p>Foster Youth</p> <p>Homeless</p>



Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

45.7 points above standard

Increased 32.8 Points ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

84.7 points above standard

Increased 11 Points ▲

Number of Students: 18

Students with Disabilities



No Performance Color

6.8 points above standard

Increased 17.8 Points ▲

Number of Students: 16

Socioeconomically Disadvantaged



Green

30.3 points above standard

Increased 12.6 Points ▲

Number of Students: 40

Hispanic



Blue

71.7 points above standard

Increased 40.2 Points ▲

Number of Students: 40

White



Blue

77.2 points above standard

Increased 13.2 Points ▲

Number of Students: 123

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	42.3 points above standard	57.4 points above standard	76.8 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	79.3 points above standard
No Data	No Data	Increased 19.4 Points ▲
Number of Students: 5	Number of Students: 9	Number of Students: 168

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)
English Learner Progress

Less than 11 students - data not displayed for privacy

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

5.2% chronically absent

Declined 1.3% ▼

Number of Students: 515

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

Students with Disabilities

White



Blue

Two or More Races



No Performance Color

American Indian

Asian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

21.4% chronically absent

Increased 14.3% ▲

Number of Students: 14

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners



No Performance Color

8.3% chronically absent

Increased 2.1% ▲

Number of Students: 24

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged



Orange

10.3% chronically absent

Increased 1.8% ▲

Number of Students: 97

Hispanic



Yellow

6.2% chronically absent

Maintained 0.4%

Number of Students: 97

Students with Disabilities



Green

7.7% chronically absent

Declined 3.9% ▼

Number of Students: 65

White



Green

5% chronically absent

Declined 2% ▼

Number of Students: 338

Two or More Races



Blue

1.6% chronically absent

Declined 2.1% ▼

Number of Students: 61

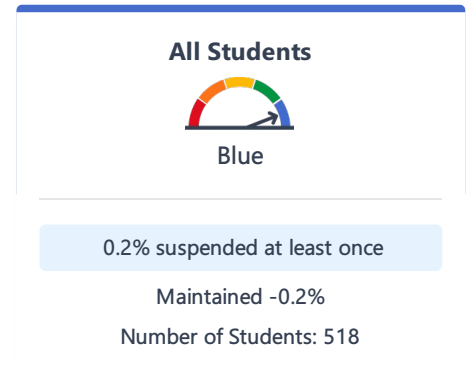
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

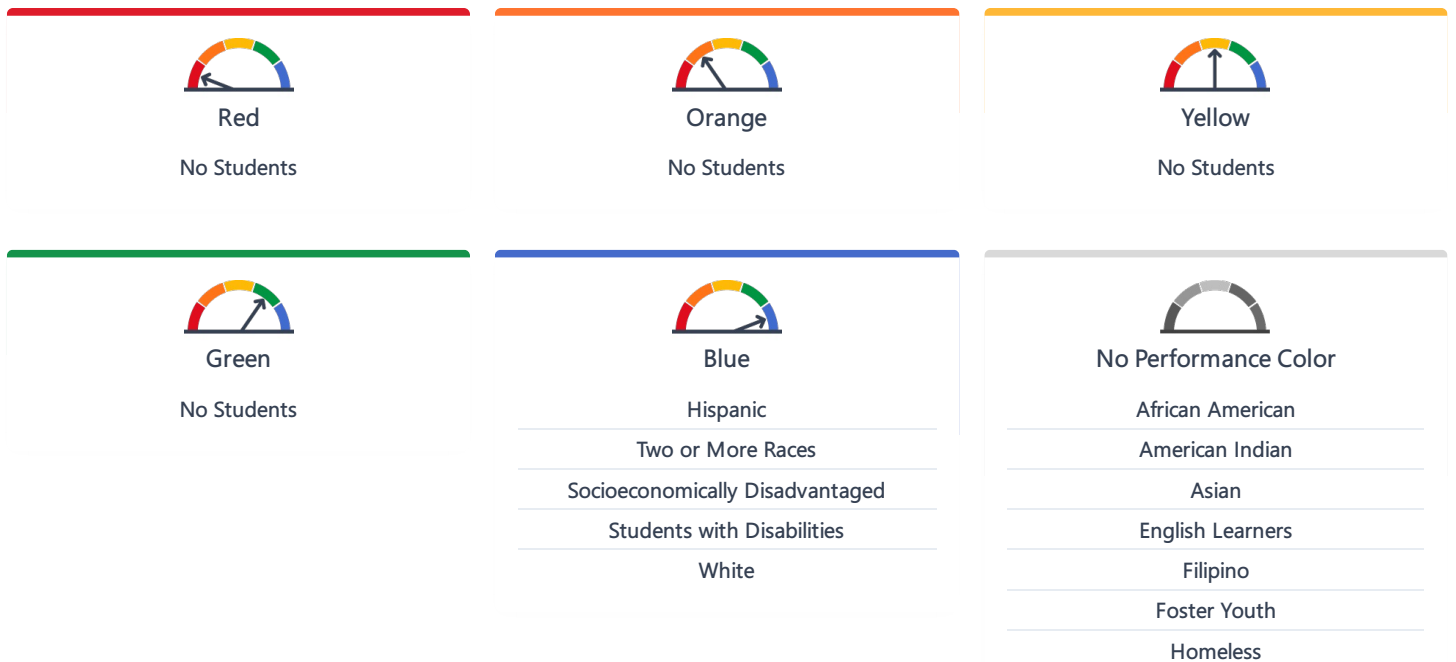
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 14

