



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **GAGE ELEMENTARY** SCHOOL

2018-19

37-68338-6039648
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: Burns, Kathy

Contact Person: Burns, Kathy

Position: Principal

Telephone Number: 619-463-0202

Address: 6811 Bisby Lake Ave, Gage Elementary, San Diego, CA, 92119-1918,

E-mail Address: kburns@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Gage Elementary

SITE CONTACT PERSON: Kathy Burns

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

PHONE: 619-463-0202 FAX: 619-463-0534 E-MAIL ADDRESS: Kburns@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>3/19/18</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>3/19/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/19/18

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.

Kathy Burns
Type/Print Name of School Principal

[Signature]
Signature of School Principal

4/9/18
Date

Carol Schroder
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

4-9-18
Date

Monika Hazel
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4-11-18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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

The goal of Gage Elementary is to ignite the excitement for learning in all students. We strive to make Gage Elementary a place where all students are educated to a higher level of academic performance in a safe, loving and healthy environment which promotes respect for self and others. The SPSA is built around these goals with attention paid to closing the achievement gap for all sub groups.

The Gage community is composed of 43% Title 1 students, 13% English Learners, 11% Special Education students, 8% African American, and 31% Hispanic and 12% that are 2 or more races. The SPSA has been built with supports for our under performing groups. It includes academic supports for struggling students, academic enrichment through the STEM program and the Spanish Immersion program. There are also social supports for students that need extra support to deal with the emotional turmoil that they are faced with in the form of small groups for counseling and partial funding for a Guidance assistant.

SCHOOL VISION AND REALITY

The vision of Gage Elementary School is to educate all students in an integrated setting where they feel safe to become responsible, literate, thinking students who embrace learning. Gage is a student centered school focused on a standards-driven curriculum. It is a place where students' curiosity and love for learning is nurtured to help prepare them for a successful future in a world of advancing technology. Students at Gage Elementary gain knowledge and experience through the numerous learning opportunities provided including collaborative group project, critical thinking activities, the STEM program and the Spanish Immersion program. All of these programs are in integral part of helping students develop into productive citizens in a global society.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

Grades K-3: 1:24
Grade 4-5: 1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592 = 1 day per week
593-1,185 = 2 days per week
1,186-1,774 = 3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

At Gage Elementary the following steps were taken to involve all stakeholders in the development of the SPSA and budget:

- The SSC reviewed the SPSA and provided input for the evaluation survey.
- Throughout the year, assessment data is reviewed during PLC's and SSC.
- All parent and staff members were provided an opportunity to provide written, anonymous feedback about budget priority which was used to determine the budget

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
1. Kathy Burns	Principal
2. Jeff Bennett	Parent
3. Ashleigh Campbell	Parent
4. Thelma Chavez	Parent
5. Janette Rogers	Teacher
6. Kristy Drake	Teacher
7. Carol Schroder	Other School Representative
8. Stefanie Hayes	Teacher
9. Lisa Darner	Parent
10. Stephanie Miller	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 60% (approx. 52 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 57 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 62% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 62% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 36% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 36% (approx. 1 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 50% (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

EDL will be used to monitor reading level of Spanish immersion students in grades TK-3.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and EDL achievement 10-15 times per year. Student reading level (DRA/EDL) will be recorded in a site wide google doc that will be based on DRA/EDL test 3 times a year and small group instruction level 7 times a year. Analysis will inform subsequent instruction, individual student supports and instructional learning focus.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 64% (approx. 40 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 49% (approx. 40 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 47% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 47% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 36% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 36% (approx. 1 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 51% (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 51% (approx. 9 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 23% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 23% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Site developed, grade specific assessments will be used throughout the year.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments and grade level work to determine progress towards achieving mathematical practice standards 10-15 times per year. Analysis will inform subsequent instruction, individual student supports and PLC learning focus.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents via in person conferences and teacher communications.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 85% (approx. 74 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 85% (approx. 69 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

EDL (Spanish Reading Level assessment) will be used for our Spanish Immersion students.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will monitor student reading progress through a shared school google document that records their DRA/EDL level each month. DRA/EDL level will be based on the administered DRA/EDL assessment 3 times a year and the small group instruction level 7 times a year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 562 student's families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50% (approx. 40 student's families) parents of our targeted population will attend 1 or more Parent academy trainings in order to learn strategies increase student achievement necessary for meaningful graduation.

