

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **ANGIER ELEMENTARY** SCHOOL

2022-23

37-68338-6039135

CDS Code

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

Principal: Cannon, Adrienne

Contact Person: Cannon, Adrienne

Position: Principal

Telephone Number: 619.605.3100;

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

E-mail Address: acannon@sandi.net

The following items are included:

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

Board Approval: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Angier Elementary PHONE: (619) 605-3100 FAX: (858) 277-9279

SITE CONTACT PERSON: Adrienne Cannon E-MAIL ADDRESS: acannon@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>5/18/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/29/22</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>Title 1 Parent Mtg.</u> | Date of presentation: <u>9/28/22</u> |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

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

Adrienne Cannon
Type/Print Name of School Principal

Kelsey Sneed KRS
Type/Print Name of SSC Chairperson

Rosemary Flores
Type/Print Name of ELAC Representative

Christina Castillos
Type/Print Name of Area Superintendent

[Signature] 10/6/22
Signature of School Principal / Date

[Signature] 10/6/22
Signature of SSC Chairperson / Date

[Signature] 10/6/22
Signature of ELAC Representative / Date

[Signature] 10.12.22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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

This School Plan for Student Achievement fulfills the requirements of a Title 1 school-wide program. This plan outlines the goals and strategies that Angier will utilize to improve our scholars academic achievement, social emotional well-being and attendance.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP GOAL 1: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

- Parents and staff were surveyed in February 2022 to garner their input on priorities for our school budget for 2022-2023.
- Staff Budget Input Mtg.-On February 2, 2022 Angier staff met to give final input on budget and evaluation toward SPSA goals.
- SGT Mtg.- On February 17, 2022 SGT met to give review budget surveys and to give input on school budget expenditures and SPSA.
- SSC Budget Mtg. -On February 17, 2022 SSC met to review SPSA and to finalize and vote on school budget expenditures for 2022-2023 school year.
- ELAC Mtg.- On May 18, 2022 ELAC reviewed data and gave input on supports and goals for English Learners.
- On June 9, 2022 SSC reviewed SPSA and discuss the effectiveness of strategies and programs paid by Title 1 & LCFF.
- On September 28, 2022 parents reviewed data and gave input on goals during Title 1 Parent Meeting.
- On September 29, 2022, SSC reviewed, discussed and approved the 2022-2023 SPSA.

RESOURCE INEQUITIES

Angier's root cause analysis involved examining data from CAASPP, California Healthy Kids, California Parent and Staff surveys, site academic and attendance data, as well as a review of the 2021-2022 SPSA.

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

An analysis of data in the areas of ELA and Math collected from Spring 2022 (CAASPP, FAST aReading, and DEMI Math), showed a decline in both areas. As a result we will continue to focus on an overall increase in student achievement and closing achievement gaps for identified student groups in ELA and Math.

Resource inequities continue to exist in three areas: access to curriculum, professional learning and social emotional support for students.

Access to Curriculum:

Although teachers met regularly in PLCs to analyze student data, discuss best teaching practices and monitor student progress toward grade level standards, current analysis of student academic achievement showed a decline in ELA and Math. A possible root cause could be that curriculum is not being used strategically across our school to differentiate instruction and close the achievement gap for students who need additional support. With the implementation of a comprehensive approach to teaching literacy, utilization of district math resources and pacing, along with strategic lesson design, and a focus on differentiating instruction, we expect to see an increase in student achievement in both ELA and Math.

Professional Learning:

On-going, current and relevant professional learning for educators is vital to improving student achievement. The amount of professional learning allocated on modified days is insufficient to meet the needs of the staff. Although the majority of time spent in Professional Learning Communities (PLCs) is used to analyze student data and determine next instructional steps, professional learning also takes place during these meetings. Providing teachers with access to multiple, differentiated professional learning opportunities is vital but can be a costly endeavor for a school. For the 2022-2023 school year teachers will return to in-person for PLCs during the school day.

Social Emotional Support for Students:

Research shows that supporting students' social-emotional needs has a profound effect on their academic progress. The aftermath of the pandemic has had an adverse effect on students' mental health. As a school serving high numbers of students from military families, as well as students receiving mild, moderate, and severe special education services, we have many students needing social-emotional and mental health support. One inequity that exists is a lack of attention to students social emotional well-being. For the 2022-2023 school year we will continue to fund extra counseling services to provide direct social-emotional learning (SEL) instruction and support for our students.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Adrienne Cannon	Principal
2. Siretta Fleck	Teacher
3. Patrick Trotter	Teacher
4. Vita Vattuone	Teacher
5. Kelsey Sneed	Other Staff Member
6. Bryan Armbrust	Parent Representative
7. Michelle Brown	Parent Representative
8. Marnitta George	Parent Representative
9. Jennifer Griffin-Dillon	Parent Representative
10. Jesse Padilla	Parent Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We set goals to decrease chronic absenteeism and suspension for 2021-2022 school year. Ongoing pandemic conditions presented challenges to implementation and seemed to adversely affect student and staff attendance along with chronic absenteeism rates.

Hoonuit attendance data and CORE SEL survey data was used to determine that there is a need to continue to focus on providing a safe, collaborative and inclusive school culture and decreasing chronic absenteeism. We will do this by focusing on attendance, social-emotional needs of students and providing opportunities to collaborate with families.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Although students returned to in-person learning for the entire 2021-22 school year, the district's mandated health and safety protocols continued to negatively affect student attendance.

The residual effects of the ongoing pandemic along with continually changing and stringent guidelines, often caused strained relationships among student, parent and school staff. In addition, chronic absenteeism adversely affected students' ability to develop positive peer and school relationships.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

While Covid pandemic conditions are still present, the health and safety guidelines are less restrictive and should increase student enrollment and attendance.

Furthermore, we now have a Family Services Assistant, who will work alongside our counselor and attendance team to assist in supporting students and families with attendance issues.

***Identified Need**

SDUSD Hoonuit data from 2021-22 showed the following chronic absenteeism rates:

- Chronically Absent (Red) -48%
- Nearly Chronic (Orange)- 11%

Here is the breakdown by student groups:

Chronically Absent (Red)

- African-American-45%
- Hispanic-60%
- Multi-41%
- White-39%
- English Learners-55%
- Students With Disabilities-58%

Nearly Chronic (Orange)

- African-American- 11%
- White-19%
- Students With Disabilities- 15%

Student suspension: Hoonuit data from 2021-2022 showed zero student suspensions.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Maintain current suspension rate	0%	0%	Suspension	Annually
June 2023	TK-5	Decrease Chronic	55%	< 50%	Chronic Absenteeism	Annually

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June 2023	4-5	Absenteeism increase SEL competencies (culture/climate) using CORE SEL survey	60%	65%	Other (Describe in Objective)	Bi-annually
June 2023	TK-5	Improve overall student attendance	91%	96%	Attendance	Monthly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	To decrease chronic absenteeism	45%	40%	Chronic Absenteeism	Quarterly
June 2023	TK-5	Students with Disabilities	To decrease chronic absenteeism	58%	< 53%	Chronic Absenteeism	Quarterly
June 2023	TK-5	English Learner	To decrease chronic absenteeism	55%	< 50%	Chronic Absenteeism	Quarterly
June 2023	TK-5	Students with Disabilities	To maintain suspension rate decrease suspension	0%	0%	Suspension	Quarterly
June 2023	TK-5	Black or African American	To maintain suspension rate	0%	0%	Suspension	Quarterly
June 2023	TK-5	English Learner	To maintain suspension rate	0%	0%	Suspension	Quarterly
June 2023	TK-5	Black or African American	increase SEL competencies (culture/climate) using CORE SEL survey	58%	63%	Other (Describe in Objective)	Bi-annually
June 2023	TK-5	English Learner	increase SEL competencies (culture/climate) using CORE SEL survey	-	65%	Other (Describe in Objective)	Bi-annually