English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 24

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 97

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 61

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 98

Students with Disabilities



Blue

0% suspended at least once

Declined 2.9% ▼

Number of Students: 65

White



Blue

0.3% suspended at least once

Declined 0.3% ▼

Number of Students: 341

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	N/A	0.4%	0.2%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Silver Gate
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	228	79.4	221	80.5	196	76.0	184	84.8	189	85.2	5.8	0.4	230	79.1	220	79.1	196	76.0	184	77.7	190	86.8	7.7	9.1
Female	100	80.0	92	80.4	85	80.0	89	87.6	92	82.6	2.6	-5.0	101	77.2	91	74.7	85	75.3	89	75.3	93	84.9	7.7	9.6
Male	128	78.9	129	80.6	111	73.0	95	82.1	97	87.6	8.7	5.5	129	80.6	129	82.2	111	76.6	95	80.0	97	88.7	8.1	8.7
African American	2	-	0	58.3	2	-	2	-	0	-	-	-	2	-	0	-	2	-	2	-	0	-	-	-
Asian**	1	-	3	52.6	3	-	4	-	7	-	-	-	1	-	3	-	3	-	4	-	7	-	-	-
Filipino	2	-	1	83.3	0	-	0	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
Hispanic	40	60.0	42	69.0	37	62.2	34	73.5	40	80.0	20.0	6.5	40	55.0	41	65.9	37	48.6	34	64.7	40	77.5	22.5	12.8
Indochinese**	2	-	0	45.0	1	-	1	-	-	-	-	-	2	-	0	-	1	-	1	-	-	-	-	-
Native American	1	-	1	64.7	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	161	83.2	153	83.7	133	80.5	125	88.0	123	89.4	6.2	1.4	163	85.9	153	81.0	133	82.0	125	81.6	124	89.5	3.6	7.9
Multiracial	19	89.5	21	85.7	20	85.0	18	94.4	18	77.8	-11.7	-16.6	19	78.9	21	90.5	20	95.0	18	88.9	18	88.9	10.0	0.0
English Learner	4	-	10	20.0	14	35.7	10	50.0	6	-	-	-	4	-	10	40.0	14	28.6	10	40.0	6	-	-	-
English-Speaking	224	80.8	211	83.4	182	79.1	174	86.8	183	86.9	6.1	0.1	226	80.1	210	81.0	182	79.7	174	79.9	184	88.0	7.9	8.1
Reclassified†	4	-	1	95.7	2	-	6	-	9	-	-	-	4	-	1	-	2	-	6	-	9	-	-	-
Initially Eng. Speaking	220	80.9	210	83.3	180	78.9	168	86.9	174	87.4	6.5	0.5	222	80.2	209	80.9	180	79.4	168	79.8	175	88.6	8.4	8.8
Econ. Disadv.*	37	59.5	51	66.7	44	54.5	42	66.7	40	72.5	13.0	5.8	37	51.4	51	60.8	44	45.5	42	54.8	40	62.5	11.1	7.7
Non-Econ. Disadv.	191	83.2	170	84.7	152	82.2	142	90.1	149	88.6	5.4	-1.5	193	84.5	169	84.6	152	84.9	142	84.5	150	93.3	8.8	8.8
Gifted	101	93.1	95	95.8	63	93.7	28	100.0	38	100.0	6.9	0.0	101	91.1	95	96.8	63	96.8	28	96.4	38	100.0	8.9	3.6
Not Gifted	127	68.5	126	69.0	133	67.7	156	82.1	151	81.5	13.0	-0.6	129	69.8	125	65.6	133	66.2	156	74.4	152	83.6	13.8	9.2
With Disabilities	14	21.4	16	37.5	20	45.0	26	42.3	14	57.1	35.7	14.8	15	46.7	16	37.5	20	45.0	26	38.5	14	42.9	-3.8	4.4
WO Disabilities	214	83.2	205	83.9	176	79.5	158	91.8	175	87.4	4.2	-4.4	215	81.4	204	82.4	176	79.5	158	84.2	176	90.3	8.9	6.1
Homeless	1	-	3	57.1	3	-	0	-	0	-	-	-	1	-	3	-	3	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Military	26	88.5	19	73.7	15	100.0	13	92.3	14	85.7	-2.8	-6.6	27	74.1	19	78.9	15	93.3	13	76.9	15	93.3	19.2	16.4