Targeted Population:

All parents will be targeted for academic achievement communications. Parents of students that are below expected achievement levels will be targeted to attend the parent academic trainings.

What data did you use to form these goals?

After reviewing the sign in sheets from previous parent and family activities, it was noted that students that are not meeting grade level expectations in DRA and math assessment have a lower rate of parent involvement.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Administration will identify specific audience and track attendance. Parents in the targeted population will be contacted via letter and phone to invite them to attend.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the district developed literacy units and California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., Tickets out the door, Interim assessments, teacher created assessments, student observations during individual and group work to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze student math problem solving ability with specific attention to performance standards.
- Teachers will use graphic organizers to support student understanding of the writing process.
- All English learners will be assessed using district and state mandated language assessments.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively in PLC's to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site, cluster and district professional development to strengthen instruction.
- Teachers will teach the site developed Character Counts program and reward positive behavior.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Students will be supported through the use of SEA/SET present in the classroom to provide extra teaching and clarifying of concepts during whole group and small group instruction.
- Targeted struggling students will be provided after school support by credentialed teachers.

Gage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p>Intensive Intervention (Tier 3)</p> <ul style="list-style-type: none"> - Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers - Classroom teacher will provide monthly check in with at risk students - Counselor will provide small group and individual counseling for at risk students. - Psychologist will provide small group social groups for at risk students. - Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need. 							
<p>1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019): Supplies, including Spanish Immersion and STEM materials, will be purchased to enhance the core curriculum.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$4,030.00	\$4,030.00	0121-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplies for classroom instruction.
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> * Bell to bell instruction * Regular classroom observations and feedback * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC * Site wide Google doc to monitor reading math and writing level of all students. 							
<p>2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019): Provide a guidance assistant to support students that are struggling with behavioral/social issues so they can remain focused on instruction.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$2,843.00	\$3,422.68	0121-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Funds for after school support for our targeted population.
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> * Bell to bell instruction * Regular classroom observations and feedback * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC * Site wide Google doc to monitor reading math and writing level of all students. Attendance at parent academic nights for targeted students. 							

Gage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Gage will take part in a four school cluster professional development program. The 4 cluster elementary schools will plan and implement 4 quality professional development session for all of our teachers. The professional development will be aligned to the districts learning focus for the year. The sessions will provide resources and teaching strategies to increase student achievement and particularly our struggling students. In addition, teachers will be provided with onsite professional development connected to the cluster professional development through minimum day PD and grade level PLC's.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$504.00	\$606.76	0121-30100-00-1192-1000- 1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Funds for release time for teachers to develop supports for after school classes for targeted population.

How will you monitor these strategies/activities?

- *Attendance at site PLC and professional development
- *Grade level team meetings
- *Continue monitoring of student progress by administration, ILT and teachers
- *Site wide Google doc to monitor reading math and writing level of all students.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

This year's focus will be to get 74% of our 3rd grade students reading at a level 38 or higher on the DRA. Those students that are struggling to meet this goal will be provided with intensive supports within the classroom.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst –	0.2500	\$7,119.50	\$13,551.19	0121-30100-00-2404-3110- 0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Support will be given to those student that are struggling with social interaction in order for them to return or remain in class.

How will you monitor these strategies/activities?

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Student Study Team meeting with teachers, parents, support staff...etc.

Gage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Provide food and supplies to encourage parents to attend family activities on a regular basis. Provide extra time for classified staff to phone parents in the targeted population to attend the parent academic trainings. Provide child care for parents attending the parent academic trainings.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$333.25	\$333.25	0121-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Water and snacks for parent academic trainings.
Classroom PARAS Hrly		\$280.00	\$359.55	0121-30103-00-2151-1000-1110-01000-0000	Title I Parent Involvement	05	Funds to provide child care for parents during parent academic training.
Prof&Curriclm DevHrlyClsrmTchr		\$280.00	\$337.09	0121-30103-00-1170-1000-1110-01000-0000	Title I Parent Involvement	05	Funds to allow teachers to assist in the development and teaching of parent academic nights.
Clerical OTBS Hrly		\$280.00	\$359.55	0121-30103-00-2451-2700-0000-01000-0000	Title I Parent Involvement	05	Funds to provide time for classified staff to contact parents of targeted students to invite them to parent academic nights.

