

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HAGE ELEMENTARY SCHOOL

2018-19

37-68338-6109599
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: Lee, James

Contact Person: Lee, James

Position: Principal

Telephone Number: 858-566-0273

Address: 9750 Galvin Ave, Hage Elementary, San Diego, CA, 92126-4823,

E-mail Address: jly@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: *Huge Elementary*
SITE CONTACT PERSON: *James Lee*

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

PHONE: *858-566-0273* FAX: *858-693-7942* E-MAIL ADDRESS: *jly@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: <i>03/19/18</i> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <i>03/19/18</i> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <i>03/19/18</i> |
| <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: *03/19/18*

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.

James Lee

Type/Print Name of School Principal

James Lee

Signature of School Principal

04/05/18

Date

Steve Mandiola

Type/Print Name of SSC Chairperson

Steve Mandiola

Signature of SSC Chairperson

4/5/18

Date

Lanost Jackson

Type/Print Name of Area Superintendent

Lanost Jackson

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**

Our mission for the students, staff, and parent community of Hage Elementary is to have caring, cohesive, and cooperative individuals that make a group similar to that of a family. We believe in respecting ourselves and others, working cooperatively, developing self-esteem, and communicating openly. We strive to create a community of responsible learners who are caring and who can problem solve through two important phrases: "The Hage Way" and "Hage Learners C.A.R.E." Our curriculum is standards-based and stresses higher-level thinking skills within whole group, small, group and one-to-one instruction. Students and teachers are also focused on implementing listening and speaking opportunities into lessons to increase student achievement. Technology within the classroom is used to support teaching and learning via i21 initiatives (Ie. Promethean Boards, student devices, and tech licenses) We work together as a team to develop students' social skills and to foster life-long learning capacity.

Our vision "Hage staff is dedicated to supporting students learn, grow and achieve academic and social excellence" and "The Hage Way" influence our decision making process.

The Single Plan for Student Achievement fulfills our mission, CORE Beliefs and vision by providing goals that focus on establishing learning environments that emphasizes high expectations for all students. The School Site Council (SSC) and the School Governance Team (SGT), with input from parents and staff, and using a process that analyzes formal and informal data that includes reviewing our current Single Plan for Student Achievement. At Hage we have GATE Cluster classes in grades 3 – 5 since all grade 3-5 teachers are GATE Certified. Based on previous years' populations, English learners make up approximately a quarter of the total school population. We identified specific expectations/non-negotiables for tier 1 instruction. We will continue using multiple points of data to drive instructional decisions and supports for students. In addition we will work on building our professional learning communities in each grade level that will explore learning cycles to produce results. Our Single Plan for Student Achievement places special emphasis on providing support from technology resources such as Reading A-Z for identified students that are Far Below Basic, Below Basic and Low Basic, Raz-Kids (for grades K-3), Achieve 3000 (for grades 3-5), ST Math, and Envision Math 2.0. The structure for professional development will focus on whole staff sessions and time for focused Professional Learning Community work. The Instructional Leadership Team determined that specific and targeted interventions are needed when students were not achieving on common assessments. The Learning cycle process for teachers will occur between our monthly professional development, 3 additional half days for planning and grade level planning days that were budgeted for the year.

SCHOOL VISION AND REALITY

Our vision "Hage staff is dedicated to supporting students learn, grow, and achieve both academic and social excellence. "The Hage Way" is a driving force in influencing decisions made for our school. We consistently reviewing our processes for supporting all students. We concentrate on documenting supports and interventions that are used for students. This information and tracking provides us a greater understanding of students and next step. Any recordings of meetings focusing on the progress of students and plan of action are kept. This information is placed in student's cumulative folder in order to continue appropriate supports and services. Our Hage Leadership Team is composed of members from each grade level and a mild/moderate teacher is in charge of looking closely at school-wide data to help determine focus areas for school professional development. These focus areas are shared, discussed, and collaboratively worked on in whole staff structures and grade level team structures.

Hage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Our focus areas are building capacity with the lesson study process and studying collaborative conversations that help students build on their learning through the listening and speaking opportunities they have with their peers in all content areas. This study follows a process for learning that starts with understanding the current reality and the ideal state. Then moving to strategies and structures that allow students to practice with no risks and collecting the data on what students are able to do and how this practice is impacting their learning. The data findings are studied by the Instructional Leadership Team and used to determine next steps in professional development. Identifying these areas will lead to improve the instructional practice through calibrated grade level planning and repetition of the process.

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
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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 as a core function embedded into our vision. It is improved by establishing and maintaining a shared focus on self-reflection, mindset, high-expectations, collaboration, and sustainable highly-effective processes.

