

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT HAGE ELEMENTARY SCHOOL

2014-16

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: Takeshita, Eric

Contact Person: Takeshita, Eric

Position: Principal

Telephone Number: 858/566-0273;

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

E-mail Address: etakeshita@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.



RECEIVED MAR 25 2015

Attachment 2
Modification of SPSA

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: Willard B. Hage Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Eric Takeshita

PHONE: 858-566-0273

FAX: 858-693-7942

E-MAIL ADDRESS: etakeshita@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: 3/10/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/10/15
- Site Governance Team (SGT) Date of presentation: 3/10/15
- Other (list): Title 1 input Date of presentation: 3/10/15

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.

<u>Eric Takeshita</u> Type/Print Name of School Principal	<u>Eric Takeshita</u> Signature of School Principal	<u>3/13/15</u> Date
<u>Gina Welsh</u> Type/Print Name of SSC Chairperson	<u>Gina Welsh</u> Signature of SSC Chairperson	<u>3/13/15</u> Date
<u>Lamont Jackson</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>3.16.15</u> Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. 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

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

Please refer to Principal Leadership Plan in appendix.

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
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

Enrollment	Days	Position Equivalent FTE
1-493	1	.2

494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

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

Cycle 1 (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
Eric Takeshita	Principal
Don MacIntosh	Classroom Teacher
Adam Goldstein	Classroom Teacher
John Lapp	Classroom Teacher
Charlene Grimsley	Other School Representative
Sudeshna Ghosh	Parent
Sherly Cayetano	Parent
Carol Kim	Parent
Nguyet Hoang	Parent
Gina Welsh	Parent

Area 1: English/Language Arts**English/Language Arts SMART Goal:**

* By 06/30/2016, 60 % of Hage Elementary Students will score at proficiency or above on the common formative assessment

By June 2016, 50% of students in grades 1-5 will meet Common Core grade level standards in the area of reading comprehension based on district literacy interim assessment.

Closing the Gap SMART Goal:

* By 06/13/2016, 55 % of Hage Elementary Black or African American, Hispanic or Latino, Students will perform at proficient or advanced level on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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?

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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 2: Mathematics**Mathematics SMART Goal:**

* By 06/30/2016, 65 % of Hage Elementary Students will perform at proficient or advanced level on the common formative assessment

Closing the Gap SMART Goal:

* By 06/30/2016, 55 % of Hage Elementary Black or African American, Hispanic or Latino, Students will perform at proficient or advanced level on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Math common assessments as determined by grade level teams.

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 3: English Learner

English Learner SMART Goal:
 * By 06/30/2016, 58 % of Hage Elementary English Learner, Students will meet or exceed proficiency on the common formative assessment

Closing the Gap SMART Goal:
 * By 06/30/2016, 50 % of Hage Elementary Hispanic or Latino, Students will meet or exceed proficiency on the common formative assessment

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Grade level determined common formative assessments for English Language Arts.

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 06/30/2016, 80 % of Hage Elementary Grade 03, Students will meet or exceed independent reading comprehension 38 in DRA

Closing the Gap SMART Goal:
 * By 06/30/2016, 70 % of Hage Elementary Grade 03, Black or African American, Hispanic or Latino, Students will meet or exceed independent reading comprehension level 38 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):

Grade level common assessments aligned to common core and DRA records.

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

* By 06/30/2016, 70 % of Hage Elementary Parents/Guardians will perform at participation goal at parent events as measured by level Attendance

Targeted Population:

By June 2016, we will have an 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.

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

- All teachers will use the units of study in English Language Arts, ELA Framework and California 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., End of Unit Inquiry assessments, Benchmarks, teacher created 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.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- 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

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, home visit 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.
- ELST will consult with teachers to provide supports for targeted English Learners.