How will you monitor these strategies/activities?

- *Sign in sheets from parent academic meetings
- *Communication through School Messenger, E-Blasts, flyers and the school website
- *Individual phone calls for targeted population
- *SSC meetings
- *ELAC meetings
- *Availability to meet with parents and community members about individual concerns.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Provide small group instruction within the classroom for struggling students using research based teaching strategies in order for students to become English proficient to ensure equal access to the core instructional program.

Identified Need::

Each grade level has students that are not meeting grade level expectations. This support will be used to help students reach grade level.

Target Group::

Students not meeting grade level standards.

Monitoring::

DRA/EDL and site developed assessments.

Personnel Responsible::

Principal and classroom teachers

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Materials such as on line intervention programs and supplemental instructional materials will be used to enrich and support the core instructional program.

Identified Need::

Additional common core materials are needed to support the core curriculum.

Target Group::

All students.

Monitoring::

All materials requested will be required to align to our goals and need administrative approval.

Personnel Responsible::

Principal.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

PLC time in grade level teams will be used to develop common lessons and align common grade level assessments. The focus of the PLC work will continue to evolve based on the current district learning focus, the cluster PD and the site PD. Close attention will be given to the small group reading that we used to support our most struggling learners.

Identified Need::

Collaboration time is needed to ensure consistency among classrooms within a grade level and to provide instructional strategies to meet the diverse needs of our students.

Target Group::

All students and teachers.

Monitoring::

PLC summary notes and common assessments will be used to monitor.

Personnel Responsible::

Teachers and principal.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst -	0.1250	\$3,559.75	\$6,775.60	0121-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	[no data]	Groups to support struggling students.
Supplies		\$2,352.00	\$2,352.00	0121-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Classroom supplies to use during the instructional day.
Prof&Curriclm Dev Vist Tchr		\$9,541.00	\$11,486.40	0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Substitutes to release teachers to meet in ILT and PLC to analyze student data and plan and carry out instructional learning.
Interprogram Svcs/Paper		\$4,838.00	\$4,838.00	0121-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Paper to use during classroom instructional time.
Prof&Curriclm Dev Vist Tchr		\$6,041.00	\$7,272.75	0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Substitutes to release teachers to meet in ILT and PLC to analyze student data and plan and carry out instructional learning. Funds to pay for substitute time to administer the CELDT and ELPAC.

