THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT GAGE ELEMENTARY SCHOOL

2014-16

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:
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
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

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 Unified
SCHOOL DISTRICT

RECEIVED MAR 2 0 REC'D

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Gage Elementary

SITE CONTACT PERSON: Kathy Burns

DUE March 13, 2015

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):

☐ **Quality Education Investment Act (QEIA)**   ☒ **Title 1 Schoolwide Programs (SWP)**   ☐ **Program Improvement (PI)**

☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 PRESENTATION TO SSC:

   ☐ English Learner Advisory Committee (ELAC)   Date of presentation:_____

   ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:_____

   ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:_____

   ☒ Site Governance Team (SGT)   Date of presentation: 2/23/15, 3/10/15

   ☒ Other (list): Staff   Date of presentation: 2/9/15, 3/9/15

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.

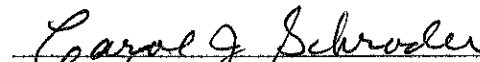6. The site plan or revisions to the site plan were adopted by the SSC on: 3/10/15

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		3/13/15
Type/Print Name of School Principal	Signature of School Principal	Date
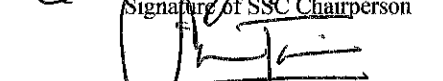
Carol Schorder		3/13/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date

Sofia Freire		3/13/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

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(s), critical thinking activities, hands on science and gardening labs and our newly opened Spanish Immersion program. All of these programs are in integrated part of helping students develop into productive citizens in a global society.

CORE AND SUPPLEMENTAL SUPPORTS

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

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 |

HEALTHTECHNICIAN
Allocation is based on projected enrollment and managed centrally.

| Enrollment | Days Per Week |
| 375-1511 | 2 |

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. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the 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).

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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Kathy Burns	Principal
2. Beth Winters	Parent
3. Mark Richards	Parent
4. Thelma Chavez	Parent
5. Nancy Weber	Teacher
6. Kristy Drake	Teacher
7. Carol Schroder	Other School Representative
8. Maria Weiss	Teacher
9. Anthony Duncan	Parent
10. Ali Hassan	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/10/2016, 75 % of Gage Elementary Students will be reading at or above grade level in DRA

Closing the Gap SMART Goal:
* By 06/12/2016, 65 % of Gage Elementary Black or African American, Students will perform at or above grade level in DRA
* By 06/10/2016, 65 % of Gage Elementary Hispanic or Latino, Students will perform at or above grade level level in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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:
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Area 2: Mathematics

Mathematics SMART Goal:
* By 06/10/2016, 70 % of Gage Elementary Students will perform at proficient or advanced level on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
* By 06/10/2016, 65 % of SDUSD Black or African American, Students will meet or exceed grade-level standards on site-developed/identified common formative assessments
* By 06/10/2016, 65 % of Gage Elementary Hispanic or Latino, Students will perform at grade level standards level on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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Area 3: English Learner

English Learner SMART Goal:
* By 06/10/2016, 80 % of Gage Elementary English Learner will achieve at or above expected levels that put them on target for reclassification in California English Language Development Test
* By 06/10/2016, 90 % of Gage Elementary English Learner, Grade 05 will meet all requirements to reclassify in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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:
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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 06/10/2016, 70 % of Gage Elementary Grade 05, Students will perform at or above grade level in ARI

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS? ☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring: 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 I**(August-November) - How do we develop an academic, social and physical environment worthy of our children? **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations? **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners? **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the 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 06/10/2016, 85 % of Gage Elementary Parents/Guardians will attend a minimum of two school events in Parent and Community Engagement

Targeted Population:

Parents of students that scored basic, below basic and far below basic on the 2012 CST and second language parents.

What data did you use to form these goals?:

After reviewing the data from previous parent and family activities, it was noted that the majority of the students that scored FBB or BB on the CST had parents that did not regularly attend evening family events. The staff is investigating different strategies to increase parent involvement.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

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 to monitor progress and adjust instruction based upon the needs of students.)
Staff will analyze 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 to support student understanding.
All English learners will be assessed using CELDT.
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.
Teachers will participate in monthly technology training.
Strategic Support (Tier 2)

Targeted additional small flexible group instruction will be used to address specific needs in literacy and math provided by a pushin substitute.
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.
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
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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.3750	$10,573.13	0121-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Guidance assistant to assist title one students struggling to focus on instruction due to outside factors.
Supplies	-	$8,234.32	0121-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to support title one students.
Inservice supplies	-	$400.00	0121-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and inservice supplies for parent meetings.
Other Support Prsnl PARAS Hrly	-	$338.00	0121-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Child care and translation for parent involvement activities.
Supplies	-	$501.00	0121-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and inservice supplies for parent meetings.

Local Control Funding Formula Goals

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:
A push in support teacher will be used to provide targeted small group instruction to students in the areas of Literacy, Math and English learnng for at risk students.
Identified Need:
Each grade level has students that are not meeting grade level expectations. This support will be used help students reach grade level.
Target Group:
Students not meeting grade level standards.
Monitoring:
DRA and site developed assessments.
Personnel Responsible:
Principal, classroom teachers, Push-in 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.
Identified Need:
More collaboration time is needed to ensure consistency among classrooms within a grade level.
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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Clerk I, Employee Alysia Ayers	0.2500	$8,000.75	0121-09800-00-2401-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03	Interim assessment and common assessment production will be done by the clerk. She will also assist with the CELDT administration.
Prof&Curriclm Dev Vist Tchr	-	$8,487.00	0121-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04	Push in support will provide intensive small group instruction for at risk students.
Supplies	-	$2,000.00	0121-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04	Supplemental instructional materials such as chart paper, journals, math manipulatives, etc. to support classroom instruction.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning,*

Monitoring and Accountability Department)

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List

Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

Gage Elementary School
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. ***Working with the SSC, Governance committee and PTA***

It has distributed the policy to parents of Title I students via students weekly flyer distribution.