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 analyze student data in order to monitor student progress toward these goals. Findings and progress are shared with parents, as well as, advisory groups and School Site Council.

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 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

Hage staff meet to review budget expenses that support our school focus areas from current year and prioritize the expenses that need to be continued that impact student achievement. Budget projections for 2018-2019 are shared with staff to make thoughtful decisions about what to spend on to support student learning. All decisions are recorded and presented to stakeholders. All budget projected expenses are also presented to SSC/SGT members for discussion and input. SSC then votes to approve the 2018-2019 projected budget expenses.

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Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 65% (approx. 76 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 77 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 72% (approx. 77 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 70% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 12 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 12 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 75% (approx. 16 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 15 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 13 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 65% (approx. 10 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 65% (approx. 13 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 65% (approx. 14 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 7 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 4 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):

Site determined common formative assessments connected to Common Core standards in English Language Arts.

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

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Teachers will meet by grade level/PLC to analyze DRA and SRI achievement 3 times per year. In addition, teachers will utilize other ongoing informal and formal assessments to drive instruction. For example, Lexile level growth and writing samples with rubric scores. Analysis will inform subsequent instruction.

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

Cycle 1 (August-November) - Classroom Environments and Learning Our Students

Cycle 2 (November -February) - Collaborative Conversations

Cycle 3 (February - April) - Learning Our Students To Unlock Their Potential

Cycle 4 (April - June) - Building Agency (Taking active stance in your learning and learning of others)

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

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 75% (approx. 89 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 70% (approx. 77 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 65% (approx. 70 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 45% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 45% (approx. 8 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 77% (approx. 16 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 77% (approx. 15 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 77% (approx. 13 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 67% (approx. 11 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 67% (approx. 13 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 67% (approx. 14 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 35% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 35% (approx. 8 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 4 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):

Math common assessments as determined by grade level teams.

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

Teachers will meet by grade level teams/PLC to analyze end of unit assessments at least 10 times per year. In addition, teachers will meet in grade level teams/PLC on an ongoing basis monthly to review and analyze informal and formal assessments to inform instruction and direct intervention. Analysis will inform subsequent instruction.

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

Cycle 1 (August-November) - Classroom Environments and Learning Our Students

Cycle 2 (November -February) - Collaborative Conversations

Cycle 3 (February - April) - Learning Our Students To Unlock Their Potential

Cycle 4 (April - June) - Building Agency (Taking active stance in your learning and learning of others)

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

Area 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:
By June 2019, 43 EL students at Hage will meet or exceed standards on the English Language Arts portion on the SBAC.

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):
Grade level determined common formative assessments for English Language Arts.

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. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle 1 (August-November) - Classroom Environments and Learning Our Students
Cycle 2 (November -February) - Collaborative Conversations
Cycle 3 (February - April) - Learning Our Students To Unlock Their Potential
Cycle 4 (April - June) - Building Agency (Taking active stance in your learning and learning of others)
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 85% (approx. 100 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 85% (approx. 91 5th graders) will meet or exceed level 44 in DRA.

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):
 Grade level common assessments aligned to common core and DRA records. Also running records and Lexile level reports from Achieve 3000.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Teachers within grade level/PLC will meet to analyze end of unit assessments DRA/ARI/SRI at least 3 times times per year. In addition, teachers will gather data via ongoing formal and informal assessments. Analysis will inform subsequent instruction.
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle 1 (August-November) - Classroom Environments and Learning Our Students
Cycle 2 (November -February) - Collaborative Conversations
Cycle 3 (February - April) - Learning Our Students To Unlock Their Potential
Cycle 4 (April - June) - Building Agency (Taking active stance in your learning and learning of others)
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

By June 2019, 100% (approx. 694 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 55% (approx. 382 families) will attend 1-1 device training on utilizing student devices to increase student achievement through the use of school and district sponsored programs. This will increase the milestones necessary for meaningful graduation.

Targeted Population:

By June 2019, we will have a 25% increase of parent participation from our grade TK-5 English Learner parent population for school related activities/events.

What data did you use to form these goals?

School related surveys and sign in sheets for school events.

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

Teachers and counselors will meet at least 3 times per year to analyze student progress using site developed criteria. Families are contacted for meetings and events based on progress and identified needs.