APPENDICES

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	212	48.6	182	53.8	193	56.0	7.4	2.2	210	42.4	179	40.8	194	51.5	9.1	10.7
Female	107	47.7	94	52.1	94	63.8	16.1	11.7	105	33.3	93	34.4	95	46.3	13.0	11.9
Male	105	49.5	88	55.7	99	48.5	-1.0	-7.2	105	51.4	86	47.7	99	56.6	5.2	8.9
African American	33	33.3	17	17.6	20	55.0	21.7	37.4	32	18.8	17	29.4	20	40.0	21.2	10.6
Asian	8	-	9	-	5	-	-	-	8	-	9	-	5	-	-	-
Filipino	3	-	4	-	2	-	-	-	3	-	4	-	2	-	-	-
Hispanic	65	35.4	55	49.1	68	44.1	8.7	-5.0	63	28.6	55	29.1	68	45.6	17.0	16.5
Indochinese	5	-	7	-	7	-	-	-	5	-	7	-	7	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	75	69.3	70	67.1	71	66.2	-3.1	-0.9	76	65.8	67	56.7	72	56.9	-8.9	0.2
Multiracial	22	40.9	20	55.0	20	50.0	9.1	-5.0	22	40.9	20	40.0	20	55.0	14.1	15.0
English Learner	24	16.7	17	23.5	14	28.6	11.9	5.1	21	28.6	17	11.8	14	28.6	0.0	16.8
English-Speaking	188	52.7	165	57.0	179	58.1	5.4	1.1	189	43.9	162	43.8	180	53.3	9.4	9.5
Reclassified†	20	45.0	20	60.0	20	80.0	35.0	20.0	20	40.0	20	55.0	21	66.7	26.7	11.7
Initially Eng. Speaking	168	53.6	145	56.6	159	55.3	1.7	-1.3	169	44.4	142	42.3	159	51.6	7.2	9.3
Econ. Disadv.*	113	27.4	99	37.4	98	42.9	15.5	5.5	111	24.3	97	25.8	99	39.4	15.1	13.6
Non-Econ. Disadv.	99	72.7	83	73.5	95	69.5	-3.2	-4.0	99	62.6	82	58.5	95	64.2	1.6	5.7
Gifted	51	82.4	42	78.6	41	78.0	-4.4	-0.6	50	70.0	41	65.9	41	80.5	10.5	14.6
Not Gifted	161	37.9	140	46.4	152	50.0	12.1	3.6	160	33.8	138	33.3	153	43.8	10.0	10.5
With Disabilities	15	6.7	11	27.3	17	23.5	16.8	-3.8	14	14.3	11	9.1	17	17.6	3.3	8.5
WO Disabilities	197	51.8	171	55.6	176	59.1	7.3	3.5	196	44.4	168	42.9	177	54.8	10.4	11.9
Homeless	10	30.0	4	-	0	-	-	-	9	-	3	-	5	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	15	80.0	13	53.8	11	45.5	-34.5	-8.3	15	60.0	13	46.2	11	45.5	-14.5	-0.7