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			ing CORE SEL survey				
June 2023	TK-5	Students with Disabilities	increase SEL competencies (culture/climate)using CORE SEL survey	75%	80%	Other (Describe in Objective)	Bi-annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	51%	< 46%	Chronic Absenteeism	Quarterly

Supporting Black Youth - Additional Goals

- ✓ 1. Angier's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Angier is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Angier's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Angier will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Angier will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Angier's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Angier will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Angier will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

School Counselor

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

All Students

***Strategy/Activity - Description**

Counselor will:

- Support restorative practices implementation
- Leads the "No Place for Hate" program
- Teach SEL Lessons (e.g., Second Steps, etc...)
- Facilitate and monitor attendance
- Counsel students and support positive student interactions and problem-solving
- Conduct small group intervention sessions around social-emotional wellbeing
- Facilitate SST/RTI/504 meetings
- Provide resources to families:
 - referrals to outside agencies
 - connect families to community services
 - collaborate with principal in preparation and delivery of parent meetings

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00071Z	School Counselor - VACANCY, SBB2537507	0.20000	\$17,908.60	\$27,145.80	0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor will monitor student attendance and provide support for students' social emotional and behavior needs.
F000720	School Counselor - VACANCY, SBB2537507	0.20000	\$17,908.60	\$27,145.80	0007-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor will monitor student attendance and provide support for students' social emotional and behavior needs.

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

Students will be recognized monthly for positive, scholarly and collegial behaviors as well as recognized tri-annually for good attendance.

No Place For Hate Program

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

All students

***Strategy/Activity - Description**

Angier students will participate in the student led school improvement program called "No Place for Hate". At the beginning of the year students will sign the "No Place for Hate" pledge, promising to be part of a friendly and inclusive community. A group of student ambassadors will lead three activities throughout the year promoting a safe, collaborative, and inclusive school community.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00071Z	Counselor will help foster a safe and inclusive school culture by facilitating the NPFH program.
	School Counselor -				0007-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F000720	Counselor will help foster a safe and inclusive school culture by facilitating the NPFH program.

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

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Last year's Implementation-Effectiveness:

- Teachers met regularly in PLCs with a goal of analyzing student data to determine next instructional steps. However, due to limited availability of visiting teachers to cover classes teachers had less time to collaborate.
- Teachers participated in monthly, district led, literacy professional learning. This helped solidify and deepen teachers' content knowledge around comprehensive literacy strategies to support student literacy growth and development.
- Instructional Leadership Team monitored student progress by grade level and identified areas for professional development. This allowed us to continue to have vertical alignment across grade levels while dealing with instructional challenges presented by the ongoing pandemic.
- Student reading levels were collected monthly and used to monitor student progress. This provided a means to ensure that students were making adequate progress in reading.
- Grades TK-2 administered the Fountas & Pinnell reading assessment three times during the year and recorded students' monthly instructional reading levels on our school's shared spreadsheet. The data collected helped teachers pinpoint students' needs and monitor student reading progress throughout the school year.
- Grades 3-5 administered FAST aReading Screener Assessment three times during the year and recorded students' monthly instructional reading levels on our school's shared spreadsheet. The data collected helped teachers pinpoint students' needs and monitor student reading progress throughout the school year.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Students in grades 3-5 participated in spring 2022 CAASPP state testing, for the first since the spring of 2019 school year.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Changes for the 2022-2023 school year:

- For 2022-2023, we will fund an 0.4 In-School Resource Teacher. We will use this teacher to provide extra literacy support for students, as well as support for teachers by co-planning, co-teaching, and co-assessing.
- We will be able to use CAASPP data from Spring 2022 to help monitor student progress.
- There is more availability of visiting teachers to support PLC release days.

***Identified Need - English Language Arts**

CAASPP data from spring 2022 showed that of our 179 students in 3rd- 5th grade, 55.9 % met or exceeded grade level standards in ELA. This is a decrease of 3% from CAASPP 2019 data.

In Spring of 2022 the following grades and student groups show meeting or exceeding grade level standard percentages in ELA :

- 3rd Grade- 52%
- 4th Grade- 52%
- 5th Grade- 63%
- English Learners- 0% (no baseline date available)
- Students with Disabilities-22%
- Black Youth- 57%

Based on this data, we need to continue the focus on improving student achievement and closing the achievement gaps specifically with our students with disabilities and English language learners student groups.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or exceed standard	56%	61%	CAASPP ELA	annually
June 2023	3-5	Increase percentage of low risk and/or advanced	65%	70%	FAST aReading	tri-annually
June 2023	TK-2	Meet or exceed district benchmarks	56%	61%	Fountas and Pinnel	tri-annually

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-2	English Learner	Meet or exceed grade level expectations	32%	37%	Fountas and Pinnel	tri-annually
June 2023	TK-2	Black or African American	Meet or exceed grade level expectations	68%	73%	Fountas and Pinnel	tri-annually
June 2023	TK-2	Students with Disabilities	Meet or exceed grade level expectations	20%	25%	Fountas and Pinnel	tri-annually

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June 2023	3-5	English Learner	Meet or exceed grade level expectations	0%	61%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	Meet or exceed grade level expectations	22%	27%	CAASPP ELA	annually
June 2023	3-5	Black or African American	Meet or exceed grade level expectations	57%	62%	CAASPP ELA	annually
June 2023	3-5	Black or African American	Increase percentage of low risk and/or advanced	65%	70%	FAST aReading	tri-annually
June 2023	3-5	Students with Disabilities	Increase percentage of low risk and/or advanced	33%	38%	FAST aReading	tri-annually
June 2023	3-5	English Learner	Increase percentage of low risk and/or advanced	-	70%	FAST aReading	tri-annually

*Identified Need - Math

CAASPP data from spring 2022 showed that of our 181 students in 3rd- 5th grade, 37 % met or exceeded grade level standards in Math. This is a decrease of 16% from CAASPP 2019 data.

In Spring of 2022 the following grades and student groups show meeting or exceeding grade level standard percentages in Math :

-3rd Grade- 41%

-4th Grade- 28%

-5th Grade- 40%

-English Learners- (sample size below minimum required for statistics)

-Students with Disabilities-15%

-Black Youth- 30

Based on this data, we need to continue the focus on improving student achievement and closing the achievement gaps for all student groups in math.