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Silver Gate
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	114	85.1	106	78.3	96	76.0	95	90.5	103	84.5	-0.6	-6.0	116	81.9	105	81.0	96	77.1	95	87.4	104	90.4	8.5	3.0
Female	46	80.4	43	79.1	45	80.0	47	89.4	52	86.5	6.1	-2.9	47	83.0	42	76.2	45	77.8	47	80.9	53	88.7	5.7	7.8
Male	68	88.2	63	77.8	51	72.5	48	91.7	51	82.4	-5.8	-9.3	69	81.2	63	84.1	51	76.5	48	93.8	51	92.2	11.0	-1.6
African American	0	-	0	58.3	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Asian**	1	-	2	52.6	1	-	3	-	4	-	-	-	1	-	2	-	1	-	3	-	4	-	-	-
Filipino	2	-	0	83.3	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Hispanic	22	59.1	19	73.7	18	50.0	20	90.0	21	71.4	12.3	-18.6	22	63.6	18	72.2	18	44.4	20	85.0	21	76.2	12.6	-8.8
Indochinese**	0	-	0	45.0	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	77	92.2	73	80.8	64	84.4	64	92.2	67	88.1	-4.1	-4.1	79	87.3	73	80.8	64	84.4	64	89.1	68	94.1	6.8	5.0
Multiracial	11	90.9	12	83.3	10	90.0	8	-	11	81.8	-9.1	-	11	81.8	12	100.0	10	100.0	8	-	11	90.9	9.1	-
English Learner	3	-	7	20.0	8	-	4	-	3	-	-	-	3	-	7	-	8	-	4	-	3	-	-	-
English-Speaking	111	87.4	99	81.8	88	80.7	91	90.1	100	86.0	-1.4	-4.1	113	83.2	98	82.7	88	80.7	91	86.8	101	92.1	8.9	5.3
Reclassified†	1	-	0	95.7	0	-	5	-	4	-	-	-	1	-	0	-	0	-	5	-	4	-	-	-
Initially Eng. Speaking	110	87.3	99	81.8	88	80.7	86	90.7	96	86.5	-0.8	-4.2	112	83.0	98	82.7	88	80.7	86	87.2	97	92.8	9.8	5.6
Econ. Disadv.*	20	65.0	28	64.3	22	50.0	22	77.3	18	66.7	1.7	-10.6	20	70.0	28	64.3	22	45.5	22	72.7	18	66.7	-3.3	-6.0
Non-Econ. Disadv.	94	89.4	78	83.3	74	83.8	73	94.5	85	88.2	-1.2	-6.3	96	84.4	77	87.0	74	86.5	73	91.8	86	95.3	10.9	3.5
Gifted	52	98.1	45	95.6	21	95.2	10	100.0	23	100.0	1.9	0.0	52	92.3	45	95.6	21	95.2	10	100.0	23	100.0	7.7	0.0
Not Gifted	62	74.2	61	65.6	75	70.7	85	89.4	80	80.0	5.8	-9.4	64	73.4	60	70.0	75	72.0	85	85.9	81	87.7	14.3	1.8
With Disabilities	6	-	6	37.5	14	42.9	8	-	7	-	-	-	7	-	6	-	14	42.9	8	-	7	-	-	-
WO Disabilities	108	88.0	100	81.0	82	81.7	87	93.1	96	85.4	-2.6	-7.7	109	84.4	99	82.8	82	82.9	87	89.7	97	91.8	7.4	2.1
Homeless	1	-	3	57.1	1	-	0	-	0	-	-	-	1	-	2	-	1	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	10	70.0	10	100.0	6	-	10	90.0	-	-	10	80.0	10	70.0	10	90.0	6	-	11	100.0	20.0	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Silver Gate