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

Involvement of Parents in the Title I Program
To involve parents in the Title I program at **Gage Elementary**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This occurs during our back to school night in September.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include monthly PTA, SSC, and governance meetings. It also includes Open house and back to school night.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *****review, and improvement of the school's Title I programs and the Title I parental involvement policy. This occurs during our PTA, SSC and Governance meetings.

- The school provides parents of Title I students with timely information about Title I programs. This occurs during our PTA, SSC and Governance meetings.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This occurs during our PTA, SSC and Governance meetings. It also occurs during parent informational meetings and the fall and spring parent teacher conferences.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This occurs during our PTA, SSC and Governance meetings. We also seek parent participation through Take Your Parent to School Day, Family content area nights and Monthly Character assemblies.

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 policy was developed with input from parents gained during SSC, Governance and PTA meetings. It was distributed to parents as a handout send 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 addressed during SSC, Governance and PTA meetings. It is also addressed during the Take Your Parent to School event, parent teacher conferences, and the parent informational meeting that follows. We also expose parents to curriculum and instructional strategies during our family academic nights.*

• 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 during SSC, Governance and PTA meetings. It is also addressed during parent teacher conferences, the Take Your Parent to School event, and the parent informational meeting that follows. We also expose parents to curriculum and instructional strategies during our family academic nights.*

• 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. *This is done during SSC, Governance and PTA meetings. It is also addressed during parent teacher conferences, the Take Your Parent to School event and the parent informational meeting that follows. We also expose parents to curriculum and instructional strategies during our family academic nights.*

- 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. We have dedicated a room for our parents to gather to discuss school issues, support students and support each other. This is also a place for them to get involved in school activities through PTA. We also encourage volunteers in the classroom so that parents can take a more active role in their children's education.

- 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 provided by the district, documents are sent home in the parent's home language.

- The school provides support for parental involvement activities requested by Title I parents. All parents are encouraged to become involved in their children's education. Any request made to become involved is honored with the appropriate volunteer clearance.

Accessibility
Gage Elementary 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. When provided by the district, documents are sent home in the parent's home language. When possible, documents are translated to parents home language or a translator is provided if requested.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

Gage Elementary School
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 2015 – 2016.

REQUIRED HOME-SCHOOL COMPACT PROVISIONS

School Responsibilities

The 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 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 2015*

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 respond within 24 hours.*

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.*

Parent/Guardian 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, 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.
- Reviewing the school website to keep informed about school activities and attend Principal teas 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.

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.
- 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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

Name	30100 Title I Basic Program		30103 Title I Parent	
San Diego Unified School District				
Site: 0121 Gage Elementary				
As of Date 04-20-2015				
Extended Summary				
	30100 Title I Basic Program		**30103 Title I Parent**	
Name	**FTE**	**TOTAL**	**FTE**	**TOTAL**
		27,236.00		**1,317.00**
		27,236.00		**1,317.76**
		0.01		**(0.76)**
6425 Guidance Asst	0.38	10,573.13	-	-
2281 Other Support Prsnl PARAS Hrly		-		338.00
Employee Benefits		8,428.55		78.76
4301 Supplies		8,234.32		501.00
4304 Inservice supplies		-		400.00

APPENDIX D

2014-15 SPSA ADDENDUM

Gage

Area Goals for 2014-15 SY	
English Language Arts:	By 6/15/15 70% of Gage students will be reading at or above grade level in the DRA or ARI. By 6/15/15 60% of Gage Black or African American students will be reading
Mathematics	By 6/15/15, 70% of Gage students will perform at proficient or advanced level on Site-developed/identified common formative assessments.By 6/15/15, 60% of Gage Black or African American students will perform at proficient or advanced level on Site-developed/identified common formative assessments.By 6/15/15, 60% of Gage Hispanic or Latino students will perform at proficient or advanced level on Site-developed/identified common formative assessments.
English Language Development	By 6/15/15, 80% of Gage Elementary English Learners will achieve at or above expected levels that put them on target for reclassification on the California English Language Development Test. By 6/15/15, 90% of Gage Elementary English Learners, Grade 5, will meet all requirements to reclassigy in California English Language Development Test.
Graduation/Promotion Rate	By 6/15/15, 65% of Gage Elementary Grade 5 students will perform at or above grade level on the ARI.
Parent Involvement and Community Engagement	By 6/15/15, 80% of Gage Elementrary Parents/Guardians will attend a minimum of two school events in our Parent and Community Engagement activities as evident through sign in sheets.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		22,440.00		**988.00**	
6425 Guidance Asst	0.38	10,641.38	-	-	Guidance assistant to assist title one students struggling to focus on instruction due to outside factors.
Employee Benefits		8,039.30		-	Mandatory benenfits attached to guidance assistant.
4301 Supplies		3,760.00		500.00	Instructional supplies to support title one students. Supplies to support parent involvement activies.
4304 Inservice supplies		-		488.00	Light refreshments and inservice supplies for parent meetings.

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

San Diego Unified
SCHOOL DISTRICT

APPENDIX D

School Name: GAGE

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$27,236.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$27,236.00
10% allocation needed for PD	$2,723.60

Please check one: ☑ Watch List ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	2404	Guidance assistant to assist title one students struggling to focus on instruction due to outside factors.	$10,573.13
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$10,573.13
		10 % allocation has been met	**YES**