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*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or Exceed Standards	37%	42%	CAASPP Math	Annually
June 2023	3-5	Show evidence of strength or proficiency in area of knowledge	81%	86%	DEMI	Annually
June 2023	3-5	Show evidence of strength or proficiency in area of application	77%	82%	DEMI	Bi-Annually
June 2023	3-5	Show evidence of strength or proficiency in area of communication	62%	67%	DEMI	Bi-Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Meet or exceed standards	30%	35%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	Meet or exceed standards	15%	20%	CAASPP Math	annually
June 2023	3-5	English Learner	Meet or exceed standards	-	42%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	Show evidence of strength or proficiency in area of knowledge	60%	65%	DEMI	bi-annually
June 2023	3-5	Students with Disabilities	Show evidence of strength or proficiency in area of application	77%	82%	DEMI	bi-annually

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June 2023	3-5	Students with Disabilities	Show evidence of strength or proficiency in area of communication	32%	37%	DEMI	bi-annually
June 2023	3-5	Black or African American	Show evidence of strength or proficiency in area of knowledge	72%	63%	DEMI	bi-annually
June 2023	3-5	Black or African American	Show evidence of strength or proficiency in area of application	70%	75%	DEMI	bi-annually
June 2023	3-5	Black or African American	Show evidence of strength or proficiency in area of communication	58%	37%	DEMI	bi-annually
June 2023	3-5	English Learner	Show evidence of strength or proficiency in area of knowledge	75%	80%	DEMI	bi-annually
June 2023	3-5	English Learner	Show evidence of strength or proficiency in area of application	50%	55%	DEMI	bi-annually
June 2023	3-5	English Learner	Show evidence of strength or proficiency in area of communication	75%	80%	DEMI	bi-annually

***Identified Need - English Learners**

Spring 2022 ELPAC summative data, showed that there were 30 total English Language Learners in Angier's overall student population. The following data shows the percentage of English Language Learners who performed at each level of proficiency on the spring 2022 Summative ELPAC and the percentage of students who reclassified after the spring Summative ELPAC:

- 30% performed at Level 1 (Minimally Developed)
- 10% performed at Level 2 (Somewhat Developed)
- 40% performed at Level 3 (Moderately Developed)

- 10% performed at Level 4 (Well Developed)
 - 10% Reclassified

Reclassification Data
 The total percentage of Angier English Language Learner who reclassified in the 2021-2022 school year was 19%.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Increase a minimum of one overall proficiency level	40%	45%	Summative ELPAC	Annually
June 2023	TK-5	English Learner	Reclassify	19%	25%	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

CAASPP data for spring 2022 showed the following:
 - Grade 3 data shows that 52% of students met or exceeded standard on the ELA portion of the 2021-2022 SBAC
 - Grade 5 data shows that 63% of students met or exceeded standard on the ELA portion of the 2021-2022 SBAC

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	To meet or exceed standards	52%	57%	CAASPP ELA	Annually
June 2023	5	To meet or exceed standards	63%	68%	CAASPP ELA	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students with Disabilities	Meet or exceeds standards	18%	23%	CAASPP ELA	Annually
June 2023	5	Students with Disabilities	Meet or exceeds standards	-	68%	CAASPP ELA	Annually
June 2023	3	Black or African American	Meet or exceeds standards	56%	61%	CAASPP ELA	Annually
June 2023	5	Black or African American	Meet or exceeds standards	58%	63%	CAASPP ELA	Annually

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3	English Learner	Meet or exceeds standards	-	57%	CAASPP ELA	Annually
June 2023	5	English Learner	Meet or exceeds standards	-	68%	CAASPP ELA	Annually

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Educators will deepen their understanding around literacy and/or math concepts, and best teaching practices through collaboration in PLCs.

- In order to ensure that students are making progress, teachers will participate regularly in Professional Learning Communities to:

- monitor student data and progress
- determine strength and areas of growth to adjust Tier 1 instruction and plan Tier 2 to support struggling students
- collaborate and strengthen pedagogical skills and discuss research-based strategies
- engage in professional learning to deepen their understanding of content, standards (GVC), comprehensive literacy approaches, and math instruction

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsmr Tchr Hrly				0007-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N00079K	Hourly pay for teachers to participate in PLCs outside of the school day.

*Additional Supports for this Strategy/Activity

Intervention Support

*Students to be served by this Strategy/Activity

All students needing Tier 2 1 intervention support in ELA, Math and/or language development.

*Strategy/Activity - Description

Intervention Support:

- Small group instruction focusing in literacy, math, or language development
- Progress monitoring with baseline and exit assessments
- 4-6 week cycles with targeted goals

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- In-School Resource Teacher to facilitate small group, Tier 2 instruction									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000721	Inschool Resource Tchr -	0.20000	\$19,783.20	\$24,587.95	0007-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		RT and hourly teacher pay to support extra reading and math support for students
F000722	Library Asst -	0.15000	\$4,519.05	\$12,068.07	0007-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	[no data]		Library assistant to provide student support with accessing curriculum, literature and supplemental instructional resources.
F000723	Library Asst -	0.15000	\$4,519.05	\$12,068.07	0007-30106-00-2231-2420-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Library assistant to provide supplemental support to students.
N0007P	Retired Clsrn Teacher Hrly		\$808.00	\$1,000.39	0007-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly pay for intervention teachers to support Tier 2 instruction.
N000767	Interprogram Svcs/Paper		\$402.00	\$402.00	0007-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Cost of paper to use for supplemental instructional resources and materials to support literacy, math and/or language development.
N00079K	Non Clsrn Tchr Hrly		\$808.00	\$1,000.39	0007-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	[no data]		Hourly pay for teachers to support literacy, math and/or language development support for students.
*Additional Supports for this Strategy/Activity									

Software and Library Support

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

All students

***Strategy/Activity - Description**

Students will have regular access to the school library and online programs to support literacy achievement (A-Z/Raz Kids, Moby Max, and Brain Pop).

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N000768	Software License		\$3,883.00	\$3,883.00	0007-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software (such as Raz Kids/A-Z) to provide supplemental instructional support for students in literacy.
	Library Asst -				0007-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F000722	Library Assistant to provide access to library and extra literacy support for students.

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

Providing students with new, updated, high-interested and culturally responsive books.

Supports for English Learners

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

English Learners

***Strategy/Activity - Description**

To support our multi-lingual learners, the in-school resource teacher will:

- provide extra small group language development, literacy and/or math support for English learners
- support assessing and monitoring ELs' language acquisition and progress
- provide support with ELPAC assessment
- help coordinate Tier 2 support of English learners by other intervention staff

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000725	Inschool Resource Tchr	0.20000	\$19,783.20	\$24,587.95	0007-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		RT to provide supplemental instructional and assessment support to English Learners.
N00073L	Non Clsrn Tchr Hrly		\$808.00	\$1,000.39	0007-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners		Hourly pay for teachers to provide extra support for English Language Learners.
N000769	Interprogram Svcs/Paper		\$999.00	\$999.00	0007-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Cost of paper to create supplemental instructional material and resources to support ELs.
N00076A	Retired Clsrn Teacher Hrly		\$808.00	\$1,000.39	0007-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Hourly pay for intervention teachers to provide extra instructional support to English learners.
N00076B	Counselor Hrly		\$2,900.00	\$3,590.49	0007-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners		Hourly pay for counselor to support English learners and their families.

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

Social Emotional Support for Students (School Counselor)

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

All students

***Strategy/Activity - Description**

The counselor will:

- support students' social and emotional well-being and needs through counseling and delivery of SEL lessons.
- work collaboratively with students, staff and families to implement strategies that will increase student attendance
- support culturally responsive and restorative practices implementation
- help foster an anti-biased, anti-racist school community within in a safe and inclusive school environment

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00071Z	School counselor to provide social emotional and attendance support to students.
	School Counselor -				0007-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F000720	School counselor to provide social emotional and attendance support to students.