Administration will identify specific audience and track attendance with support from office staff, counselor, and teachers.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use Lucy Calkins writing units and reading units, ELA Framework and California grade level standards in designing and differentiating instruction.
 - Every English Learner will receive 30 minutes ELD instruction 3 to 4 times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
 - Teachers will provide balanced literacy instruction including daily guided reading.
 - Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, common formative assessments to monitor progress and adjust instruction based upon the needs of students.)
 - Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
 - Teachers will use graphic organizers and Thinking Maps to support student understanding
 - All English learners will be assessed using ELPAC.
 - Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
 - Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
 - Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
 - Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
 - Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
 - Teachers will participate in on site and district professional development to strengthen literacy instruction
- Grade Level PLC days will be used for data analysis and instructional planning based on data findings
Grade levels will be involved with Lesson Study Cycles.

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, e-mail or parent conference to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- 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.

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- Teacher assistants in classrooms supporting mild/moderate students will provide additional reinforcement experiences connected to teacher lessons or based on data findings.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and guidance assistant will provide monthly check in with at risk students
- PAL will provide monthly check in with families of at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

All staff will have planning days that will include assessing students or analyzing assessment or student work. Teachers in grades TK-2 will be using DRA kit 2 as main measurement for reading growth. Grades 3-5 will use Lexile levels based on use of Kid Biz from our software license for Achieve 3000 for non-fiction measurement and either DRA Kit 2 or ARI. Systematic ELD instruction will be done at least 3/4 times a week for 30 minutes. Some grade levels may choose to deploy students by like fluency levels. Other grades may have 2 teachers focus on the ELD instruction while other team members teach students that are English Only or IFEP. Additional professional books may be purchased for book study as determined by Hage Leadership Team. Planning days for Hage Leadership Team to evaluate school focus and to experience data study (hard and soft data) process to drive instructional decisions for all grade levels.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:

Grade level planning agendas, observation notes, informal observation notes, DRA data

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Hage Leadership Team monthly meetings and full planning day in August to look at hard and soft data to revise current focus areas connected to the 4 Cycles of Learning from district. The team will also analyze sub group performance like that of English Learners. These findings will then be brought to whole staff then grade level teams. Grade Level Teams will have at least 4 to 5 planning sessions to develop goals and to use data driven process to impact student learning. Systematic ELD in all grade levels done in various structures. Para Hourly Assistants in rooms with mild/moderate students as

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additional support for reinforcement of lessons done by teacher or to work on phonics, phonemic awareness, sight words, additional reading practice, number sense, math reasoning, additional math practice, etc. Weekly library visits to check out books to read.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Hage Leadership Team agendas and notes from meetings, hard and soft data for sub groups including English Learners, grade level planning day agendas, trainings for para-professionals.

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

Hage Professional Development Plan is designed by Hage Leadership Team using data analysis process. Plan is presented to staff and focus areas are carried out through grade level teams. Planning days for instruction, classroom visits, assessment administration and analysis, following integrated students, etc. follow data analysis process where hard and soft data is used to determine focus of instructional needs. In addition, plans to develop Lesson cycles within PLC groups is in place beginning with K and moving throughout all grade levels.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Hage Leadership Team agendas and notes from meetings, observation notes, planning agendas, and lesson cycle evidence.

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

Release time for teachers to administer DRA and analyze results. Monitoring meetings with staff connected to targeted students and reading measurements and findings. Also discussion on new things we have learned about the student. Bringing in support of guidance assistant, school counselor, nurse, health assistant, occupational therapist, site psychologist, mild/moderate teachers, moderate/severe teacher, PE teachers, speech pathologist, etc. Behavior Support Team meetings every Tuesday looking at targeted student performance, sharing information learned about student, filling in record form to communicate to teacher and visiting student in the classroom to see what they are doing during instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Target meeting notes, observational data, Behavior Support Team meetings/notes, DRA data

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

Conduct Friday Morning Openings to build Hage Community. Select school related events that will be encouraging for my English Learner population. Special academic nights like Math Night, Literacy Night, Science Night, cultural fair to bridge student performance and learning to parents. Look at

Hage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

schools that have strong ELAC and to also see ideas for how to increase parent attendance. Invite to our annual Reclassification celebration as part of a Friday Morning Opening.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

Sign in sheets of attendance, record keeping of our Friday Opening events

Local Control Funding Formula Goals and Budget
<p>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?</p>
<p>Intervention Support Goal:: To maintain and evaluate our RtI Process so that we are providing meaningful and targeted support to students at-risk.</p> <p>Identified Need:: Maintaining the collection of interventions being used with students at-risk and evaluating results so that we maintain consistency across grade levels both horizontally and vertically.</p> <p>Target Group:: Students at-risk and also mild/moderate population</p> <p>Monitoring:: Monitoring will be conducted through the current Student Support Process at Hage and meetings with teachers on identified students to consistently monitor progress over a defined frequency and duration.</p> <p>Personnel Responsible:: Principal, classroom teacher, mild/moderate staff, parent/guardian, and SPED Team</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To utilize site resources that support current curriculum and identified students with needs</p> <p>Identified Need:: Evaluating site resources for efficiency and effectiveness based on student data results.</p> <p>Target Group:: Students at-risk and also mild/moderate population</p> <p>Monitoring:: Analyzing results during each of our three reporting periods.</p> <p>Personnel Responsible:: Principal, classroom teacher, mild/moderate staff, parent/guardian and SPED Team</p>
<p>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?</p>