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	114	73.7	115	82.6	100	76.0	89	78.7	86	86.0	12.3	7.3	114	76.3	115	77.4	100	75.0	89	67.4	86	82.6	6.3	15.2
Female	54	79.6	49	81.6	40	80.0	42	85.7	40	77.5	-2.1	-8.2	54	72.2	49	73.5	40	72.5	42	69.0	40	80.0	7.8	11.0
Male	60	68.3	66	83.3	60	73.3	47	72.3	46	93.5	25.2	21.2	60	80.0	66	80.3	60	76.7	47	66.0	46	84.8	4.8	18.8
African American	2	-	0	58.3	0	-	2	-	0	-	-	-	2	-	0	-	0	-	2	-	0	-	-	-
Asian**	0	-	1	52.6	2	-	1	-	3	-	-	-	0	-	1	-	2	-	1	-	3	-	-	-
Filipino	0	-	1	83.3	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	18	61.1	23	65.2	19	73.7	14	50.0	19	89.5	28.4	39.5	18	44.4	23	60.9	19	52.6	14	35.7	19	78.9	34.5	43.2
Indochinese**	2	-	0	45.0	0	-	1	-	-	-	-	-	2	-	0	-	0	-	1	-	-	-	-	-
Native American	0	-	1	64.7	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	84	75.0	80	86.3	69	76.8	61	83.6	56	91.1	16.1	7.5	84	84.5	80	81.3	69	79.7	61	73.8	56	83.9	-0.6	10.1
Multiracial	8	-	9	83.3	10	80.0	10	100.0	7	-	-	-	8	-	9	-	10	90.0	10	90.0	7	-	-	-
English Learner	1	-	3	20.0	6	-	6	-	3	-	-	-	1	-	3	-	6	-	6	-	3	-	-	-
English-Speaking	113	74.3	112	84.8	94	77.7	83	83.1	83	88.0	13.7	4.9	113	77.0	112	79.5	94	78.7	83	72.3	83	83.1	6.1	10.8
Reclassified†	3	-	1	95.7	2	-	1	-	5	-	-	-	3	-	1	-	2	-	1	-	5	-	-	-
Initially Eng. Speaking	110	74.5	111	84.7	92	77.2	82	82.9	78	88.5	14.0	5.6	110	77.3	111	79.3	92	78.3	82	72.0	78	83.3	6.0	11.3
Econ. Disadv.*	17	52.9	23	69.6	22	59.1	20	55.0	22	77.3	24.4	22.3	17	29.4	23	56.5	22	45.5	20	35.0	22	59.1	29.7	24.1
Non-Econ. Disadv.	97	77.3	92	85.9	78	80.8	69	85.5	64	89.1	11.8	3.6	97	84.5	92	82.6	78	83.3	69	76.8	64	90.6	6.1	13.8
Gifted	49	87.8	50	96.0	42	92.9	18	100.0	15	100.0	12.2	0.0	49	89.8	50	98.0	42	97.6	18	94.4	15	100.0	10.2	5.6
Not Gifted	65	63.1	65	72.3	58	63.8	71	73.2	71	83.1	20.0	9.9	65	66.2	65	61.5	58	58.6	71	60.6	71	78.9	12.7	18.3
With Disabilities	8	-	10	40.0	6	-	18	33.3	7	-	-	-	8	-	10	30.0	6	-	18	27.8	7	-	-	-
WO Disabilities	106	78.3	105	86.7	94	77.7	71	90.1	79	89.9	11.6	-0.2	106	78.3	105	81.9	94	76.6	71	77.5	79	88.6	10.3	11.1
Homeless	0	-	1	57.1	3	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	17	88.2	9	70.0	5	-	7	-	4	-	-	-	17	70.6	9	-	5	-	7	-	4	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND
ACTIVITIES**