*Additional Supports for this Strategy/Activity									

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Our goal for 2022-2023 is based on the parent survey (CSPS) of the California Healthy Kids Survey from 2021-2022. The summary of that data which shows the overall effectiveness of school activities to increase family engagement:

- Principal Chats, parent meetings and workshops - 78% of families indicated that the school encourages them to be partners in educating their children.
- Communication between home and school-90% of families indicated that the school responds promptly to their calls, messages and emails. 82% of parents agree that their concerns are taken seriously.
- Student recognition assemblies, presentations and other schooo events- 65% of families indicated that they feel welcome to participate at school.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Health and safety guidelines due to the ongoing pandemic presented challenges to the implementation of the articulated goals.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Angier will continue to strive to increase parent engagement with the school community and district. We will continue to partner with our district Family Engagement department and other district and community entities to conduct parent meetings, presentations and workshops tailored to our parents' interests and needs. Now that health and safety guidelines are not as stringent, we will have more in-person parent and school events.

***Identified Need**

The basis for establishing our goal is driven by the category of "Parent Involvement" on the 2021-2022 CAL-SCHLS Parent Survey (approximately 71% of surveys were submitted):

- 78% of families indicated that the school encourages parental partnership in educating their child (32% SA, 46% A).
- 70% of families indicated that the school seeks their input before making important decisions (31% SA, 39% A).
- 65% of families indicated that they feel welcome to participate at school (32% SA, 33% A).

Unfortunately, only an average of 14% of parents surveyed reported involvement in school events, committees, parent-teacher conferences, etc. This may be attributed to the limited campus access due to district pandemic safety mitigations and policies.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parent /Guardian will feel that the school encourages parental partnership in child's education	78%	83%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents/Guardians will participate in at least two school events per school year	14%	more than 50%	Attendance

Fostering Home-School Connections

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

All families

***Strategy/Activity - Description**

To promote parent involvement, Angier will:

- Provide a welcoming environment where families feel valued
- Seek out opportunities for parent workshops and events through the district and community
- Provide child care and translation services as needed
- Provide light refreshments and supplies needed to facilitate the parent activity/event

Angier Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0007K	Supplies		\$500.00	\$500.00	0007-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	[no data]		Cost for materials and supplies to promote family engagement through workshops and other parent involvement events.
N000766	Interprogram Svcs/Paper		\$500.00	\$500.00	0007-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Cost for flyers and handouts to promote parent participation and communication.
N00078A	Non Clsrn Tchr Hrly		\$307.00	\$380.10	0007-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Hourly time provided to teachers to support parent engagement by planning for and facilitating parent events, meetings and/or workshops.
N00078L	Inservice supplies		\$300.00	\$300.00	0007-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Cost for workshop supplies and light refreshments to promote parent participation and communication.
N00079D	Other Support Prsnl PARAS Hrly		\$146.00	\$200.04	0007-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Hourly time for support staff to provide childcare to during parent events.
	School Counselor				0007-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00071Z	Counselor to help promote a positive school climate and parent engagement.
	Counselor Hrly				0007-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N00076B	Hourly pay for counselor to plan, facilitate and/or support family/parent involvement events, or meetings of unduplicated students.
*Additional Supports for this Strategy/Activity									

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

Angier Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 71,566
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)	\$ 142,360

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)	\$ 39,616
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 39,616

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)	\$ 31,178
[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): \$ 31,178

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 142,360

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Angier Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	19,783.20	0.2	\$19,783.20
Angier Elementary			3000 Benefits			0	\$4,804.75
Angier Elementary		Inschool Resource Tchr Total				0.2	\$24,587.95
Angier Elementary		(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	808	0	\$808.00
Angier Elementary			1260 Counselor Hrly	Counselor Hrly	2,900.00	0	\$2,900.00
Angier Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	808	0	\$808.00
Angier Elementary			3000 Benefits			0	\$1,075.27
Angier Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	999	0	\$999.00
Angier Elementary		(blank) Total				0	\$6,590.27
Angier Elementary	09800 LCFF Intervention Support Total					0.2	\$31,178.22
Angier Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	19,783.20	0.2	\$19,783.20
Angier Elementary			3000 Benefits			0	\$4,804.75
Angier Elementary		Inschool Resource Tchr Total				0.2	\$24,587.95
Angier Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	4,519.05	0.15	\$4,519.05
Angier Elementary			3000 Benefits			0	\$7,549.02
Angier Elementary		Library Asst Total				0.15	\$12,068.07
Angier Elementary		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Angier Elementary			3000 Benefits			0	\$9,237.20
Angier Elementary		School Counselor Total				0.2	\$27,145.80
Angier Elementary		(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	808	0	\$808.00
Angier Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	808	0	\$808.00
Angier Elementary			3000 Benefits			0	\$384.78
Angier Elementary			5841 Software License	Software License	3,883.00	0	\$3,883.00
Angier Elementary		(blank) Total				0	\$5,883.78
Angier Elementary	30100 Title I Basic Program Total					0.55	\$69,685.60
Angier Elementary	30103 Title I Parent Involvement	(blank)	1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	307	0	\$307.00
Angier Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	146	0	\$146.00
Angier Elementary			3000 Benefits			0	\$127.14
Angier Elementary			4301 Supplies	Supplies	500	0	\$500.00
Angier Elementary			4304 Inservice supplies	Inservice supplies	300	0	\$300.00
Angier Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	500	0	\$500.00
Angier Elementary		(blank) Total				0	\$1,880.14
Angier Elementary	30103 Title I Parent Involvement Total					0	\$1,880.14
Angier Elementary	30106 Title I Supplmnt Prog Imprvmnt	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	4,519.05	0.15	\$4,519.05
Angier Elementary			3000 Benefits			0	\$7,549.02
Angier Elementary		Library Asst Total				0.15	\$12,068.07
Angier Elementary		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Angier Elementary			3000 Benefits			0	\$9,237.20
Angier Elementary		School Counselor Total				0.2	\$27,145.80
Angier Elementary		(blank)	5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	402	0	\$402.00
Angier Elementary		(blank) Total				0	\$402.00
Angier Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.35	\$39,615.87

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Angier Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, **Angier Elementary** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Through School Site Council, parent coffees/chats, and staff meetings, our school has collected input from all stakeholders to develop a policy that will have a positive educational and social emotional impact on all students at Angier Elementary.

Each year Angier Elementary distributes the Title I Policy to all families in October which is near the beginning of the year. The policy will also be posted on our school website under the SSC tab.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Angier Elementary** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Angier Elementary holds an annual parent meeting at the beginning of the school year to inform parents of their rights under Title I. During this meeting, we also discuss strategies the school will be using to assist their children in their education.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Angier Elementary holds bi-monthly parent meetings to inform parents about current and upcoming events at school and in the district, as well as instructional shifts that have been made to support their children with their education.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Angier Elementary meets with SSC and parents at the beginning of each year to discuss the Title I Parent Involvement Policy to determine support for families at Angier.