Hage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Professional Development Goal:

To provide on-going professional development opportunities through the work of our Leadership Team that will focus on building “The Hage Learner” and “The Hage Way.”

Identified Need::

Continuing the work around listening and speaking where students are provided specific opportunities to use conversations and collaboration to build on learning. Teacher growth around development of means to capture and record students while they are practicing listening and speaking across content areas.

Target Group::

All student groups which will include at-risk, English Learners and all sub groups represented on site.

Monitoring::

Leadership Team will meet throughout year to evaluate our professional development plan. Discussions will follow up in grade level PLC’s and whole group professional development.

Personnel Responsible::

Principal, Leadership Team, individual teachers, grade level PLC’s, and SPED Team

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician	0.1000	\$3,411.80	\$6,585.20	0134-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Additional support for health office
Guidance Asst	0.6250	\$17,798.75	\$40,461.10	0134-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Student support for behavior needs, growth groups or one to one counseling
Supplies		\$1,981.70	\$1,981.70	0134-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention materials for students

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. Parent Involvement Policy
- C. Home/School Compact
- D. 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
Hage
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	283	59.4	302	64.2	296	62.5	3.1	-1.7	284	49.6	301	61.1	296	63.9	14.3	2.8
Female	141	59.6	140	74.3	137	70.1	10.5	-4.2	140	43.6	141	61.7	138	65.2	21.6	3.5
Male	142	59.2	162	55.6	159	56.0	-3.2	0.4	144	55.6	160	60.6	158	62.7	7.1	2.1
African American	12	58.3	16	56.3	22	68.2	9.9	11.9	12	16.7	16	31.3	22	54.5	37.8	23.2
Asian	22	86.4	21	81.0	20	75.0	-11.4	-6.0	23	69.6	21	85.7	19	94.7	25.1	9.0
Filipino	58	65.5	58	65.5	52	67.3	1.8	1.8	59	45.8	58	60.3	52	61.5	15.7	1.2
Hispanic	42	35.7	48	50.0	62	41.9	6.2	-8.1	42	26.2	47	53.2	63	46.0	19.8	-7.2
Indochinese	51	68.6	53	75.5	46	73.9	5.3	-1.6	50	72.0	53	75.5	47	80.9	8.9	5.4
Native American	2	-	1	-	3	-	-	-	3	-	1	-	3	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	51	51.0	51	54.9	44	61.4	10.4	6.5	50	48.0	52	55.8	44	63.6	15.6	7.8
Multiracial	44	56.8	53	69.8	47	70.2	13.4	0.4	44	54.5	52	59.6	46	67.4	12.9	7.8
English Learner	70	50.0	35	42.9	32	15.6	-34.4	-27.3	69	47.8	34	41.2	33	33.3	-14.5	-7.9
English-Speaking	213	62.4	267	67.0	264	68.2	5.8	1.2	215	50.2	267	63.7	263	67.7	17.5	4.0
Reclassified†	29	82.8	30	93.3	55	78.2	-4.6	-15.1	28	67.9	31	93.5	56	78.6	10.7	-14.9
Initially Eng. Speaking	184	59.2	237	63.7	209	65.6	6.4	1.9	187	47.6	236	59.7	207	64.7	17.1	5.0
Econ. Disadv.*	111	42.3	120	54.2	114	47.4	5.1	-6.8	111	36.9	121	50.4	115	50.4	13.5	0.0
Non-Econ. Disadv.	172	70.3	182	70.9	182	72.0	1.7	1.1	173	57.8	180	68.3	181	72.4	14.6	4.1
Gifted	98	73.5	90	78.9	81	77.8	4.3	-1.1	100	71.0	91	83.5	81	81.5	10.5	-2.0
Not Gifted	185	51.9	212	58.0	215	56.7	4.8	-1.3	184	38.0	210	51.4	215	57.2	19.2	5.8
With Disabilities	30	16.7	32	18.8	28	28.6	11.9	9.8	30	20.0	34	20.6	27	33.3	13.3	12.7
WO Disabilities	253	64.4	270	69.6	268	66.0	1.6	-3.6	254	53.1	267	66.3	269	66.9	13.8	0.6
Homeless	0	-	1	-	3	-	-	-	1	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	25	32.0	33	42.4	33	51.5	19.5	9.1	26	34.6	32	50.0	33	57.6	23.0	7.6