Hage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- 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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- 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
- ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom PARAS Hrly	-	\$13,151.00	0134-30100-00-2151-1110-5770-01000-4262	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Adult support for at risk and students needing additional support
Prof&Curriclm Dev Vist Tchr	-	\$2,547.00	0134-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Release time for Grade Level professional learning community time.
Supplies	-	\$1,542.00	0134-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Title 1 parent support for meetings and events

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:

To maintain and evaluate our RtI Process so that we are providing meaningful and targeted support to students at-risk.

Identified Need:

Maintaining the collection of interventions being used with students at-risk and evaluating results so that we maintain consistency across grade levels.

Target Group::

Students at-risk and also mild/moderate population

Monitoring:

Current RtI Process at Hage and meetings with teachers on identified students to consistently monitor status.

Personnel Responsible:

Principal, classroom teacher, mild/moderate staff, parent/guardian and SPED Team

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:

To utilize site resources that support current curriculum and identified students with needs

Identified Need:

Evaluating site resources for efficiency based on student results

Target Group:

Students at-risk and also mild/moderate population

Monitoring:

Analyzing results during each of our three reporting periods.

Personnel Responsible:

Principal, classroom teacher, mild/moderate staff, parent/guardian and SPED Team

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:

To provide on-going professional development opportunities through the work of our Leadership Team that will focus on building "The Hage Learner"

Hage Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

and “The Hage Way.”

Identified Need:

Continuing the work around listening and speaking where students are using conversations and collaboration to build on new learning.

Target Group:

All student groups which will include at-risk, English Learners and all sub groups represented at 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, grade level PLC’s and SPED Team

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.3125	\$8,810.94	0134-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	support for student behavior interventions
Position Guidance Asst,	0.3125	\$8,810.94	0134-09800-00-2404-3110-4760-01000-0000	LCFF Intervention Support	LCFF 1	support for student behavior interventions
Position Health Technician,	0.2026	\$6,775.96	0134-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	health and wellness support
Postage Expense	-	\$468.00	0134-09800-00-5920-2700-0000-01000-0000	LCFF Intervention Support	05	Postage for school/home communication

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

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



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

**WILLARD B. HAGE ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY**

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

Hage Elementary has developed a written Title I parental involvement policy with input from Title I parents. **Title 1 Parent meeting held to provide information and to allow input and idea sharing. Parent Survey will be developed and sent out annually to allow those that cannot attend meeting to provide input.**

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

Title I Parent Involvement Policy will be sent home via opening year packet and through SchoolMessenger.

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 **Hage 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.
-General info about what it means to be a Title 1 school sent out with opening year packet since this is new for Hage.
-Meeting announced through SchoolMessenger
-Try to connect with Back To School Night to increase attendance in September
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. **Meetings as part of master calendar and listed on calendar for Parent Packet sent home first week in September. Times rotate between mornings and evenings.**
- 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. **Goal is to recruit Title 1 parent on SGT/SSC so that input and information is shared on monthly basis. Again parent surveys sent out for input.**
- The school provides parents of Title I students with timely information about Title I programs. **Title I information included in Parent Packet in September as well as part of PTA Newsletters.**
- 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 information will be part of Parent Packet in September of each school year.**

- 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. **Participation with monthly SGT/SSC meetings.**

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

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]*

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APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

SAN DIEGO UNIFIED SCHOOL DISTRICT

Hage Elementary School

HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during the 2015-2016 school year.

School Responsibilities

Hage Elementary School will:

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

- Provide monthly student monitoring, using District Math / Science/ English Language Arts Benchmarks as well as other assessment data.
- Provide Standards-based Assessment in Mathematics, English Language Arts, and teacher developed tests.
- Schedule grade level meetings where teachers calibrate and collaborate on student work.
- Provide structured teacher planning and collaborative time for teachers to discuss student learning.
- Set academic targets for all students and monitor growth monthly using tests, kid watching, listening to students talk, teacher judgment, etc.
- Review and analyze assessment data using DataDirector.