[d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Angier Elementary uses various forms of electronic communication to inform parents of educational and non-educational items, e.g., School Messenger (email, texts, phone calls), School/Class DoJos, flyers, handouts, mailers, and daily folders home with each student from their teachers.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Angier Elementary uses parent meetings to discuss curriculum, assessments, and instructional shifts that are happening to educate the children. In addition, we discuss proficiency levels, what the proficiency levels mean, and how each child can attain these levels.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Angier Elementary holds a variety of events and parent informational meetings throughout the year. Parents receive communication about the upcoming events via flyers, emails, School Messenger and/or various forms of electronic communication.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Angier Elementary updates and approves this policy yearly at the first SSC meeting of the school year. All stakeholders at this meeting are able to provide input/feedback in order to review and modify the plan to meet the needs of the diverse student population.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Angier Elementary holds regular meetings throughout the year to inform parents about district and state assessments. We also host a minimum of two Parent-Teacher Conferences during the school year, one in the fall and the other in spring, to review their child's academic progress and next steps.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Angier Elementary provides all materials necessary for each meeting, so that the parents can utilize these tools to assist their child at home.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as

equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Angier Elementary regularly involves parents in the education of their children. This is done through daily volunteer opportunities, celebration of student projects/work, performances, committees, volunteer opportunities, etc.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Angier Elementary provides parents with resources beyond the school. We often consult with district departments and outside agencies to provide parents with information and resources to help them better assist their children. The parent bulletin board and/or electronic communication are used to advertise parent meetings and training sessions offered at Angier, online, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district. In addition, multiple resources for military families are available via our Military Family Life Counselor (MFLC) and Military OneSource.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Angier Elementary distributes all information about Title I related materials in a timely manner. If translation is needed, it is provided for parents. The parent bulletin board and/or other electronic means of communication are used to advertise parent meetings and training sessions offered at Angier, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Angier Elementary provides opportunities to assist parents in the education of their children. During our parent meetings, we discuss and model instructional strategies and ideas that will assist parents with supporting the education of their child at home. In addition, we provide a variety of educational software

programs that assist in their child's education. The parent bulletin board and/or other electronic means of communication are used to advertise parent meetings and training sessions offered at Angier, online, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Angier Elementary](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Angier Elementary provides parent accessibility in a variety of ways. During parent meetings, opportunities will be offered for parent input. Responses to their suggestions will be reviewed in a timely fashion, if possible at the next scheduled meeting. A member of the School Site Council committee, chairperson, or a parent will place topics that are appropriate for review by the SSC on the agenda at the next regularly scheduled meeting. Parents/community will be informed of all meetings of interest through various forms of electronic communication. The parent bulletin board and/or other electronic means of communication are used to advertise parent meetings and training sessions offered at Angier, online, at the District Advisory Council's Harold J. Ballard Parent Center and throughout the district.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Angier Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

During Back-to-School presentations classroom teachers provide an in-depth outline of what students will be learning during the year and what content grade level standards students will learn. Teachers also explain the variety of assessments that will be administered throughout the year and explain the various opportunities parents will have during the year to discuss student progress and opportunities to volunteer.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

The school convenes an annual meeting to inform parents about the right to be involved. School bulletin boards, parent newsletters, flyers, School Messenger calls, emails, the marquee, Class Dojo and website are used to advertise parent meetings

and training sessions offered at our school and off-site such as the District Advisory Council (DAC), the English Language Advisory Council (ELAC), the School Site Council (SSC), Kearny Cluster Meetings, and multiple trainings held throughout our district during the year.

Throughout the school year, school staff meet with parents to discuss how to support their student’s academic progress. Topics of discussions include school culture and climate, literacy, math, science, and the understanding of assessments that are administered during the year such as CAASPP, ELPAC, FAST, F&P Reading, DEMI, etc...

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Back-to-School presentations, Spring Open House/Presentations, Fall and Spring Parent-Teacher Conferences, family events, teacher office hours, quarterly progress reports, and teachers daily escorting of the students to the parents at the gates of the school are a few ways in which our school communicates with parents about their child’s progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Throughout the school year, Angier staff work in partnership with families to support the social, emotional and academic progress of all students through regular communication, various school events such as assemblies, parent coffees/chats, class events and Parent Teacher Organization-sponsored school events.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

The school provides written and oral information to families in both English and Spanish. Translation is also provided to better serve our families at Individual Educational Plan (IEP) meetings, school meetings, Back-to-School Night and Open House.

School bulletin boards, newsletters, flyers, School Messenger calls, emails, the marquee, Class Dojo and website are used to advertise parent meetings and training sessions offered at our school and off-site such as: The District Advisory Council and English Language Advisory Council, School Site Advisory Council, Kearny Cluster Meetings, and other trainings held throughout our district.

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Angier
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	238	57.1	216	54.6	204	60.3	189	59.3	179	55.9	-1.2	-3.4	238	49.2	216	54.2	202	58.9	195	52.8	181	36.5	-12.7	-16.3
Female	113	60.2	100	58.0	111	68.5	96	65.6	99	59.6	-0.6	-6.0	113	46.0	100	53.0	110	59.1	96	57.3	100	32.0	-14.0	-25.3
Male	125	54.4	116	51.7	93	50.5	93	52.7	80	51.2	-3.2	-1.5	125	52.0	116	55.2	92	58.7	99	48.5	81	42.0	-10.0	-6.5
African American	72	56.9	58	48.3	55	47.3	56	50.0	54	57.4	0.5	7.4	72	45.8	58	46.6	55	47.3	56	46.4	54	29.6	-16.2	-16.8
Asian	4	-	8	-	3	-	9	-	5	-	-	-	4	-	8	-	3	-	9	-	6	-	-	-
Filipino	8	-	5	-	7	-	9	-	9	-	-	-	8	-	5	-	7	-	9	-	9	-	-	-
Hispanic	58	55.2	53	50.9	61	63.9	52	61.5	49	44.9	-10.3	-16.6	58	41.4	53	45.3	61	50.8	54	48.1	49	30.6	-10.8	-17.5
Native American	1	-	2	-	2	-	1	-	0	-	-	-	1	-	2	-	2	-	1	-	0	-	-	-
Pacific Islander	6	-	4	-	3	-	3	-	2	-	-	-	6	-	4	-	3	-	3	-	2	-	-	-
White	52	67.3	41	65.9	38	73.7	32	62.5	31	54.8	-12.5	-7.7	52	57.7	41	61.0	38	76.3	34	58.8	31	38.7	-19.0	-20.1
Multiracial	34	55.9	36	52.8	33	51.5	27	66.7	29	62.1	6.2	-4.6	34	55.9	36	55.6	31	64.5	29	51.7	30	36.7	-19.2	-15.0
English Learner	24	20.8	21	28.6	19	15.8	17	23.5	2	-	-	-	24	25.0	21	33.3	19	47.4	23	26.1	4	-	-	-
English-Speaking	214	61.2	195	57.4	185	64.9	172	62.8	177	56.5	-4.7	-6.3	214	51.9	195	56.4	183	60.1	172	56.4	177	37.3	-14.6	-19.1
Reclassified†	21	71.4	25	68.0	20	85.0	21	81.0	14	78.6	7.2	-2.4	21	52.4	25	60.0	20	90.0	21	76.2	14	50.0	-2.4	-26.2
Initially Eng. Speaking	193	60.1	170	55.9	165	62.4	151	60.3	163	54.6	-5.5	-5.7	193	51.8	170	55.9	163	56.4	151	53.6	163	36.2	-15.6	-17.4
Econ. Disadv.*	154	52.6	120	51.7	126	51.6	121	58.7	97	53.6	1.0	-5.1	154	46.1	120	50.8	124	49.2	127	52.0	99	28.3	-17.8	-23.7
Non-Econ. Disadv.	84	65.5	96	58.3	78	74.4	68	60.3	82	58.5	-7.0	-1.8	84	54.8	96	58.3	78	74.4	68	54.4	82	46.3	-8.5	-8.1
Gifted	59	78.0	37	78.4	17	76.5	17	82.4	2	-	-	-	59	66.1	37	83.8	17	82.4	17	88.2	2	-	-	-
Not Gifted	179	50.3	179	49.7	187	58.8	172	57.0	177	55.4	5.1	-1.6	179	43.6	179	48.0	185	56.8	178	49.4	179	35.8	-7.8	-13.6
With Disabilities	30	23.3	31	19.4	30	23.3	26	26.9	27	22.2	-1.1	-4.7	30	20.0	31	19.4	30	16.7	26	19.2	27	14.8	-5.2	-4.4
WO Disabilities	208	62.0	185	60.5	174	66.7	163	64.4	152	61.8	-0.2	-2.6	208	53.4	185	60.0	172	66.3	169	58.0	154	40.3	-13.1	-17.7
Homeless	5	-	4	-	1	-	4	-	3	-	-	-	5	-	4	-	1	-	4	-	2	-	-	-
Foster	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Military	155	61.9	131	54.2	129	62.0	124	58.9	100	58.0	-3.9	-0.9	155	51.6	131	55.0	127	60.6	124	51.6	33	45.5	-6.1	-6.1