* 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
Hage
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	96	60.4	98	60.2	97	53.6	-6.8	-6.6	96	54.2	97	63.9	98	71.4	17.2	7.5
Female	41	65.9	47	74.5	49	57.1	-8.8	-17.4	41	51.2	48	64.6	50	70.0	18.8	5.4
Male	55	56.4	51	47.1	48	50.0	-6.4	2.9	55	56.4	49	63.3	48	72.9	16.5	9.6
African American	5	-	6	-	10	60.0	-	-	5	-	7	-	10	70.0	-	-
Asian	5	-	7	-	8	-	-	-	5	-	7	-	8	-	-	-
Filipino	16	75.0	19	57.9	13	53.8	-21.2	-4.1	16	50.0	18	66.7	13	61.5	11.5	-5.2
Hispanic	17	29.4	24	50.0	19	36.8	7.4	-13.2	17	23.5	24	58.3	20	55.0	31.5	-3.3
Indochinese	16	87.5	16	68.8	14	64.3	-23.2	-4.5	16	75.0	16	68.8	15	80.0	5.0	11.2
Native American	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	19	42.1	15	66.7	14	64.3	22.2	-2.4	19	68.4	15	66.7	14	71.4	3.0	4.7
Multiracial	17	64.7	11	63.6	17	58.8	-5.9	-4.8	17	70.6	10	50.0	16	81.3	10.7	31.3
English Learner	33	66.7	16	43.8	21	9.5	-57.2	-34.3	33	57.6	16	43.8	22	40.9	-16.7	-2.9
English-Speaking	63	57.1	82	63.4	76	65.8	8.7	2.4	63	52.4	81	67.9	76	80.3	27.9	12.4
Reclassified†	0	-	9	-	9	-	-	-	0	-	9	-	10	100.0	-	-
Initially Eng. Speaking	63	57.1	73	61.6	67	61.2	4.1	-0.4	63	52.4	72	65.3	66	77.3	24.9	12.0
Econ. Disadv.*	33	39.4	44	50.0	36	38.9	-0.5	-11.1	33	48.5	45	53.3	37	64.9	16.4	11.6
Non-Econ. Disadv.	63	71.4	54	68.5	61	62.3	-9.1	-6.2	63	57.1	52	73.1	61	75.4	18.3	2.3
Gifted	29	75.9	30	73.3	23	60.9	-15.0	-12.4	29	69.0	30	86.7	23	82.6	13.6	-4.1
Not Gifted	67	53.7	68	54.4	74	51.4	-2.3	-3.0	67	47.8	67	53.7	75	68.0	20.2	14.3
With Disabilities	9	-	8	-	6	-	-	-	9	-	9	-	6	-	-	-
WO Disabilities	87	65.5	90	63.3	91	54.9	-10.6	-8.4	87	57.5	88	68.2	92	71.7	14.2	3.5
Homeless	0	-	1	-	2	-	-	-	0	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	13	23.1	6	-	13	53.8	30.7	-	13	46.2	6	-	13	61.5	15.3	-