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	63	39.7	61	49.2	72	54.2	14.5	5.0	62	50.0	59	52.5	72	58.3	8.3	5.8
Female	29	31.0	33	51.5	29	72.4	41.4	20.9	28	42.9	32	46.9	29	62.1	19.2	15.2
Male	34	47.1	28	46.4	43	41.9	-5.2	-4.5	34	55.9	27	59.3	43	55.8	-0.1	-3.5
African American	6	-	5	-	11	54.5	-	-	6	-	5	-	11	45.5	-	-
Asian	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Filipino	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Hispanic	24	29.2	18	44.4	26	34.6	5.4	-9.8	23	39.1	18	38.9	26	42.3	3.2	3.4
Indochinese	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	19	57.9	23	60.9	25	72.0	14.1	11.1	19	68.4	21	61.9	25	84.0	15.6	22.1
Multiracial	8	-	9	-	7	-	-	-	8	-	9	-	7	-	-	-
English Learner	11	18.2	10	30.0	6	-	-	-	10	40.0	10	20.0	6	-	-	-
English-Speaking	52	44.2	51	52.9	66	56.1	11.9	3.2	52	51.9	49	59.2	66	60.6	8.7	1.4
Reclassified†	3	-	3	-	3	-	-	-	3	-	3	-	3	-	-	-
Initially Eng. Speaking	49	42.9	48	50.0	63	54.0	11.1	4.0	49	51.0	46	56.5	63	58.7	7.7	2.2
Econ. Disadv.*	33	21.2	32	34.4	36	41.7	20.5	7.3	32	37.5	31	38.7	36	47.2	9.7	8.5
Non-Econ. Disadv.	30	60.0	29	65.5	36	66.7	6.7	1.2	30	63.3	28	67.9	36	69.4	6.1	1.5
Gifted	13	46.2	20	80.0	12	75.0	28.8	-5.0	12	58.3	19	84.2	12	91.7	33.4	7.5
Not Gifted	50	38.0	41	34.1	60	50.0	12.0	15.9	50	48.0	40	37.5	60	51.7	3.7	14.2
With Disabilities	4	-	3	-	6	-	-	-	4	-	3	-	6	-	-	-
WO Disabilities	59	42.4	58	48.3	66	56.1	13.7	7.8	58	51.7	56	53.6	66	60.6	8.9	7.0
Homeless	1	-	1	-	0	-	-	-	1	-	3	-	5	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	6	-	4	-	6	-	-	-	6	-	4	-	6	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	67	46.3	56	55.4	58	50.0	3.7	-5.4	67	40.3	55	40.0	59	52.5	12.2	12.5
Female	33	45.5	29	48.3	35	51.4	5.9	3.1	33	33.3	29	34.5	36	41.7	8.4	7.2
Male	34	47.1	27	63.0	23	47.8	0.7	-15.2	34	47.1	26	46.2	23	69.6	22.5	23.4
African American	11	36.4	4	-	4	-	-	-	11	18.2	4	-	4	-	-	-
Asian	4	-	3	-	2	-	-	-	4	-	3	-	2	-	-	-
Filipino	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Hispanic	16	31.3	23	52.2	16	50.0	18.7	-2.2	16	25.0	23	34.8	16	56.3	31.3	21.5
Indochinese	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	29	69.0	19	68.4	24	50.0	-19.0	-18.4	29	65.5	18	50.0	25	44.0	-21.5	-6.0
Multiracial	5	-	5	-	8	-	-	-	5	-	5	-	8	-	-	-
English Learner	6	-	4	-	5	-	-	-	6	-	4	-	5	-	-	-
English-Speaking	61	47.5	52	59.6	53	52.8	5.3	-6.8	61	41.0	51	43.1	54	55.6	14.6	12.5
Reclassified†	6	-	8	-	6	-	-	-	6	-	8	-	7	-	-	-
Initially Eng. Speaking	55	50.9	44	59.1	47	48.9	-2.0	-10.2	55	41.8	43	37.2	47	53.2	11.4	16.0
Econ. Disadv.*	39	23.1	30	40.0	30	33.3	10.2	-6.7	39	17.9	29	31.0	31	35.5	17.6	4.5
Non-Econ. Disadv.	28	78.6	26	73.1	28	67.9	-10.7	-5.2	28	71.4	26	50.0	28	71.4	0.0	21.4
Gifted	16	93.8	11	54.5	16	81.3	-12.5	26.8	16	75.0	11	36.4	16	93.8	18.8	57.4
Not Gifted	51	31.4	45	55.6	42	38.1	6.7	-17.5	51	29.4	44	40.9	43	37.2	7.8	-3.7
With Disabilities	4	-	4	-	6	-	-	-	4	-	11	9.1	6	-	-	-
WO Disabilities	63	47.6	52	57.7	52	51.9	4.3	-5.8	63	41.3	51	43.1	53	56.6	15.3	13.5
Homeless	2	-	2	-	0	-	-	-	2	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	5	-	2	-	-	-	5	-	5	-	2	-	-	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Gage
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	82	57.3	65	56.9	63	63.5	6.2	6.6	81	38.3	65	30.8	63	42.9	4.6	12.1
Female	45	60.0	32	56.3	30	70.0	10.0	13.7	44	27.3	32	21.9	30	36.7	9.4	14.8
Male	37	54.1	33	57.6	33	57.6	3.5	0.0	37	51.4	33	39.4	33	48.5	-2.9	9.1
African American	16	43.8	8	-	5	-	-	-	15	13.3	8	-	5	-	-	-
Asian	1	-	4	-	3	-	-	-	1	-	4	-	3	-	-	-
Filipino	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Hispanic	25	44.0	14	50.0	26	50.0	6.0	0.0	24	20.8	14	7.1	26	42.3	21.5	35.2
Indochinese	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	27	77.8	28	71.4	22	77.3	-0.5	5.9	28	64.3	28	57.1	22	40.9	-23.4	-16.2
Multiracial	9	-	6	-	5	-	-	-	9	-	6	-	5	-	-	-
English Learner	7	-	3	-	3	-	-	-	5	-	3	-	3	-	-	-
English-Speaking	75	62.7	62	58.1	60	65.0	2.3	6.9	76	40.8	62	32.3	60	43.3	2.5	11.0
Reclassified†	11	54.5	9	-	11	72.7	18.2	-	11	36.4	9	-	11	54.5	18.1	-
Initially Eng. Speaking	64	64.1	53	60.4	49	63.3	-0.8	2.9	65	41.5	53	34.0	49	40.8	-0.7	6.8
Econ. Disadv.*	41	36.6	37	37.8	32	53.1	16.5	15.3	40	20.0	37	10.8	32	34.4	14.4	23.6
Non-Econ. Disadv.	41	78.0	28	82.1	31	74.2	-3.8	-7.9	41	56.1	28	57.1	31	51.6	-4.5	-5.5
Gifted	22	95.5	11	100.0	13	76.9	-18.6	-23.1	22	72.7	11	63.6	13	53.8	-18.9	-9.8
Not Gifted	60	43.3	54	48.1	50	60.0	16.7	11.9	59	25.4	54	24.1	50	40.0	14.6	15.9
With Disabilities	7	-	11	27.3	17	23.5	-	-3.8	6	-	11	9.1	17	17.6	-	8.5
WO Disabilities	75	62.7	61	60.7	58	69.0	6.3	8.3	75	41.3	61	32.8	58	46.6	5.3	13.8
Homeless	7	-	4	-	0	-	-	-	6	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	3	-	-	-	4	-	4	-	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.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