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Angier
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	85	58.8	66	54.5	71	57.7	0	-	54	51.9	-6.9	-	85	48.2	66	59.1	70	50.0	71	53.5	54	40.7	-7.5	-12.8
Female	50	62.0	25	56.0	44	68.2	0	-	36	55.6	-6.4	-	50	50.0	25	56.0	44	54.5	36	50.0	36	38.9	-11.1	-11.1
Male	35	54.3	41	53.7	27	40.7	0	-	18	44.4	-9.9	-	35	45.7	41	61.0	26	42.3	35	57.1	18	44.4	-1.3	-12.7
African American	30	63.3	15	40.0	23	52.2	0	-	16	56.3	-7.0	-	30	43.3	15	53.3	23	39.1	18	38.9	16	31.3	-12.0	-7.6
Asian	0	-	3	-	1	-	0	-	2	-	-	-	0	-	3	-	1	-	4	-	2	-	-	-
Filipino	2	-	2	-	2	-	0	-	2	-	-	-	2	-	2	-	2	-	3	-	2	-	-	-
Hispanic	19	36.8	17	52.9	24	58.3	0	-	14	42.9	6.1	-	19	36.8	17	47.1	24	41.7	20	55.0	14	50.0	13.2	-5.0
Native American	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	2	-	0	-	1	-	-	-	1	-	2	-	2	-	1	-	1	-	-	-
White	18	72.2	13	69.2	9	-	0	-	9	-	-	-	18	61.1	13	46.2	9	-	15	53.3	9	-	-	-
Multiracial	14	64.3	10	40.0	9	-	0	-	10	60.0	-4.3	-	14	50.0	10	70.0	8	-	10	70.0	10	40.0	-10.0	-30.0
English Learner	13	30.8	6	-	5	-	0	-	1	-	-	-	13	30.8	6	-	5	-	7	-	1	-	-	-
English-Speaking	72	63.9	60	58.3	66	62.1	0	-	53	52.8	-11.1	-	72	51.4	60	60.0	65	49.2	64	57.8	53	41.5	-9.9	-16.3
Reclassified†	3	-	6	-	4	-	0	-	0	-	-	-	3	-	6	-	4	-	8	-	0	-	-	-
Initially Eng. Speaking	69	62.3	54	55.6	62	61.3	0	-	53	52.8	-9.5	-	69	49.3	54	57.4	61	47.5	56	57.1	53	41.5	-7.8	-15.6
Econ. Disadv.*	53	50.9	39	51.3	54	50.0	0	-	29	51.7	0.8	-	53	45.3	39	53.8	53	45.3	43	48.8	29	31.0	-14.3	-17.8
Non-Econ. Disadv.	32	71.9	27	59.3	17	82.4	0	-	25	52.0	-19.9	-	32	53.1	27	66.7	17	64.7	28	60.7	25	52.0	-1.1	-8.7
Gifted	15	93.3	10	70.0	4	-	0	-	2	-	-	-	15	60.0	10	70.0	4	-	8	-	2	-	-	-
Not Gifted	70	51.4	56	51.8	67	55.2	0	-	54	51.9	0.5	-	70	45.7	56	57.1	66	47.0	63	47.6	54	40.7	-5.0	-6.9
With Disabilities	9	-	14	14.3	7	-	0	-	11	18.2	-	-	9	-	14	7.1	7	-	9	-	11	27.3	-	-
WO Disabilities	76	60.5	52	65.4	64	64.1	0	-	43	60.5	0.0	-	76	48.7	52	73.1	63	54.0	62	56.5	43	44.2	-4.5	-12.3
Homeless	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	58	65.5	43	48.8	48	62.5	0	-	33	48.5	-17.0	-	58	53.4	43	58.1	47	51.1	48	54.2	8	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Angier
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	78	44.9	82	47.6	59	59.3	0	-	58	51.7	6.8	-	78	42.3	82	42.7	59	57.6	66	51.5	60	28.3	-14.0	-23.2
Female	29	55.2	48	54.2	21	66.7	0	-	28	50.0	-5.2	-	29	41.4	48	43.8	21	52.4	34	58.8	29	13.8	-27.6	-45.0
Male	49	38.8	34	38.2	38	55.3	0	-	30	53.3	14.5	-	49	42.9	34	41.2	38	60.5	32	43.8	31	41.9	-1.0	-1.9
African American	20	45.0	25	48.0	12	33.3	0	-	19	57.9	12.9	-	20	45.0	25	36.0	12	41.7	23	52.2	19	26.3	-18.7	-25.9
Asian	2	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	2	-	1	-	2	-	-	-
Filipino	2	-	3	-	4	-	0	-	1	-	-	-	2	-	3	-	4	-	2	-	1	-	-	-
Hispanic	20	50.0	19	36.8	17	58.8	0	-	19	47.4	-2.6	-	20	30.0	19	31.6	17	41.2	21	42.9	19	31.6	1.6	-11.3
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	2	-	0	-	-	-
White	14	64.3	18	66.7	12	66.7	0	-	8	-	-	-	14	64.3	18	66.7	12	66.7	6	-	8	-	-	-
Multiracial	15	40.0	13	46.2	10	60.0	0	-	10	50.0	10.0	-	15	46.7	13	30.8	10	70.0	10	50.0	11	27.3	-19.4	-22.7
English Learner	10	10.0	6	-	6	-	0	-	1	-	-	-	10	10.0	6	-	6	-	7	-	3	-	-	-
English-Speaking	68	50.0	76	50.0	53	64.2	0	-	57	52.6	2.6	-	68	47.1	76	44.7	53	60.4	59	54.2	57	29.8	-17.3	-24.4
Reclassified†	9	-	8	-	5	-	0	-	6	-	-	-	9	-	8	-	5	-	5	-	6	-	-	-
Initially Eng. Speaking	59	50.8	68	48.5	48	62.5	0	-	51	49.0	-1.8	-	59	52.5	68	44.1	48	58.3	54	50.0	51	29.4	-23.1	-20.6
Econ. Disadv.*	51	41.2	42	40.5	35	45.7	0	-	36	52.8	11.6	-	51	35.3	42	33.3	35	42.9	48	58.3	38	31.6	-3.7	-26.7
Non-Econ. Disadv.	27	51.9	40	55.0	24	79.2	0	-	22	50.0	-1.9	-	27	55.6	40	52.5	24	79.2	18	33.3	22	22.7	-32.9	-10.6
Gifted	18	55.6	12	75.0	6	-	0	-	2	-	-	-	18	55.6	12	75.0	6	-	4	-	2	-	-	-
Not Gifted	60	41.7	70	42.9	53	60.4	0	-	58	51.7	10.0	-	60	38.3	70	37.1	53	58.5	62	48.4	60	28.3	-10.0	-20.1
With Disabilities	9	-	8	-	14	14.3	0	-	9	-	-	-	9	-	8	-	14	0.0	6	-	9	-	-	-
WO Disabilities	69	49.3	74	51.4	45	73.3	0	-	49	57.1	7.8	-	69	44.9	74	44.6	45	75.6	60	55.0	51	31.4	-13.5	-23.6
Homeless	5	-	4	-	1	-	0	-	1	-	-	-	1	-	4	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	50	50.0	52	48.1	36	55.6	0	-	30	60.0	10.0	-	50	52.0	52	44.2	36	58.3	44	50.0	16	56.3	4.3	6.3