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Hage
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	105	64.8	95	62.1	94	66.0	1.2	3.9	106	54.7	95	63.2	93	63.4	8.7	0.2
Female	52	63.5	44	70.5	41	78.0	14.5	7.5	51	45.1	44	65.9	41	65.9	20.8	0.0
Male	53	66.0	51	54.9	53	56.6	-9.4	1.7	55	63.6	51	60.8	52	61.5	-2.1	0.7
African American	2	-	5	-	6	-	-	-	2	-	4	-	6	-	-	-
Asian	11	81.8	6	-	7	-	-	-	12	75.0	6	-	6	-	-	-
Filipino	23	65.2	18	72.2	19	57.9	-7.3	-14.3	24	50.0	19	63.2	19	57.9	7.9	-5.3
Hispanic	12	50.0	12	41.7	26	50.0	0.0	8.3	12	50.0	11	36.4	26	53.8	3.8	17.4
Indochinese	20	65.0	17	82.4	16	75.0	10.0	-7.4	19	73.7	17	88.2	16	81.3	7.6	-6.9
Native American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	20	60.0	17	41.2	12	75.0	15.0	33.8	20	35.0	18	61.1	12	66.7	31.7	5.6
Multiracial	15	66.7	19	68.4	8	-	-	-	15	53.3	19	68.4	8	-	-	-
English Learner	21	47.6	14	50.0	8	-	-	-	20	55.0	13	30.8	8	-	-	-
English-Speaking	84	69.0	81	64.2	86	69.8	0.8	5.6	86	54.7	82	68.3	85	68.2	13.5	-0.1
Reclassified†	8	-	13	100.0	18	66.7	-	-33.3	7	-	14	100.0	18	72.2	-	-27.8
Initially Eng. Speaking	76	65.8	68	57.4	68	70.6	4.8	13.2	79	51.9	68	61.8	67	67.2	15.3	5.4
Econ. Disadv.*	37	48.6	29	51.7	40	50.0	1.4	-1.7	36	38.9	29	51.7	40	50.0	11.1	-1.7
Non-Econ. Disadv.	68	73.5	66	66.7	54	77.8	4.3	11.1	70	62.9	66	68.2	53	73.6	10.7	5.4
Gifted	37	78.4	25	80.0	30	86.7	8.3	6.7	39	79.5	26	80.8	30	86.7	7.2	5.9
Not Gifted	68	57.4	70	55.7	64	56.3	-1.1	0.6	67	40.3	69	56.5	63	52.4	12.1	-4.1
With Disabilities	10	10.0	12	25.0	7	-	-	-	11	9.1	13	23.1	6	-	-	-
WO Disabilities	95	70.5	83	67.5	87	67.8	-2.7	0.3	95	60.0	82	69.5	87	66.7	6.7	-2.8
Homeless	0	-	1	-	3	-	-	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	8	-	16	25.0	6	-	-	-	9	-	15	46.7	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
Hage
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	51.2	109	69.7	105	67.6	16.4	-2.1	82	37.8	109	56.9	105	57.1	19.3	0.2
Female	48	50.0	49	77.6	47	76.6	26.6	-1.0	48	35.4	49	55.1	47	59.6	24.2	4.5
Male	34	52.9	60	63.3	58	60.3	7.4	-3.0	34	41.2	60	58.3	58	55.2	14.0	-3.1
African American	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
Asian	6	-	8	-	5	-	-	-	6	-	8	-	5	-	-	-
Filipino	19	57.9	21	66.7	20	85.0	27.1	18.3	19	36.8	21	52.4	20	65.0	28.2	12.6
Hispanic	13	30.8	12	58.3	17	35.3	4.5	-23.0	13	7.7	12	58.3	17	23.5	15.8	-34.8
Indochinese	15	53.3	20	75.0	16	81.3	28.0	6.3	15	66.7	20	70.0	16	81.3	14.6	11.3
Native American	0	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	12	50.0	19	57.9	18	50.0	0.0	-7.9	11	36.4	19	42.1	18	55.6	19.2	13.5
Multiracial	12	33.3	23	73.9	22	72.7	39.4	-1.2	12	33.3	23	56.5	22	59.1	25.8	2.6
English Learner	16	18.8	5	-	3	-	-	-	16	18.8	5	-	3	-	-	-
English-Speaking	66	59.1	104	72.1	102	68.6	9.5	-3.5	66	42.4	104	56.7	102	57.8	15.4	1.1
Reclassified†	21	76.2	8	-	28	78.6	2.4	-	21	61.9	8	-	28	75.0	13.1	-
Initially Eng. Speaking	45	51.1	96	69.8	74	64.9	13.8	-4.9	45	33.3	96	54.2	74	51.4	18.1	-2.8
Econ. Disadv.*	41	39.0	47	59.6	38	52.6	13.6	-7.0	42	26.2	47	46.8	38	36.8	10.6	-10.0
Non-Econ. Disadv.	41	63.4	62	77.4	67	76.1	12.7	-1.3	40	50.0	62	64.5	67	68.7	18.7	4.2
Gifted	32	65.6	35	82.9	28	82.1	16.5	-0.8	32	62.5	35	82.9	28	75.0	12.5	-7.9
Not Gifted	50	42.0	74	63.5	77	62.3	20.3	-1.2	50	22.0	74	44.6	77	50.6	28.6	6.0
With Disabilities	11	27.3	12	8.3	15	20.0	-7.3	11.7	10	30.0	12	16.7	15	26.7	-3.3	10.0
WO Disabilities	71	54.9	97	77.3	90	75.6	20.7	-1.7	72	38.9	97	61.9	90	62.2	23.3	0.3
Homeless	0	-	1	-	3	-	-	-	1	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	11	54.5	14	42.9	-	-11.6	4	-	11	45.5	14	50.0	-	4.5

* 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

PARENT INVOLVEMENT POLICY



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

Willard B. Hage Elementary
PARENT INVOLVEMENT POLICY WITH INTEGRATED
HOME/SCHOOL COMPACT 2018-19

Hage has developed a written parental involvement policy with input from parents. A Principal Meet and Greet meeting will held on Friday, August 31, 2018 at 8:00 AM in the auditorium. Principal Lee will explain overall budget information, loss of Title 1 funding, parent involvement, and more.