Gage Elementary

TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Gage Elementary has developed a written Title I parental involvement policy with input from Title I parents. *This was done at a PTA meeting and an SSC meeting.*

It has distributed the policy to parents of Title I students.

A copy of the policy was sent home to all parents and distributed at a PTA meeting.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

- Gage Elementary will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:
 - Improving communication between the school and home.
 - Discussing current student assessment data and student progress.
 - Providing information about school and district resources for student academic improvement.
 - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
 - Conferencing with teachers.
 - Providing training programs to help parents support and work with their children at home and at school.
 - Advocating for teachers and parents.
 - Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school wide parent newsletter is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The parent center is used to advertise parent meetings and training sessions offered at Gage Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- Parents are notified annually of individual student assessment results by Assessment Services Department. An explanation of the information is available in several languages.

Home School-Parent Compact:

Gage Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home School compact is developed based on the previous year's compact. Stakeholders are given a chance to review the document at an SSC meeting and provide input. The document is adapted based on the input received at the SSC meeting and then distributed to all families at Gage via a handout sent home with students.

Building Capacity for Involvement:

Gage Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *This is done through monthly Principal meetings. These meetings cover topics that focus helping student become successful. Some of the topics covered include Common Core state standards, how to support classroom learning at home, building learners of tomorrow, the components of the Character program at Gage, internet safety, and many others.*

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *This is done through monthly Principal meetings. These meetings cover topics that focus helping student become successful. Some of the topics covered include Common Core state standards, how to support classroom learning at home, building learners of tomorrow, the components of the Character program at Gage, internet safety, and many others. There are also Parent academic trainings during the evening that help parents learn strategies to help their children at home.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

The parents at Gage are seen as equal partners in their children's education. Our parents work closely with staff as they volunteer in the classrooms. They also work with staff to enrich various aspects of the educational experience for students including cultural experience days, assisting in the creation of the STEM lab, locating and funding art lessons for our students, locating and providing STEM related assemblies for our students and locating enrichment program for after school that are STEM based.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our parents have a dedicated room that they can access that allows them to hold meetings, provide

enrichment opportunities for students and conduct any training or coordinate projects they are working on.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

When requested, parents are provided with information in a language that is understandable. We have numerous staff members that are bilingual. If additional languages are needed, we contact district support to ensure parents are able to maintain the needed information.

The school provides support for parental involvement activities requested by Title I parents. Parent's requests are addressed by the front office staff. Once they are received, they are directed to the appropriate person

Accessibility

Gage provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. District provided materials are distributed in various languages to accommodate parents. Those parents that request interpreter are provided with Gage staff, when available, to translate. If Gage staff is not available to provide the requested language, the district is contacted to locate that support. We also rely on the district support to provide sign language support for our DHH parents.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

GAGE ELEMENTARY

HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year 2017-2018.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