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Angier
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	75	68.0	68	63.2	74	63.5	0	-	67	62.7	-5.3	-	75	57.3	68	63.2	73	68.5	58	53.4	67	40.3	-17.0	-13.1
Female	34	61.8	27	66.7	46	69.6	0	-	35	71.4	9.6	-	34	44.1	27	66.7	45	66.7	26	65.4	35	40.0	-4.1	-25.4
Male	41	73.2	41	61.0	28	53.6	0	-	32	53.1	-20.1	-	41	68.3	41	61.0	28	71.4	32	43.8	32	40.6	-27.7	-3.2
African American	22	59.1	18	55.6	20	50.0	0	-	19	57.9	-1.2	-	22	50.0	18	55.6	20	60.0	15	46.7	19	31.6	-18.4	-15.1
Asian	2	-	4	-	0	-	0	-	2	-	-	-	2	-	4	-	0	-	4	-	2	-	-	-
Filipino	4	-	0	-	1	-	0	-	6	-	-	-	4	-	0	-	1	-	4	-	6	-	-	-
Hispanic	19	78.9	17	64.7	20	75.0	0	-	16	43.8	-35.1	-	19	57.9	17	58.8	20	70.0	13	46.2	16	12.5	-45.4	-33.7
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	1	-	0	-	1	-	-	-	3	-	1	-	1	-	0	-	1	-	-	-
White	20	65.0	10	60.0	17	76.5	0	-	14	71.4	6.4	-	20	50.0	10	70.0	17	76.5	13	61.5	14	57.1	7.1	-4.4
Multiracial	5	-	13	69.2	14	50.0	0	-	9	-	-	-	5	-	13	69.2	13	69.2	9	-	9	-	-	-
English Learner	1	-	9	-	8	-	0	-	0	-	-	-	1	-	9	-	8	-	9	-	0	-	-	-
English-Speaking	74	68.9	59	66.1	66	68.2	0	-	67	62.7	-6.2	-	74	56.8	59	67.8	65	70.8	49	57.1	67	40.3	-16.5	-16.8
Reclassified†	9	-	11	63.6	11	90.9	0	-	8	-	-	-	9	-	11	54.5	11	100.0	8	-	8	-	-	-
Initially Eng. Speaking	65	66.2	48	66.7	55	63.6	0	-	59	61.0	-5.2	-	65	53.8	48	70.8	54	64.8	41	53.7	59	37.3	-16.5	-16.4
Econ. Disadv.*	50	66.0	39	64.1	37	59.5	0	-	32	56.3	-9.7	-	50	58.0	39	66.7	36	61.1	36	47.2	32	21.9	-36.1	-25.3
Non-Econ. Disadv.	25	72.0	29	62.1	37	67.6	0	-	35	68.6	-3.4	-	25	56.0	29	58.6	37	75.7	22	63.6	35	57.1	1.1	-6.5
Gifted	26	84.6	15	86.7	7	-	0	-	2	-	-	-	26	76.9	15	100.0	7	-	5	-	2	-	-	-
Not Gifted	49	59.2	53	56.6	67	61.2	0	-	65	61.5	2.3	-	49	46.9	53	52.8	66	65.2	53	52.8	65	38.5	-8.4	-14.3
With Disabilities	12	16.7	9	-	9	-	0	-	7	-	-	-	12	0.0	9	-	9	-	11	9.1	7	-	-	-
WO Disabilities	63	77.8	59	67.8	65	64.6	0	-	60	66.7	-11.1	-	63	68.3	59	67.8	64	71.9	47	63.8	60	45.0	-23.3	-18.8
Homeless	2	-	3	-	1	-	0	-	1	-	-	-	2	-	3	-	1	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	47	70.2	36	69.4	45	66.7	0	-	37	64.9	-5.3	-	47	48.9	36	66.7	44	72.7	32	50.0	9	-	-	-

* 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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: ANGIER ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***Strategy/Activity - Description**

Counselor will:

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Angier Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	0.60000	\$74,735.86	30100-1210	Will monitor student absences and provide support for students' social-emotional and behavior needs.	<ul style="list-style-type: none"> - Facilitates SSTs & 504 meetings to support student learning and progress -Social-emotional support lessons with classes are supportive to students -Individual counseling with students supports their social-emotional well-being -Monitoring student attendance and following up with parents about attendance concerns helps ensure that students have what they need to attend school 	<ul style="list-style-type: none"> -Scheduling of SSTs and follow-up SST meetings is challenging -Access to counseling lessons are at times viewed as inequitable 	<ul style="list-style-type: none"> -SST/RTI referral process needs to be revised -Survey classroom teachers to have them sign up for classroom lessons, or support specific grade levels on specific days or weeks throughout the year

Angier Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>regularly and on-time</p> <p>-Facilitates the “No Place For Hate” program to foster a safe and inclusive school culture and supports students’ development of leadership skill and self-advocacy</p>		

Goal 2 - English Language Arts

Professional Development and Supports

***Strategy/Activity - Description**

Professional Development:

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$5,216.00	30100-4301	Supplemental materials,	-Teachers order supplemental		

Angier Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				instructional resources and supports for students	instructional supplies customized to meet their students' needs		
Prof&Curriclm Dev Vist Tchr		\$6,000.08	30106-1192	Visiting teachers to support release time for PLCs		-Lack of visiting teachers makes release time for PLCs challenging	-Teachers conduct PLCs after school
Supplies	--	--	30106-4301	Supplemental materials, instructional resources and supports for students	-Teachers order supplemental instructional supplies customized to their students' needs		

Literacy Intervention

***Strategy/Activity - Description**

Literacy Intervention Support:

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.
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Angier Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Retired Clsmr Teacher Hrly		\$24,999.56	30106-1189	Intervention teachers to support Tier 2 instruction		-Limited availability of intervention teachers	
Supplies		\$10,839.00	30106-4301	Supplemental instructional materials, resources and supports	-Teachers order supplemental instructional supplies customized to their students' needs		

Goal 3 - Mathematics

Professional Development and Support

***Strategy/Activity - Description**

Educators will deepen their understanding of mathematical concepts and best teaching practices through collaboration in PLCs.