Title 1 Parent Involvement Policy is distributed through our PTA stapling of school information that goes out at the beginning of the school year.

The policy describes the means for carrying out the following parental involvement requirements.

Involvement of Parents in the Program:

To involve parents at Hage Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Meeting will be on August, 31 2018.
- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Title 1 information is carried out through our SGT/SSC meetings which happen on the last Monday of each month. Community members are welcome to all SSC/SGT meetings and the SSC meeting is opened with Public Comment. SSC/SGT meeting agendas and minutes are posted in a display case outside of the main office as well as online for easy access. We also have parent meetings 4 to 6 times a year (Treats with Mr. Lee., Coffee Talk and Title 1 Parent Meetings). In addition, messages about the school are sent weekly via phone and email to parents.
- The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.
- The school provides parents of students with timely information about the schools programs. Information is provided through parent meetings as stated in bullet 2, PTA Newsletters and School Messenger e-mails and phone calls.
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This information is provided through SGT/SSC meetings, Treats with Principal, Coffee Talks and parent meetings as needed.

- If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. Meetings can be scheduled with principal to discuss concerns followed by invitation to attend another meeting format such as SST meetings. Principal may also to decide to conduct a parent meeting to address concerns or to provide needed information.

****It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).***

*****The policy must be updated periodically to meet changing needs of parents and the school.***

Home School-Parent Compact:

Hage distributes to parents 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.

- 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 to School Compact is based on parent data from meetings such as SGT/SSC and informal meetings around school operations and instruction. The Home to School Compact is sent out in our beginning of the year parent packet and is also included in our Parent Handbook.

Building Capacity for Involvement:

Hage engages 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 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This information is provided in Parent Handbook and also presented in the following meeting formats: SGT/SSC Meetings, Treats with Principal, Coffee Talks, ELAC Parent Meetings, Title 1 Parent Meetings and other informal meetings setup based on need.
- The school provides parents with materials and training to help them work with their children to improve their child's achievement. At Hage Elementary we do our best to provide needed support to students and support parents on an individual basis. Increased parent training opportunities will be explored and scheduled based on feedback and need.
- With the assistance of parents, the school educates staff members about the value of parent contributions, the benefit of parents being equal partners. At Hage Elementary we include parent support for staff members as part of our Professional Development. We also conduct business meetings about the importance in building relationships with parents and volunteers. Conversations and action plans about growing parental involvement also take place within ILT and PLC groups.
- The school coordinates and integrates the 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. At Hage, we have a Parent Room that our PTA uses as space for their work and also for inviting new parents into our school so they become comfortable with the school which may lead to becoming a volunteer.
- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand. At Hage, we

arrange for translation when necessary through district services or through parental support within our school.

- The school provides support for parental involvement activities requested by parents. At Hage, we allow parents to meet with principal or PTA president if they have an idea for a school related event.

Accessibility:

Hage provides opportunities for the participation of all 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. Hage will make arrangements to provide translation when needed for meetings and arrange for translation of documents when needed. We do experience difficulty in getting resources translated in a timely manner since some languages have limited resources for translation. When this problem occurs, we just make arrangements for verbal translation so parent has appropriate understanding.

APPENDIX C

HOME/SCHOOL COMPACT



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

WILLARD B. HAGE ELEMENTARY

HOME/SCHOOL COMPACT

Hage and the parents of the students participating in activities, services, and programs funded by 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 2018-2019.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

Hage 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:

We believe that every child should have access to quality Tier 1 instruction:

- *Every student and classroom has the required district content curriculum material that addresses Common Core Standards.*
- *Teaching staff will have Grade Level Planning time to calibrate around student work, plan lessons, and decisions around instruction and interventions.*
- *Provide communication to parents about student progress through parent conferences or agreed upon parent/guardian meetings, Standards Based Report Cards, and digital means like Class Dojo or Google Classroom.*
- *Evaluate student progress with curriculum and make adjustments in supporting students based on needs.*

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.