Gage Elementary School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - *Gage will have expectations for each child to achieve California Common Core Standards as presented in the classroom through the daily curriculum and with parent's support.*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
 - *Parent-teacher conferences will be held November 13-17, 2017 and March 20-23, 2018.*
3. Provide parents with frequent reports on their child's progress.
 - *The principal and staff will keep parents involved in their students' progress through communication in newsletters, notes, and/or calls to the home on a regular basis.*
4. Provide parents reasonable access to staff.
 - *Parents may call or send a note to the teacher to set up an appointment to discuss a student's academics, behavioral needs, or to arrange for a conference. Staff will also employ various forms of social media communication sites to keep parents informed about student progress.*
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - *Teachers offer opportunities for parents to participate in their child's class through volunteering, observing in the classroom, sending items in for classroom activities, gardening club, bring your parent to school day, and participating on field trips. We also offer Parent Instructional meetings focused on how parents can assist at home.*

PARENT RESPONSIBILITIES

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

- Monitoring attendance and ensure students attend regularly and on time.
- Making sure that homework is completed.
- Limit amount of recreational screen time (television, video games, computer) my child is allowed.
- Volunteering in my child's classroom.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Reviewing the school website to keep informed about school activities and attending school functions, when possible.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

STUDENT RESPONSIBILITIES

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

- Do my homework every day and ask for help when I need it.
- Take an active role in the classroom learning, think about what is being discussed and question the world around me.
- Read at least 30 minutes every day outside of school time.
- Attend school regularly and on time, treat myself and others with respect, and ask for help when needed.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Gage Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 15,582.00	
		2404	Guidance/Attendance Asst	Guidance Asst	0.1250	\$ 3,559.75	
		3000	Employee Benefits				\$ 6,393.00
		4301	Supplies				\$ 2,352.00
		5733	Interprogram Svcs/Paper				\$ 4,838.00
	09800 Total					0.1250	\$ 32,724.75
	30100	1157	Classroom Teacher Hrly				\$ 2,843.00
		1192	Prof&Curriclm Dev Vist Tchr				\$ 504.00
		2404	Guidance/Attendance Asst	Guidance Asst	0.2500		\$ 7,119.50
		3000	Employee Benefits				\$ 7,114.13
		4301	Supplies				\$ 4,030.00
	30100 Total					0.2500	\$ 21,610.63
	30103	1170	Prof&Curriclm DevHrlyClstrmTchr				\$ 280.00
		2151	Classroom PARAS Hrly				\$ 280.00
		2451	Clerical OTBS Hrly				\$ 280.00
3000		Employee Benefits				\$ 216.19	
4304		Inservice supplies				\$ 333.25	
30103 Total						\$ 1,389.44	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

GAGE APPENDIX F
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Gage Elementary
TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Survey results indicate that instructional time is being maximized. State adopted curriculum and district pacing guides are being used, where they are available. There is an absence of district adopted materials/pacing guides for our Spanish Immersion 4 th grade program so our program is based on the English program's pacing guide with materials being pulled to match learning goals. District curricular supports will be added to our Spanish Immersion program. Supports are provided for our target groups and those students that have regular attendance are showing growth.
CLOSING THE ACHIEVEMENT GAP	Based on our DRA, math, CELDT and SBAC data, our target groups are showing growth and we will continue to focus on our English Learners, Hispanic and African Americans. Support within the classroom will be provided for these targeted groups of students to provide more specific interventions.
PROFESSIONAL DEVELOPMENT	There is a need for the professional learning to be based on school selected goals that will continue to focus on the math practice. There will be additional attention focused on small group instruction to maximize student growth. We will continue to increase student agency in our students. Special attention will also be paid to evaluating and adjusting the two learning tracks at Gage; the STEM program and the Spanish program.
GRADUATION/PROMOTION	Our focus area for Graduation/Promotion is focused on grade 3 and 5. Our goal is to have 85% of our 3 rd graders reading at a DRA 38 or higher by the end of 3 rd grade and to have 85% of our 5 th graders reading at DRA 44 by the end of 5 th grade. This will be done through small group targeted interventions within the classroom for those students not making the expected growth.
PARENT ENGAGEMENT	Gage has many parent engagement activities. We have regular activities such as academic family nights, awards assemblies, bring your parent to school day, grandparent day, our daily running program and different classroom activities, Parent

	<p>Gator reading mornings once a month and presentations that parents are invited to attend. We also have family academic nights that provide parents with strategies to help their children success in school. We will continue to work on engaging parents with particular attention paid to those parents of struggling students.</p>
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