2. Hold Parent-Teacher conferences two times a year during which this compact will be discussed as it relates to the individual child's achievement.

- Parent-Teacher Conferences will be held:
 - November 17 thru 21
 - March 24 thru 27
 -
- 3. Provide parents with frequent reports on their children's progress through:
 - Parent/Teacher Conferences, email between teacher and parents, Student Recognitions (Student of the Month, Perfect Attendance), Connect-Ed, etc.
 -
- 4. Provide parents reasonable access to staff.
- Parents are encouraged to meet with teachers throughout the school year. They can call the office and leave messages during the school day.

Teachers will respond to parent messages before and/or after school via the telephone, email, written notes, and/or conferences. Fliers will be sent home announcing future meetings. A phone tree could be established to remind/announce scheduled meetings and workshops for parents.

5. Provide parents opportunities to volunteer and participate in their children's classrooms and to observe classroom activities in the following ways during:

- Parent Curriculum Hour where they visit their children's classrooms during instruction and observe in the learning activity.
- Open House and /or Back to School Night
- Tutoring opportunities that assist students in improving reading and math skills.
- Read to students during PTA sponsored activities such as: Donuts for Dad, Muffins for Mom, Goodies for Grandparents, etc.
- Volunteer work with Everyone A Reader.

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 on advisory groups, such as the School Site Council (SSC), the District Advisory Council (DAC), the English Learners Advisory Committee (ELAC), Parents Teachers Association (PTA), School Governance Team (SGT) and District English Learners Advisory Committee (DELAC).

Student Responsibilities

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

- Do my homework every day.
- Ask my teacher for help when I need it.
- Read at least 20-30 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.

Student _____

Date _____

Parent(s) _____

Date _____

Teacher _____

Date _____

APPENDIX C

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

San Diego Unified School District
 Site: 0134 Hage Elementary
 As of Date 04-24-2015
 Extended Summary

Name	30100 Title I		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		19,151.00		1,542.00
		19,150.09		1,542.00
		0.91		-
Certificated Salaries		2,547.00		-
1192 Prof&Curriclm Dev Vist Tchr		2,547.00		-
Classified Salaries		13,151.00		-
2151 Classroom PARAS Hrly		13,151.00		-
Employee Benefits		3,452.09		-
Books and Supplies		-		1,542.00
4301 Supplies		-		1,542.00

APPENDIX D

2014-15 SPSA ADDENDUM

Hage Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 06/30/2015, 60 % of Hage Elementary Students will score at proficiency or above on the common formative assessment By 06/13/2015, 55 % of Hage Elementary Black or African American, Hispanic or Latino, Students will perform at proficient or advanced level on the common formative assessment
Mathematics	By 06/30/2015, 65 % of Hage Elementary Students will perform at proficient or advanced level on the common formative assessment By 06/30/2015, 55 % of Hage Elementary Black or African American, Hispanic or Latino, Students will perform at proficient or advanced level on the common formative assessment
English Language Development	By 06/30/2015, 58 % of Hage Elementary English Learner, Students will meet or exceed proficiency on the common formative assessment By 06/30/2015, 50 % of Hage Elementary Hispanic or Latino, Students will meet or exceed proficiency on the common formative assessment
Graduation/Promotion Rate	By 06/30/2015, 80 % of Hage Elementary Grade 03, Students will meet or exceed independent reading comprehension 38 in DRA By 06/30/2015, 70 % of Hage Elementary Grade 03, Black or African American, Hispanic or Latino, Students will meet or exceed independent reading comprehension level 38 in DRA
Parent Involvement and Community Engagement	By 06/30/2015, 70 % of Hage Elementary Parents/Guardians will perform at participation goal at parent events as measured by level Attendance

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following page.
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* 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	
		7,574.00		1,151.00	
4301 Supplies		7,574.00		1,151.00	Supplemental instructional supplies for teaching and learning : Supplies for parent events and meetings

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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