We believe the strength of a parent/teacher relationship is establishing, furthering, and sustaining good communication for the benefit of the student. Our expectation is for the following to occur:

- *Provide clear and supported communication to parent/gaurdian about student progress through Parent conferences or agreed upon meeting times.*
 - *Teaching staff shall make reasonable attempts to share student progress through a variety of communication tools.*
3. Provide parents with frequent reports on their child's progress.
We believe the strength of a parent/teacher relationship is establishing, furthering, and sustaining good communication for the benefit of the student. Our expectation is for the following to occur:
- *Teaching staff will communicate at minimum with parents about child's progress during each reporting cycling with standard based report card.*
 - *Teachers will hold meetings with parent/guardian based on request.*
 - *Communication can also happen through e-mail and use of a digital communication platform like Class Dojo or Google Classroom.*
4. Provide parents reasonable access to staff.
- *We believe the relationship between parent and teacher is vital to the success of every child, therefore, parents/guardians/ are allowed to setup agreed upon meetings with teachers and/or observe the classroom at least with 24 hour notification.*
 - *Emails and messages to staff are expected to be answered within a reasonable amount of time based on receipt within contact days and time.*
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- *We believe parents and community members should have a connection to the school. We follow district procedures for interested adults to volunteer at the school. All required background checks and a Volunteer Form must be filled out and completed before any adult can volunteer at the school. All volunteers must check in at front office computer system before volunteering. All cleared volunteers are kept on record and shared with teachers.*

PARENT RESPONSIBILITIES

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

Optional additional provisions

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.
- ✓ Be responsible with my student device and school related materials to and from school.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- ✓ Follow "The Hage Way."
- ✓ And be a Hage Learner that C.A.R.E. (collaborate in groups, ask questions, read every day and enjoy my school experience)

APPENDIX D**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
Hage Elementary	09800	2236	Health Prsni PARAS	Health Technician	0.1000	\$ 3,411.80
		2404	Guidance/Attendance Asst	Guidance Asst	0.6250	\$ 17,798.75
		3000	Employee Benefits			\$ 25,835.75
		4301	Supplies			\$ 1,981.70
	09800 Total				0.7250	\$ 49,028.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Hage Elementary

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>While reviewing standards based assessments in ELA, data points to areas that are still in need of growth are: teaching students close reading strategies that will provide students the opportunity to practice for reading comprehension. Additional review of strategies that help students understand the assessment questions and to navigate through testing language in order to answer with accuracy is needed. Concurrently, tracking student reading levels in relation to grade level standards will help staff make specific action plans to help students achieve.</p> <p>Within Mathematics, data points to students struggling around mathematical reasoning and the need for additional practice in comprehension within word problems. Students need more practice with flexibility around understanding mathematical words and synonyms.</p>
CLOSING THE ACHIEVEMENT GAP	<p>To narrow the achievement gap, we are closely monitoring subgroups that are struggling on standardized assessments. The Latino, and Students w/disabilities subgroups trail behind other subgroups at Hage. These subgroups combined are 44% below the rest of the school in meeting standards based on the last SBAC. This is a concern as we look at student access and equity.</p>
PROFESSIONAL DEVELOPMENT	<p>Within the school-wide plan for Professional Development, gathering and analyzing student data points is a crucial piece in guiding instructional practice, developing lessons, monitoring progress, and more. As a staff we will strive to continue our calibration and collaboration both horizontally and vertically. This will provide more equal access and consistency. In addition we are providing for consistent teacher opportunities for capacity building and furthering our development of true PLC groups.</p>

GRADUATION/PROMOTION	<p>Grade level teams collaborate in developing criteria for identifying students' ability levels ranging from at-risk to exceeding standards. For students that are at risk, we have a process for data gathering, identification, and RTI. If a student continues to struggle, the student may be brought to Student Study Team for more careful analysis of student data with a team comprising of Parent, Teacher, Ed. Specialist, School Psych, Counselor, and Administrator. Recommendations from the team are taken and provide guidance in continuing student supports. Parents are notified of concerns with supporting data and Parent Conferences are arranged. Joint decision-making around Promotion/Retention are made with clear student data, understanding of the social/emotional state of the student, and various other factors. Parents, Teacher, and Administrator are present for the decision.</p>
PARENT ENGAGEMENT	<p>Parental engagement opportunities are fostered through many avenues at Hage. We encourage parents through meetings (SSC/SGT), Volunteerism through a variety of groups (Art Corps, PTA, Dad's Club), and Events (Read Across America, Donuts for Dads, Muffins for Moms). As the demographics within our school community are slightly changing, we are looking at ways to engage/re-engage non-English speaking parents and military families. We are constantly looking for avenues to connect and know that through these strong bonds we can better support student achievement.</p>