Silver Gate Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: SILVER GATE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance 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 Guidance Counselor will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. Silver Gate will also continue to use BRAG tags as an incentive for students who has perfect monthly attendance.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Noon Duty Assistant	0.10000	\$3,062.63	09800-2905	Provide additional student intervention support	Based on this intervention the students continue to make growth towards this grade level standard	N/a	N/A
Noon Duty Assistant -	0.12500	\$3,828.30	09800-2905	Provide additional student intervention support	Based on this intervention the students continue to make growth towards this grade level standard	N/A	N/A

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Students identified as Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet monthly to target Critical Concepts in ELA to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.

To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year: (1) Strengthening Tier I instructions (2) Reading Comprehension. These two areas include:

- Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Broaden teachers' intervention toolbox
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; paraeducator training
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward- Using the Reading Strategies Books, by Jennifer Serevello.
- Consistently tying lessons to standards/Critical Concepts
- Using guided reading/small group instruction to support all learners

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

Analysis:

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

Description:

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

Silver Gate Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$976.16	09800-1157	Tutoring support for students and additional interventions.	Based on the work on PLC student continue to make growth	N/A	N/A
Short Term Leave Visiting Tchr		\$2,036.51	09800-1162	Student group interventions	Based on the work on PLC student continue to make growth	N/A	N/A
Prof&Curriclm DevHrlyClstrmTchr		\$732.12	09800-1170	Professional development time for teachers	Based on the work on PLC student continue to make growth	N/A	N/A
Prof&Curriclm Dev Vist Tchr		\$488.08	09800-1192	ELPAC Testing, Teacher PD, Group Interventions	Based on the work on PLC student continue to make growth towards grade level standards	N/A	N/A
Classroom PARAS Hrly		\$2,615.80	09800-2151	Extra classroom support for literacy	Based on this intervention the students continue to make growth towards this grade level standard.	N/A	N/A
Supplies		\$302.00	09800-4301	Instructional and intervention materials	Based on this intervention the students continue to make growth towards this grade level standard.	N/A	N/A

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

During grade level PLC time, teachers will work together to identify student with learning gaps in math, as measured by benchmarks assessments and the CAASPP, and develop comprehensive plans to meet individual students needs. This will include monitoring growth through small group instruction, working on math fluency, and math facts. Classroom teachers alongside our Ed Specialist will meet monthly to target Critical Concepts in math that present challenges. Data that is determined by the PLC will be used to increase overall grade-level achievement.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTch r	--	--	09800-1170	Professional development time for teachers	Based on the work on PLC student continue to make growth	N/A	N/A

Note/Reminders (optional):

What are my leadership strategies in service of the goals?