- Professional Learning Communities will meet bi-monthly to:
 - monitor student data and progress
 - determine strength and areas of growth to adjust Tier 1 instruction and plan Tier 2 to support struggling students
 - discuss best practices and share research-based strategies
 - deepen content knowledge around math curriculum/standards

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers to support release time for PLCs		-Lack of visiting teachers makes	-Teachers conduct PLCs after school

Angier Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						release time for PLCs challenging	
Supplies	--	--	30100-4301	Supplemental materials, instructional resources, and supports for students	-Teachers order supplemental instructional supplies customized to their students' needs		
Supplies	--	--	30106-4301	Supplemental materials, instructional resources, and supports for students	-Teachers order supplemental instructional supplies customized to their students' needs		

Goal 4- Supporting English Learners

English Learner Supports

***Strategy/Activity - Description**

- Visiting teachers are funded so that teachers can meet in grade level teams throughout the year. During this time, teachers will analyze student data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention or enrichment.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teacher to provide release for PLCs		-Lack of visiting teachers makes release time for PLCs challenging	-Teachers conduct PLCs after school

Goal 5 - Supporting Students with Disabilities

Professional Development

***Strategy/Activity - Description**

In order to meet this goal we will:

- Attend IEP meetings and ensure that all IEP members know their role in supporting the student progress toward standards and goals
- Monitor student progress and review progress reports
- Seek support from district support staff as needed
- Meet regularly as a SPED team
- Participate in SPED PLCs and Professional Learning

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers to provide release time for teachers		-Lack of visiting teachers makes	-Teachers conduct PLCs after school

Angier Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				to participate in PLCs		release time for PLCs challenging	

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

To promote parent involvement, Angier will:

- Provide a welcoming environment where families feel valued
- Seek out opportunities for parent workshops and events through the district and community
- Provide child care and translation services as needed
- Provide light refreshments and supplies needed to facilitate the parent activity/event

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$316.30	30103-1957	Hourly time provided to teacher to support parent	-Some teachers are hosting parent meetings, orientations,		-Increase the number of teachers utilizing this activity to

Angier Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				engagement by planning for and conducting parent workshops	workshops and/or virtual family events to help keep families connected to school		support more home and school connections
Other Support Prsnl PARAS Hrly		\$150.39	30103-2281	Support parent engagement by providing childcare		-Resource not utilized for several pandemic related reasons such as limited in-person school events, limited availability of para support	
In-service supplies		\$500.00	30103-4304	To promote parent participation and communication. Cost for workshop, flyers, handouts, light refreshments		-Limited availability of in-person meetings and school events makes utilization of this resource challenging	
Interprogram Svcs/Duplicating		\$500.00	30103-5721	To promote parent participation and communication. Cost for flyers and handouts.	-Duplicating services is helpful to create handouts and other materials to support parent involvement		
Interprogram Svcs/Paper		\$500.00	30103-5733	To promote parent participation and communication. Cost for flyers and handouts.	-Paper used to create letters, fliers and handouts is especially helpful during this pandemic time to maintain consistent communication		

Angier Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					between home and school		
School Counselor	--	--	30100-1210	To promote a positive school climate and parent engagement			

Goal 6 - Supporting Black Youth

Counselor

***Strategy/Activity - Description**

Angier School Staff and Site Equity Team will:

- Support culturally responsive and restorative practices implementation
- Continue strive to create an anti-biased, anti-racist school community

?School Counselor will:

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Angier Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	--	--	30100-1210	Will monitor student absences and provide support for students' social-emotional and behavior needs.	-Facilitates the "No Place For Hate" program to foster a safe and inclusive school culture and supports students' development of leadership skill and self-advocacy -Participates in our school equity team		-Develop pre and post student assessments, surveys, and/or conduct student interviews to determine what students think about the NPFH program and school climate

What are my leadership strategies in service of the goals?

- Monitor the implementation, effectiveness and progress of our stated goals and funded activities
- Collaborate with school team to adjust SPSA goals and activities, as needed

Angier Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: ANGIER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Instructional Support

***Strategy/Activity - Description**

Students will have regular access to the school library and online programs to support literacy achievement (A-Z/Raz Kids, Moby Max, and Brain Pop).

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.30000	\$23,252.37	09800-2231	Provide literacy experiences and support to students	-Maintains the library and provides library	-Students need support learning how to use the	-More instruction on how to use library resources

Angier Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>as well as maintain school library as a resource to students.</p>	<p>support to students, for example, checking books in and out to students</p> <p>-Helps develop students love of reading by reading aloud to them</p> <p>-Provides small group reading support to students</p> <p>-Ensures students have a working device</p>	<p>library and find books for themselves</p> <p>-Read aloud books are randomly chosen rather than targeted to specific skill levels</p>	<p>to find a “just right” book</p> <p>-Strategic design to utilize library resources effectively as needed</p> <p>-More intentional selection of books to read to students such as: ---book of the month ---books relevant to a topic or strategy taught in class ---grade level appropriate ---diverse, multicultural books</p>

Goal 4- Supporting English Learners

English Learner Supports

***Strategy/Activity - Description**

- Visiting teachers are funded so that teachers can meet in grade level teams throughout the year. During this time, teachers will analyze student data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention or enrichment.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$12,455.44	09800-1957	Hourly pay for teachers to provide extra support for students	-English learners are receiving extra language support in small groups	-Scheduling of pull out groups is challenging due to conflicts with other	-Provide more push-in support for students vs. pull-out to help students transfer language

Angier Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						core content, teacher schedules, class events, etc.	skills to relevant core content -Utilize strategic scheduling to ensure time is allotted for students to receive language support
Supplies		\$2,671.00	09800-4301	Supplemental materials, instructional resources and supplies to support student learning	-Funding for supplies helps students have current and engaging resources	-Keeping data on the resources that are most effective	-Seek resources that are readily available for students to use not only at school but also at home, so they can be used with fidelity -Keep data on the effectiveness of materials and resources

Strategy/Activity 1

***Strategy/Activity - Description**

Extra support provided to English learners to assist and assess their language acquisition.
EL instructional supports and ELPAC assessment.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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Angier Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Non Clsrm Tchr Hrly		\$2,500.43	09800-1957	Providing support and assessing English Learners (ELPAC)	-Trained staff supports the administration of required assessments	-Limited staff trained to administer assessments	-Continue to fund non-classroom teacher hourly to have this support for our multi-language learners to ensure accuracy and consistency.

What are my leadership strategies in service of the goals?

- Monitor the implementation, effectiveness and progress of our stated goals and funded activities
- Collaborate with school team to adjust SPSA goals and activities, as needed